Skills for Success for Experienced Workers (SSEW)

Facilitator Guide

Table of Contents

Program Background:

SSEW (Skills for Success for Experienced Workers) Model

The Skills for Success for Experienced Workers (SSEW) program at WoodGreen Community Services incorporates the Skills for Success (SFS) model from Employment and Social Development Canada, emphasizing nine key skills. Additionally, it integrates WoodGreen's core values – Diversity, Inclusion, Equity & Belonging (DIBE) and Employability, fostering an inclusive environment and enhancing employability for mature workers. Within the framework of the SFS Program, the nine identified skills, comprising four foundational skills (reading, writing, numeracy, digital proficiency) and five transferable skills (collaboration, adaptability, creativity & innovation, problem-solving, and communication), are systematically defined with predetermined components and proficiency level criteria. (Service Canada, 2023). To learn more about the SFS model, go to Skill components and proficiency levels - Canada.ca. To understand how the curriculum is connected to the SFS model, view the Curriculum Outcome Map spreadsheet.

Target Audience

It is essential that facilitators understand the common characteristics of the client population with which they will be working in the SSEW program. This program's target audience comprises unemployed or underemployed workers aged 45 and above, with an emphasis on supporting racialized individuals. This demographic includes individuals who may face systemic barriers to employment due to factors such as ageism, discrimination, and lack of access to resources and opportunities. The program aims to address the unique challenges and barriers faced by this demographic group in accessing and maintaining meaningful employment. Many participants were new immigrants, facing language barriers and difficulties in leveraging their skills and experiences acquired in other countries. These individuals often encounter challenges in articulating their qualifications effectively and navigating the Canadian job market. Moreover, many participants juggle family responsibilities alongside their pursuit of employment, balancing their career aspirations with their familial duties. Additionally, mental and physical health challenges are prevalent among participants, further complicating their job search and integration into the workforce. By focusing on the specific population, the SSEW program seeks to promote equity, diversity, and inclusion in the workforce, while empowering participants to enhance their skills, build confidence, and achieve greater economic stability and self-sufficiency. Through targeted support and tailored interventions, the SSEW program aims to create pathways to sustainable employment and economic empowerment for its diverse participant base.

Program Structure

The program is structured to optimize participants' learning and engagement over a four-week period, ideally extending to six weeks for comprehensive coverage. It allocates Mondays for at-home self-directed study, offering participants time to review materials, complete assignments, and prepare for upcoming class sessions. From Tuesday to Friday, participants engage in either in-person or online classes, totaling 16 instructional days. Participants engage in 5 hours of class every instructional day (10am-4pm) with a 1-hour lunch break. The inclusion of online sessions on selected days ensures flexibility and accessibility for all participants. With a typical cohort size of 20 participants, the program fosters an environment conducive to interactive learning and collaboration. This structured approach, coupled with a balanced mix of at-home study and in-class activities, enhances the overall educational

experience, and maximizes the acquisition of knowledge and skills. The cohort-based structure also facilitates meaningful connections among participants, allowing them to become familiar with one another and fostering a supportive learning community.

Support System

Ideally, every participant should be paired with a dedicated support person from the organization to facilitate regular one-on-one meetings outside of class sessions. These meetings allow participants to discuss personal circumstances and training performance in a confidential and supportive environment. The assigned support person should maintain open communication with the facilitator to provide constructive feedback and updates on each participant's progress. In a classroom with 20 participants, it is essential to have at least one support staff member present to assist the facilitator and provide technical support as needed. Additionally, the facilitator and the support person should be prepared to actively engage with participants, moving around the room to address any technical issues and ensure a smooth learning experience for everyone. In addition to assigned support persons, encouraging peer support is highly recommended as participants bring diverse skill sets and experiences to the learning environment. Facilitating peer support aligns with our goal of fostering a collaborative and inclusive learning community. Participants can benefit from sharing knowledge, experiences, and insights with their peers, enhancing the overall learning experience and promoting a sense of camaraderie within the group. While staff support is crucial, empowering participants to support each other reinforces a culture of mutual respect and cooperation, enriching the learning journey for everyone involved.

Third Party Collaboration

Lumina (https://luminalearning.ca/): This program involves an opportunity for learners to (1) Identify and acknowledge personal strengths and areas of potential growth; (2) Develop the language necessary to articulate and provide evidence for these strengths. We recommend the Strengths-Based Personality Assessment, Lumina Spark. Contact Lumina in Canada for more information.

My Interview Practice (https://myinterviewpractice.com/): This program involves an opportunity for learners to use a platform to record an interview, assess themselves and then submit their recording to be assessed by an Employment Counsellor. WoodGreen uses My Interview Practice (MIP) platform as a user-friendly, efficient and valuable tool. You may choose another platform, have clients use their phones or choose to do in-person practice interviews only.

Liberation Practice International (https://lpimodel.com/): Facilitators and support staff are recommended to get training with Jana Vinsky at Liberation Practice International to understand Systemic Chatter tools and definitions.

UP Skills for Work (https://upskillsforwork.ca/): This program utilizes two workbooks directly from UP Skills without any alterations. These resources are freely accessible and can be easily downloaded on their website and printed for in-class use. UP Skills for Work was developed by ABC Life Literacy Canada with support from the founding sponsor, Canada Life.

Program Design and Philosophy:

SSEW's strength-focused facilitation approach is grounded in fostering a supportive and inclusive learning environment, where participants are met where they are at. Participants are recognized as active contributors to their own learning journey, emphasizing personal growth and improvement at their own pace, rather than imposing the requirement to pass a summative exam. The approach is aimed at empowering participants to take ownership of their learning experiences. Additionally, SSEW values interdependence and actively fosters a culture of peer support among participants. This collaborative environment not only enhances learning outcomes but also fosters a sense of community and shared responsibility within the learning cohort.

Using the metaphor of a vessel floating on a flowing river, it is acknowledged that each participant's vessel is unique, coming in distinct colors and shapes, and may have cracks or imperfections. This metaphor reflects the diversity of experiences, backgrounds, and abilities that everyone brings to the learning environment. Just as no two vessels are exactly alike, no two participants will have identical strengths, challenges, or learning styles. Embracing this diversity allows us to create a supportive and inclusive atmosphere where all participant's unique qualities are recognized, valued, and celebrated. Through collaboration, support, and mutual respect, we can work together to mend and strengthen these vessels, fostering growth and development for all.

Key Considerations:

Trust and Accountability: Emphasize the importance of trust and accountability among participants, encouraging mutual respect and responsibility. Establishing trust fosters an environment where participants feel comfortable expressing themselves and engaging fully in the learning process.

Interdependence: Foster a sense of community and interconnectedness among participants, promoting peer support and collaboration throughout the learning process. Encourage participants to leverage each other's strengths and life experiences to enhance their own learning and contribute to the collective growth of the group.

Thoughtful Engagement: Be attentive to the needs and preferences of participants, offering support and guidance in a thoughtful and respectful manner. Acknowledge and validate participants' contributions and create opportunities for meaningful engagement and dialogue that honor their diverse perspectives and experiences.

Accessibility: Ensure that the learning environment is accessible and inclusive for all participants, including those with disabilities and non-native English speakers. Use accessible and inclusive language, provide alternative formats for materials, and consider diverse learning styles and needs when planning and delivering sessions.

Continuous Improvement: Solicit feedback from stakeholders via evaluation surveys or informal feedback and adapt facilitation strategies as needed to enhance the learning experience and outcomes. Regularly review and reflect on facilitation practices, seek opportunities for professional development, and stay abreast of emerging trends and best practices in adult education and facilitation.

The learning outcomes for SSEW's integrated curriculum are designed to cultivate a growth mindset among participants throughout the program. The rationale is rooted in fostering engaging and immersive learning experiences that prioritize active participation and application of skills. Rather than simply teaching "about" assorted topics, participants are immersed in practical exercises and real-world scenarios. For instance, in the communication modules, participants actively engage in assertive communication techniques, practice delivering presentations, and participate in group discussions. The spiral curriculum approach ensures that participants revisit key concepts through structured activities such as writing SAR (Situation, Action, Result) stories, fostering deeper understanding and retention of knowledge. In addition, the curriculum adopts a practical approach to soft skills development. Rather than simply teaching soft skills, the program prioritizes experiential learning by providing opportunities for participants to practice soft skills repeatedly throughout the program. As a result, participants engage in hands-on exercises, role-playing scenarios, and group activities that allow them to apply and refine their soft skills in real-time. This approach not only reinforces learning but also builds confidence and proficiency over time. Therefore, facilitators play a crucial role in guiding participants through this process by being familiar with the overall curriculum. This enables facilitators to seamlessly call back topics introduced earlier in the program, allowing for the spiral curriculum to work effectively. By integrating practical application with ongoing reflection and reinforcement, the curriculum ensures that participants are developing the essential soft skills needed to succeed in their personal and professional lives.

Facilitator Approach:

Safe Space

Incorporating trauma-informed instructional practices, the primary role of facilitators is to cultivate a positive and nurturing classroom environment where all participants feel safe, respected, and empowered to engage in their learning journey. We understand the importance of creating a safe space where participants can take risks, ask questions, and share their challenges without fear of judgment or reprisal. By providing a variety of routines and options that cater to different learning styles, the aim is to accommodate the diverse needs and preferences of our participants. The commitment to creating an inclusive environment extends to respecting the unique backgrounds, identities, and learning experiences of each participant, recognizing that their transition journey is personal and multifaceted. In this safe space, participants are encouraged to explore, experiment, and grow at their own pace, fostering a sense of belonging and empowerment as they navigate their educational pursuits.

Using the late policy as an example, it embodies a culture of trust and flexibility, reflecting the belief in the maturity and accountability of participants. They are entrusted with managing their schedules responsibly, understanding their commitments, and prioritizing punctuality accordingly. While communication about absences is necessary, late arrivals and early departures are handled with understanding and flexibility. If persistent patterns emerge, facilitators and the assigned support person engage in conversations to reinforce mutual respect for everyone's time. This collaborative approach aims to understand any underlying reasons for the behavior and to find mutually agreeable solutions. By

fostering open dialogue and understanding, confidence in participants' capacity to navigate their learning journey with maturity and responsibility is affirmed.

Continuous Learning Culture:

Facilitators should recognize that they do not need to possess all the answers; instead, they are encouraged to embrace the notion that everyone, including themselves, is on a journey of learning. This acknowledgment forms the cornerstone of the approach, emphasizing that facilitators serve as co-learners alongside participants. Encouraging facilitators to embrace a mindset of curiosity, exploration, and openness to new ideas and perspectives is paramount. To support facilitators in their professional development journey, a wealth of resources and opportunities are provided within the session plans.

Learner-Centered Pedagogy:

It is imperative to involve participants actively in the learning process, empowering them to take charge of their education. Instructors should recognize the different learning styles present among participants and integrate them into the sessions effectively. By acknowledging and catering to diverse learning preferences, instructors can ensure that all participants have equal opportunities to engage and succeed. Furthermore, the curriculum and the schedule can be adjusted based on the targeted audience, accommodating their specific needs, backgrounds, and learning preferences. Facilitators should be prepared to adapt teaching methods, content delivery, and assessment strategies to better align with the unique characteristics and requirements of the participants they are serving. Please be advised that the completion of technical activities outlined in the session plan may be extended due to variations in participants' computer proficiency levels. Facilitators should anticipate potential delays and maintain flexibility regarding the session schedule.

Formative Assessment:

Utilizing formative assessments through observation and feedback regularly allows facilitators to monitor participant progress and adjust teaching strategies accordingly. Additionally, formative assessment aids in consolidating memories, reinforcing learning concepts, and promoting deeper understanding among participants. By regularly assessing participant comprehension and providing timely feedback, facilitators can identify areas for improvement, address misconceptions, and tailor instruction to better support participant learning outcomes. Examples of formative assessment built in the curriculum include recap sessions at the beginning of each week, and weekly peer learning circles. During self-directed learning days and weekends, participants can review, complete homework assignments, or engage in practice sessions to reinforce their understanding of course material. Recap sessions and learning circles enable participants to reflect on their learning experiences, share insights gained during independent study, and seek clarification on any challenges encountered. These sessions create a forum for participants to discuss their progress, exchange ideas, and reinforce their understanding through collaborative dialogue.

DIBE (Diversity, Inclusion, Equity & Belonging) Values:

DIBE Awareness is integral to SSEW's approach, as space is created for meaningful discussions around diversity, equity, and inclusion. Prioritizing the recognition and valuing the unique experiences and perspectives of each participant is key. Facilitators should not simply lecture on DIBE; they are expected

to embody DIBE values in their actions and interactions. By living out DIBE principles, facilitators set an example and create an environment where participants feel respected, heard, and included. This approach fosters genuine dialogue and understanding, promoting a culture of acceptance and appreciation for diverse identities and backgrounds. If participants initially struggle to grasp the significance of DIBE, open dialogue and discussion should be prioritized over judgment or coercion. Engage participants in conversations about why DIBE is relevant in today's culture and workplace, aiming to shed light on the importance of diversity, equity, and inclusion in fostering a more equitable and just society. Through the exploration of real-world examples and the sharing of diverse perspectives, participants are afforded opportunities to contextualize DIBE concepts and appreciate their relevance and impact across different situations. The program approach is rooted in fostering mutual respect and understanding, allowing participants to engage with DIBE concepts at their own pace and in a manner that resonates with them personally.

In addition to fostering DIBE awareness within the classroom setting, it is key for the organization to also adopt the values throughout its operations and physical spaces. This can be achieved by implementing tangible measures that reflect the organization's commitment to inclusivity and respect for diversity. For instance, creating a multifaith prayer room provides a dedicated space for individuals of various religious backgrounds to practice their faith comfortably. Similarly, introducing gender-neutral washrooms ensures that individuals of all gender identities feel safe and supported within the organization's facilities. Moreover, it is essential to familiarize participants with inclusive features if they are applicable, demonstrating that DEI values are not merely empty words. Displaying rainbow signs or symbols of diversity throughout the organization's premises serves as a visible welcome to people of diverse sexual orientations and gender identities, affirming their belongingness and acceptance within the community. By embodying DEI values in both symbolic and practical ways, the organization creates an environment where everyone feels respected, valued, and included, fostering a culture of equity and acceptance beyond the confines of the classroom or speech.

Career Development:

In the SSEW program, a strong emphasis is placed on career development, recognizing that the journey is unique for each participant. There is no one-size-fits-all approach to resume writing or interview preparation. While general rules and best practices are provided in the program, facilitators are encouraged to leverage their own experience and expertise to complement the teaching process. Facilitators play a crucial role in guiding participants through the career development process. While foundational knowledge and skills are provided, their insights and real-world experiences can enrich the learning experience and provide valuable context for participants. It is important for participants to understand that their career paths are individual and may require personalized strategies. Participants are encouraged to discuss their specific circumstances and challenges with their dedicated support person, who can provide tailored guidance and support throughout the program. It is highly recommended to invite guest speakers from employer and community partners as they offer invaluable real-world insights into hiring and promoting employees, enriching the participants' learning experience. For a 16-day instructional period, having approximately 10 speakers would be ideal to ensure a diverse range of perspectives and ample engagement opportunities for the participants. The facilitator can integrate teaching activities with guest speaker sessions and facilitate Q&A sessions to deepen

participant interaction and understanding. Please refer to the table below for a list of the guest speakers invited to WoodGreen's SSEW program.

Guest Speaker	Topic
Arab Community Centre of Toronto (ACCT)	Employer View
Patisserie La Cigogne	Employer View
Former WoodGreen program participant	Volunteer Experience
Experienced Workers Advisory Committee member	Immigrant Journey
WoodGreen - Financial Empowerment	Financial Literacy and Budgeting
Paragon Security	Employer View
WoodGreen - Employment Services	Introduction to Employment Services
MCIS Language Solutions	Employer View
Toronto Public Library (TPL)	Library Resources & Tour

Preferred Facilitator Qualifications:

Facilitation Skills:

- Experience in classroom facilitation, guiding classes to achieve independence and interdependence.
- Familiarity with the entire curriculum, allowing for effective revisiting of topics as needed.
- Adaptability and flexibility to respond to evolving classroom dynamics and participant needs.
- Effective conflict resolution skills to manage interpersonal tensions constructively and maintain a positive learning environment.
- Commitment to lifelong learning and professional development for continuous improvement in facilitation skills.

DIBE (Diversity, Inclusion, Equity & Belonging):

- Demonstrated representation and advocacy for the needs of older workers and individuals from racialized communities, or a strong commitment to learn and advocate for these populations.
- Experience in working with adults from diverse backgrounds, including individuals from various cultural, linguistic, and socio-economic backgrounds.
- Capable of engaging in and promoting discussions around diversity, equity, and inclusion (DEI).
- Demonstrated cultural competence and sensitivity to create inclusive learning environments that honor and respect diverse perspectives and experiences.

Technical Proficiency:

- Intermediate-level proficiency in MS Office suite (Word, Teams, Outlook, Excel, PPT) and other relevant software applications necessary for facilitation and administrative tasks.

Career Development:

- Background in career development, workforce training, or related fields considered an asset.
- Familiarity with industry trends, job market demands, and career advancement opportunities to provide valuable insights and guidance to program participants.

Class Preparation Checklist:

Task	Checkmark
Classroom Setup: Form a U-shaped horseshoe with chairs and tables, opening towards the front of the room to facilitate interaction and engagement among participants. Inspect the room for safety concerns such as people tripping over extension cords or tables blocking entrance.	
Set up Technology: Ensure the projector, personal computer, and speakers are set up and functioning properly. Test the technology in advance to address any potential issues.	
Review Session Plans: Familiarize yourself with session plans and PowerPoint presentations, including presenter notes. Verify that embedded videos work smoothly and complete any necessary facilitator prep work.	
Prepare Classroom Supplies: Ensure flip charts, whiteboards, markers, and other classroom supplies are readily available for use during activities and discussions.	
Provide Refreshments: Ensure that tea, coffee, and refreshments are available for clients to enjoy during breaks, fostering a comfortable and welcoming atmosphere.	
Display Agenda: Put the agenda or schedule on the classroom wall for easy reference, keeping participants informed about the topics and activities planned for the session.	
Accessibility in Facilitating: Ensure that teaching materials and methods are accessible to all participants, including those with disabilities. Use inclusive language, provide alternative formats for materials, and consider diverse learning styles and needs when planning and delivering sessions.	
Communication with Support Staff: Establish a schedule for regular check-ins with support staff to discuss client performance and address any concerns or issues that may arise. Ensure that the scheduled support staff members are available and present during the designated class times.	
Develop Contingency Plans: Outline contingency plans for technical issues or unexpected challenges during sessions, such as alternative presentation formats or backup equipment.	

Resources

- Program Schedule
- Session Plans (including learning outputs, class schedule, resources/ activities)
- PPTs (contact WoodGreen for original files)
- Curriculum Outcome Map spreadsheet

Skills for Success for Experienced Workers (SSEW)   Training Schedule

		10:00 AM – 4:00 PM			
Week 1	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**
	2 hrs	**Day 1. In Person (5 hrs)**	**Day 2. In Person (5 hrs)**	**Day 3. In Person (5 hrs)**	**Day 4. In Person (5 hrs)**
AM	- Registration Completion (with ECC - Employment Case Counsellor) - Laptop pickup	· Welcome & Icebreaker · Life Mapping	· Lumina Personality Assessment · Communicating your Strengths	· Identify Skills and SAR Stories · Pick ONE job posting to target	· Writing a Resume and Cover Letter · Book Resume Review Appointment
PM		· Tech: My Computer · MS Outlook Email Basics	· Goal Setting · MS Word Basics	· Introduction to Learning Circles · Growth Mindset & Adaptability	· MS Outlook Calendar · MS OneDrive & Digital Binder
Week 2	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**
	Home Study (5 hrs)	**Day 5. In Person (5 hrs)**	**Day 6. In Person (5 hrs)**	**Day 7. Online (5 hrs)**	**Day 8. In Person (5 hrs)**
AM	· Learning Circle Preparation · Create LinkedIn Account · Resume Update	· Recap (Previous Week) · Online Job Search Strategies: Indeed/Niche Job Boards	· MS Teams: Practice	· Communication Styles · Assertive Communication	· Interview Preparation · Interview Questions (SARR) · Mock Interview Practice at MIP
PM	· Homework/Independent Learning Activities · 1-on-1 Counselling with ECC	· Online Employment Scams · Introduction to MS Teams	· Resume - Employer Perspective	· Learning Circle 1	· Introduction to LinkedIn: Social Networking, Connect, Experience
Week 3	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**
	Home Study (5 hrs)	**Day 9. In Person (5 hrs)**	**Day 10. In Person (5 hrs)**	**Day 11. Online (5 hrs)**	**Day 12. In Person (5 hrs)**
AM	· Learning Circle preparation · Resume & Cover Letter · Mock Interview Practice	· Recap (Previous Week) · Answering Behavioural and Situational Questions: SAR Method	· Systemic Chatter & Barriers Facing Mature Workers	· Learning Circle 2 · Active Body Active Mind	· The Proactive Job Search · File & Folder Organization
PM	· Homework/Independent Learning Activities · 1-on-1 Counselling with ECC	· Difficult Interview Questions · Problem Solving	· Mental Health and Self Care	· Customer Service	· Introduction to Excel · Excel: Keyboarding Activities 1
Week 4	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**
	Home Study (5 hrs)	**Day 13. In Person (5 hrs)**	**Day 14. In Person (5 hrs)**	**Day 15. Online (5 hrs)**	**Day 16. In Person (5 hrs)**
AM	· Resume & Cover Letter · Homework/Independent Learning Activities	· Recap (Previous Week) · Conflict Resolution: De-escalation · TPL: Resources & LinkedIn Learning	· Reflection: Accomplishments · Update Resume & LinkedIn Profile	· Know Your Rights at Work: Employment Standard Act (ESA)	· Succeed in Your New Job · Reflection on Goals
PM	· 1-on-1 Counselling with ECC	· Excel: Keyboarding Activities 2 · Teamwork	· Excel: Keyboarding Activities 3 · Presentation Skills	· Responding to Criticism	· Wrap-Up (Summary of Learning) · Next Steps

- **Tuesdays, Wednesdays and Fridays**: In-Person Class
- **Thursdays**: Online Class (except first Thursday)
- **Mondays:** Independent Study

Class Timing: 10:00 AM – 12:30 PM; 1:30 – 4:00 PM (5 hours/day)

Learning Outputs

1.1 Program Orientation:
- Understand the structure, expectations, overall goals and objectives of the training program.
- Foster an inclusive and welcoming environment by using inclusive language.

1.2. Building Relationships:
- Establish initial connections with fellow participants from diverse backgrounds.
- Foster a sense of community within the group and develop open, inclusive, and respectful communication with peers.

1.3. Life Mapping:
- Reflect and explore one's personal strengths, weaknesses, and opportunities for growth holistically through the creation of a life map.
- Gain a deeper understanding of themselves through reflection on personal milestones and analysis of their life journey.

1.4. Technology - Windows computer and MS Outlook:
- Navigate and understand the basics of the Windows computer, file explorer, internet connection, etc.
- Explore MS Outlook features to enhance written communication, focusing on email etiquette, business email writing, and identifying common mistakes.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 1" tab.

- **Adaptability**
- **Collaboration**
- **Communication**
- Creativity and innovation
- **Digital**
- Numeracy
- Problem solving
- Reading
- **Writing**

Lesson Plan – Day 1

Skills for Success for Experienced Workers

Session 1a: Welcome; Icebreaker; Life Map	Session 1b: Technology; MS Outlook; LinkedIn Learning
Day 1 Facilitator Preparation	Day 1 Materials / Resources Needed
- Email PP, welcoming them to the program. Attach schedule. - Create "Day 1" email draft to be sent, including: - Video links: How to Add Signature in Outlook & Email Etiquette Tips - How to Write Better Emails at Work - View-only sharing link of the course digital binder - LinkedIn Learning: Get up and running quickly with Word (linkedin.com)	Session 1a: · *Welcome ppt.* · Program binder with schedule · Video: Land acknowledgements: uncovering an oral history of Tkaronto (3:42) · Video: Uzo Never Liked Her Name (2:09) · Video: Gender Identity and Pronouns (3:42) · Handout: Quick Reference Sheet: Inclusive writing guidelines and resources · Art supplies (markers, colored pens, etc.), paper Session 1b: · *PPT: Email* · Handout: Outlook Quick Reference · Video: Writing an Effective Business Email (2:17) · Video: Emails in Real Life (1:17) · Handout: *Email Activities* · Video: Windows Basics: Getting Started with the Desktop (2:08) -> windows 10 · Video: Windows 11 Tutorial for Beginners (6:24) · Video: Windows Basics: Working with Files and Folders (2:15) Additional Resources: • Video: Computer Basics: Understanding Operating Systems (1:30) • Video: Setting up an email account in Outlook (8:39)

Session 1a: Welcome; Icebreaker; Life Map			2hr 30min (10min break)	
Time	**Activity Content**		**Skills Practised**	**Resources**

40 min	**Welcome participants (PP)**
	 Start with land acknowledgement to recognize the traditional territory of the Indigenous people(s) who called the land home before the arrival of settlers, and in many cases still do call it home.
	    - Video: <u>Land acknowledgements: uncovering an oral history of Tkaronto</u> (3:42)
	
	 Welcome PP for being selected based on their suitability and their commitment to finding work/ educational opportunities/ volunteer positions. PP become familiar with program structure and requirements
	
	 Review schedule: time of class, breaks, in-person vs online session, and the agenda for today's lesson.
	 • Review program goals, expectations, and the supports available.
	     o Set classroom rules together, introduce roles of contact info of support staff, share mental health resources
	 • Desired outcomes:
	    · Cultivate useful habits: take charge of your job search | self-care | personal development
	    · Practice continuous learning: to address skills gaps | to better understand the hows and whys of human behaviour | to use inclusive language
	    · Improve digital skills and be more comfortable with technology
	    · Practice skills for workplace success in a supportive setting: collaborating, problem-solving, communicating, conflict management, DIBE
				Program Binder with schedule
				
				 PPT: Welcome
				
				 Video: <u>Land acknowledgements: uncovering an oral history of Tkaronto</u> (3:42)

40 min	**Icebreaker - This is Me**
	 Facilitator introduces who they are to PP to help establish trust then do an ice-breaker activity
	    - name, pronoun, educational/ professional/ teaching background, teaching approach, relevant personal information like hobbies...
	    - Creating ground rules that promote respect, active listening, and open-mindedness with PP
	
	 Polychronic vs. Monochronic
	    - PP reflect on whether they were raised in the polychronic or monochronic culture and what to expect in Canada
			- Collaboration
			 - Communication
					Video: <u>Uzo Never Liked Her Name</u> (2:09)
					
					 Video: <u>Gender Identity and Pronouns</u> (3:42)
					
					 Handout: Quick Reference Sheet:

	Name and pronunciation - Video: [Uzo Never Liked Her Name](#) (2:09) - PP is encouraged to use phonetic spelling to help others say their names or preferred name as accurately as possible Gender identities and Pronouns - Introduce common pronouns (he/him, she/her, they/them) and discuss the importance in acknowledging gender identity. - Explore the use of inclusive language and avoiding gendered assumptions in communication. - Video: [Gender Identity and Pronouns](#) (3:42) - PP won't be asked to share gender identities/ preferred pronouns unless they are comfortable		Inclusive writing guidelines and resources
10 min	**BREAK**		
40 min	**Life Mapping** Facilitator shares their life map with the class to model expectations, serve as a starting point for class discussions, and create a supportive environment - PP identify key milestones in their lives, include significant events such as education, jobs, moving to a new country, raising a family, overcoming adversity, and other impactful experiences. - Provide paper and art suppliers for PP to draft a life map - PP is encouraged to share the life map within small groups and continue to work on the life map as homework (possibly bring back the complete life map on last day of program)	- Collaboration - Communication - Adaptability	Art supplies (markers, colored pens, etc.), paper

Session 1b: Technology; MS Outlook; LinkedIn Learning		**2hr 30min (20 min break)**	
Time	**Activity Content**	**Skills Focus**	**Resources**
50 min	**Technology: My Device** **Windows** • Introduce Windows: *Windows is an operating system designed by Microsoft. It's like a language that allows you to communicate with and use your computer. You can use Windows to open and save files and use applications.* • Watch video: [Windows Basics: Getting Started with the Desktop](#) (2:08) or [Windows 11 Tutorial for Beginners](#) (6:24)	- Digital	Video: [Windows Basics: Getting Started with the Desktop](#) (2:08) -> windows 10

	• Review language: *Task bar, Desktop, Start button, Shortcuts, File explorer* **Practice** Facilitator demonstrates and PP practice: • Logging in to their device • Connecting to Wi-Fi (name and password) • Accessing & adjusting volume settings (system audio and headphones) • Adjust scale of displace in the setting **File Explorer** • Introduce File Explorer: *File Explorer allows you view and organize files and folders*. Demonstrate: *Open File Explore by clicking the File Explorer icon on the taskbar, or double-clicking any folder on your desktop.* • Watch video: Windows Basics: Working with Files and Folders (2:15) • Review language: *Folder, Subfolder, Click and drag, Recycle bin, Right click (for more commands)* **Practice** • PP create 4 folders on their desktop and name them: *Course Material, Resources, Personal Documents,* and *Other* • Demonstrate: Desktop files and folder can also be viewed in the File Explorer. Toggle between a folder and the desktop.		Video: Windows 11 Tutorial for Beginners (6:24) Video: Windows Basics: Working with Files and Folders (2:15)
10 min	**BREAK**		

45min
 	
(15)
 	
(15)
	MS Outlook: Mail
	• Share screen & explore Outlook Mail
	    · Layout: Navigation pane on the left (folders); List of emails, View pane (to preview an email)
	    · Folders: Inbox, Sent items, Drafts, Deleted items
	    · Tabs: Home, Send/Receive, Folder, View
	    · Practice: PP sign into the Outlook app on their device and explore Outlook Mail
	• Outlook Email Basics
	    · Home ribbon: *New email, Delete, Reply, Reply All, Forward*
	    · Level 1: New email: *To, CC, BCC, Subject; Message ribbon: Text formatting; Attach file*
	    · Level 2: Format text ribbon: *Format painter;* Insert ribbon: *Signature; Link*
		- Digital
		- Writing
			PPT: Email
			
			Handout: Outlook Quick Reference
			
			Video: Writing an Effective Business Email (2:17)

(20)	• Presentation: Email etiquette		Video: [Emails in Real Life](1:17)
	· Writing business emails & formality		
	▪ Video: [Writing an Effective Business Email](2:17)		Handout: *Email Activities*
	· Common mistakes		
	▪ Video: [Emails in Real Life](1:17)		
	· Email conventions		
	MS Outlook: Sending an Email		
	Practice:		
	Send email to instructor so that they have your preferred email address to use in the program.		
	· To: instructor's organizational email		
	· CC: PP's personal email address		
	· Subject: Concise & descriptive		
	· [Level 1] Email body: Informal greeting; Friendly opening; Purpose of email, e.g. "I'm writing to let you know [something that the PP would like the instructor to know about them]; Closing & Name		
	· [Level 2] Level 1 + Add link to useful website; include signature after closing		
10 min	**Break**		
20 min	**Digital Binder** Facilitator sends sharing link of the course digital binder to PP **LinkedIn Learning** • Introduction to LinkedIn Learning with facilitator's live demonstration • Accessing LinkedIn Learning through the Toronto Public Library: [Getting Started with LinkedIn Learning](#) • PP log in to LinkedIn Learning & explore the platform • Get started with LinkedIn Learning; Video (chapter 1 & 2): [How to Use LinkedIn Learning](#) (20 min)	- Digital	
Notes | Resources			
Homework - Complete the Email activity: send an email to facilitator			

Independent Study · Watch video: How to Add Signature in Outlook (6:00) and create an email signature · Watch video: Email Etiquette Tips - How to Write Better Emails at Work (6:00) · LinkedIn Learning: Get up and running quickly with Word (linkedin.com)		

Learning Outputs

2.1 Strengths-Based Personality Assessment (Lumina)
- Complete the Lumina assessment and interpret the results of the assessment.
- Identify and acknowledge personal strengths and areas of potential growth.
- Develop the English language necessary to articulate and provide evidence for these strengths.

2.2 Goal setting (SMARTER goals vs Planned Happenstance):
- Identify and understand the benefits and suitability of two different approaches (SMARTER goals vs Planned Happenstance) to setting goals.
- Brainstorm motivation and support and set 3 goals for personal and professional development.

2.3 MS Word Basics
- Practice creating a new document in MS Word and experiment with formatting text (e.g., font style, size, alignment).
- Learn how to use common keyboard shortcuts and save an MS Word file in a designated folder for organization.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 2" tab.

- **Adaptability**
- Collaboration
- **Communication**
- Creativity and innovation
- **Digital**
- Numeracy
- Problem solving
- **Reading**
- **Writing**

Session 2a: Lumina	Session 2b: Goal Setting; MS Word
Day 2 Facilitator Preparation	Day 2 Materials / Resources Needed
Lumina (https://luminalearning.ca/): This program involves an opportunity for learners to (1) Identify and acknowledge personal strengths and areas of potential growth; (2) Develop the language necessary to articulate and provide evidence for these strengths. We recommend the Strengths-Based Personality Assessment, Lumina Spark. Contact Lumina in Canada for more information. - Administrator generates a Lumina personality assessment link - Send PP the link to Lumina personality assessment - Facilitator completes a Lumina assessment, analyze the Lumina Portrait, download Lumina Splash app on the phone	Session 2a: - Pre-Program Evaluation - Personality assessment link - PPT: *Lumina* - Handout: *Lumina Spark Portrait* - Handout: *Lumina Competency Chart* Session 2b: - Video: Chris Hadfield on how you can achieve your goals (2:22) - Handout: *SMARTER Goals vs Planned Happenstance* - Handout: *Goal Setting* - Handout: *Lumina Strengths Template* - Workbook: *Lumina Spark Portrait* Additional Resources: - Video link: Welcoming Job Seekers to the Lumina Splash App (1:40-8:29) - Video link: Microsoft Word Tutorial (22 min)

Session 2a: Lumina		2hr 30min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**

60 min
 	
(15)
 	
(10)
 	
(40)
	Introduction to Personality Assessment
	Introduction to Lumina Spark
	• Preview/Introduction to the Lumina Spark Portrait
	• Understanding your portrait: "Your …" is personalized
	
	Signing up and doing the assessment
	• Step-by-step guide
	
	PP do the personality assessment
	
	- PP has the choice of doing the assessment in native language and receive the results in English
	   o The task must be performed by someone with Lumina Administrator access; it will cost no extra points to download, and PP won't be able to download the portrait in the portal themselves
	   o **SOP**: Lumina Services -> Practitioner Dashboard -> Manage Projects -> [project name] -> Downloads -> [name of PP] -> Regenerate selected files -> choose the desired language to download the portrait in a different language
	
	Personality Assessment
	PP read their assessment results
	• Download assessment results and save as "Lumina Portrait" in *Resources* folder
		- Digital	PPT: *Lumina*
			
			Customized Lumina link

10 min	**BREAK**		
60 min	**Understanding the Lumina Spark Portrait** Reading Your Portrait: • The 4 Quadrants & 8 Aspects • Understanding your Splash & Your 8 Aspects in order (p.10) • *The descriptions of your top 4 Aspects can be used during a job interview (self-introduction), in a cover letter, or your LinkedIn Profile Summary. Put the descriptions in your own words in order to communicate your strengths to employers.*	- Reading - Communication	PPT: *Lumina* Handout: Lumina Spark Portrait Handout: *Lumina Competency Chart*

	• Your Inner Spark
	• Word Cloud:
	    ▫ *Look at page 5 of your Spark Portrait: What are your 2/3 biggest fonts? These are your 2/3 most used qualities.*
	    ▫ Group Activity: *Share a story(ies) which demonstrate these 1/2 qualities. Each partner will have 4 minutes.*
	• Communication AND/OR Leadership & Working with Others:
	    ▫ *On p. 7 you will find information about your communication skills, your leadership style, and your ability to work with others.*
	    ▫ Group Activity: *Do you agree with the way your Communication and/or leadership is described? Why (not)? Each partner will have 4 minutes.*
	
	• The 4 Colours
	• *Look at cover of your Portrait. The 2 colours are unique to your assessment and reveal qualities of your personality. Look at page 8. You will see your colours ranked. We all have all 4 colours but we prefer certain colours.*
	    Discuss: *Do you identify with your top 2 colours? How accurately do you think the assessment captured you?*
	• The 16 Competencies
	• *Let's look at the competencies associated with each colour. These competencies may be listed in a job posting.*
	• *Lumina can help you see: 1. Is this job a good fit for me? 2. If it is a good fit for me: How can I describe my fit for this particular job/role.*		

Session 2b: Goal Setting; MS Word		2hr 30min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**

40 min	**Goal Setting a**
	• Watch: Chris Hadfield on how you can achieve your goals (2:22)
	• Discuss in pairs/small groups
	    o *How can you make "deliberate choices" to achieve your goals?*
	    o *How can you "head in the right direction?"*
	    o *What "small victories" have you achieved?*
	    o *What "small victories" seem achievable to you?*
		- Writing
		
		- Adaptability
			Video: Chris Hadfield on how you can achieve your goals (2:22)
			
			Handout: *SMARTER Goals vs*

Lesson Plan – Day 2 — Skills for Success for Experienced Workers

	• Discussion of page 1 of the *SMARTER Goals vs Planned Happenstance* Handout • PP complete page 2 of the *SMARTER Goals vs Planned Happenstance* Handout individually; Volunteers share their answers **Goal Setting b** Share possible options for after this program • Work: *Many of you may want to apply to jobs right away. After completing this program we will refer you to our Employment Services Department to work with a Job Coach.* • Volunteer: *You may decide you want to volunteer as a goal or as a pathway to employment.* • Learning: *You may decide to take a course, learn a skill for the sake of learning or as a pathway to employment.* • Self-Care: *You may decide your goal right now is not employment but getting out into the community, finding social and/or emotional support. You need to fill the bank before you can start spending energy and time on work and learning.*		*Planned Happenstance* Handout: *Goal Setting*
10 min	**BREAK**		
60 min	**MS Word** • Starting a new document Share screen & demonstrate: · Opening MS Word & starting a new document · Saving a document and selecting a folder to save it in · Practice: PP Open a new MS Word document & save it as "Lumina Strengths" in the "Resources" folder on their desktop • Home tab & ribbon Share screen & type dummy text in blank document. Demonstrate: · Formatting text: Bold, Italics, Underline, Font, Font size, Font colour, Format painter · Undoing & redoing and using shortcuts: Ctrl + Z & Ctrl + Y · Creating a bulleted list or numbered list · Practice: PP replicate *Lumina Strengths Template* • Copy and paste Share screen & demonstrate: · Copying relevant text from Lumina Portrait PDF (Right click + copy; Ctrl + C; Ctrl + V)	- Digital	Handout: *Lumina Strengths Template* Workbook*: Lumina Spark Portrait*

	· Pasting text into the Word document (Paste; Ctrl + P) · Level 1 – Practice: PP copy and paste text from Lumina Portrait to Word document · Level 2 – Practice: Level 1 + summarize main points by converting paragraphs into lists with bullet points • Save and close Share screen & demonstrate: · Saving the document (Save icon; Ctrl + S) · Closing the document · How PP can open the document (In MS Word – open; From the "Resources" folder on their desktop) For more advanced participants, they are recommended to take the courses below as self-directed learning in class or as homework. LinkedIn Learning courses: • Word Essential Training (Microsoft 365) (2h 33m): basic word tutorial, download practice files, narrated by white man • Master Microsoft Word (linkedin.com): for advanced PP, pick any course from the learning path Do activities from *Module 1 Spark Portrait* workbook in Word			

20 min	**Homework**
	• By Day 2 - Finish pre-program evaluation
	• By Day 4 - PP complete the Goal Setting worksheet and send to facilitator/ ECC
	• Prep work for Day 3: Ask PP to find at least one ideal job posting from Indeed
	    o Bookmark the job posting
	    o Copy and paste the job description into a word document, including the url, job title, company name, etc.
	
	Independent Learning
	• Continue copying useful language from Lumina Spark portrait to MS Word Document and adding jot notes OR
	• Watch video: Welcoming Job Seekers to the Lumina Splash App. (1:40-8:29); Download & explore the Lumina Splash app OR
	• Download Outlook app to mobile phone, sign in, and explore			

**Notes	Resources**				

Learning Outputs

3.1 Identify Key Skills
- Identify transferable skills that they possess and recognize skills and experience to be acquired.
- Conduct a micro-analysis of the labor market by collecting and analysing job postings to gain insights about a specific industry

3.2 SAR Stories
- Apply Situation-Action-Result (SAR) formula to construct stories that highlight one's strengths within both professional and personal settings
- Draft a SAR story for each identified in-demand skill

3.3 Growth Mindset and Adaptability:
- Understand the difference between fixed mindset and growth mindset.
- Assess their own adaptability and willingness to embrace change.
- Explore barriers to adaptability and learn strategies to become more adaptable in various contexts.

3.4. Introduction to Learning Circles:
- Be introduced to Learning Circles and the advantages of self-directed learning.
- Understand how Learning Circles can empower individuals to take control of their education in a social and collaborative setting.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 3" tab.

- **Adaptability**
- **Collaboration**
- **Communication**
- Creativity and innovation
- Digital
- Numeracy
- **Problem solving**
- **Reading**
- **Writing**

Session 3a: Identify Skills and SAR stories	Session 3b: Growth Mindset; Adaptability; Learning Circle
Day 3 Facilitator Preparation	Day 3 Materials / Resources Needed
   - Write a few SAR stories as example - Conduct a micro-analysis of the labor market of a common occupation among PP (e.g. office administration assistant) - Download Adaptability workbook from UP Skills for Work 	Session 3a: · PPT: *Identifying Key Skills* · Handout: SAR Formula · Handout: Your Proudest Moment · Handout: Accomplishment Statements Worksheet · Handout: Action Verbs for Resume · Link: https://resources.workable.com/job-descriptions/ · Link: https://www.jobhero.com/resume/examples Session 3b: · *Soft Skills Article* Handout · Video: Grit: The power of passion and perseverance (3 min) · Video: Growth Mindset VS Fixed Mindset (3 min) · ABC *Adaptability* workbook · Video: What is a Learning Circle (1:45) · Videos: What is OneDrive (1:00); OneDrive: Uploading and Syncing Files (3:00); Get started with OneDrive (1:40) Additional Resources: · Link: OneDrive video training

Session 3a: Identify Skills and SAR stories	3hr (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**

Time	Activity Content	Skills Practised	Resources

45 min	**Identifying Key Skills**
	
	• Compare general resume and targeted resume
	• ==Green== VS ==Yellow== skills (*can be any other color)
	    o Green: any skills PP has acquired via employment, volunteer, education, ...
	    o Yellow: any skills PP hasn't developed yet
	• Micro-analysis of the labor market
	    o Collect and analyse 10 job postings from Indeed to gain insights into the current trends, demands, and requirements within a specific industry or region.
	    o Identify common key requirements (e.g. technical and soft skills, education, certifications, and experience levels)
	    o Compile a chart to compare key requirements and PP's current qualifications
	    o Introduce using the SAR format to write a story
	• Demonstrate how to identify key words/skills on a job posting
	    o Highlight repeated key words/ phrases and categorized into different themes
	    o Use the same language in PP resume to demonstrate fit and to pass ATS
		- Reading
		- Problem solving
			PPT: *Identifying Key Skills*

45min	**Powerful SAR stories**
	• Explain how to apply the Situation-Action-Result (SAR) formula to construct stories/ strengths
	• Writing exercise:
	    o Facilitator shares a SAR story with the class
	    o PP use handouts to brainstorm ideas and practice writing a SAR story
	    o Share the story with peers for feedback
	• The goal is to write a SAR story for every key skill/ job requirement by the end of the program
		- Writing
		- Problem solving
			PPT: *Powerful Stories*
			
			Handout: SAR Formula
			
			Handout: Your Proudest Moment

10 min	**BREAK**		
30 min	**Master Resume** · Practice: In MS Word "Master resume" document: · PP make a list of training/education: Name of training, Name of organization, Dates	- Writing	Handout: Accomplishment

	· PP make a list of past roles: Job title, Name of company, Dates (depends on how experienced PP is, they might not need to list all the roles) · PP organize the information in reverse chronological format · Facilitator assists PP in articulating what they learned / what skills they developed. PP add this information to Master Resume Experience Resources: • Visit https://resources.workable.com/job-descriptions/, select the position, scroll down to "Responsibilities," and copy + paste relevant sentences to their Experience OR Visit https://www.jobhero.com/resume/examples, select the position and copy + paste relevant sentences to their Experience		Statements Worksheet Handout: Action Verbs for Resume

Session 3b: Growth Mindset; Adaptability; Learning Circle		1hr 30min	
Time	**Activity Content**	**Skills Practised**	**Resources**
60 min	**Growth Mindset vs a Fixed Mindset** "Learning about these two different mindsets will prepare us to discuss the topic of Adaptability." • Watch 2 videos: ○ Grit: The power of passion and perseverance (3 min) ○ Growth Mindset VS Fixed Mindset (3 min) • Discuss: • *How would you explain the difference between the two mindsets?* • *Do you know anyone who has a fixed mindset? a growth mindset? What are they like?* • *Elicit behaviours which demonstrate a learning mindset* • *How could someone develop a growth mindset?* **Growth Mindset & Soft Skills** • Activity in groups of 2 or 3: • Read and do the soft skills matching activity from the *Soft Skills Article*	- Adaptability - Collaboration - Communication - Creativity & Innovation - Reading	- *Soft Skills Article* Handout **Video:** Grit: The power of passion and perseverance (3 min) Growth Mindset VS Fixed Mindset (3 min)

	• Discuss: 　　a. *Which of the 10 soft skills are related to having a growth mindset? How can a growth mindset support those skills?* 　　b. *Which one of the 10 soft skills is your strongest? Explain or give an example.* 　　c. *Which one of the 10 soft skills is your weakest? Do you have any ideas about how to strengthen this skill?* • Group debrief & discussion: Why might "Adaptability" be such an important quality for employers?"		
10 min	**BREAK**		
30min	**Growth Mindset & Adaptability** Discussion: ·　　Brainstorm + Page 4: What is adaptability? ·　　Page 7: Self-assessment: How adaptable am I? ·　　Page 8: What does adaptability look like? ·　　Page 14: Steps to change ·　　Brainstorm + Page 20, 21: How to increase our adaptability	- Collaboration - Communication	- UP Skills for Work *Adaptability* workbook
30 min	**Introduction to Learning Circles** • Watch the video: What is a Learning Circle (1:45) 　　• Discuss: *Have you ever been part of an informal learning community like a Learning Circle?* 　　• Brainstorm: *What are potential benefits of a Learning Circle? What are potential challenges?* 　　• *If you were asked to talk about a topic right now, with no preparation, what would you talk about?* • During week 2 and week 3, we will do a Learning Circle activity in small groups. You will share something that you learned during independent study with the others in your group. E.g. Using the Lumina Splash app; optional YouTube video; Resilience (from the ABC *Adaptability* workbook)	- Communication	
30 min	**Independent Study / Homework** • PP work on their resumes: formatting, writing accomplishment statements, etc. OR • PP explore: OneDrive video training • PP find a desired job posting, save it to laptop, and highlight in yellow and green	- Writing - Digital	
**Notes	Resources**		

Learning Outputs

4.1 Introduction to Resume Writing:
- Outline the key components and purpose of a resume.
- Identify various resume formats and structures (chronological, functional, and combination styles).
- Recognize essential resume sections (e.g. contact information, summary/objective, professional experience, education, certifications).
- Develop techniques for effectively addressing employment gaps on resumes in a positive and professional manner.

4.2. Targeted Resume & Cover Letter:
- Learn strategies for optimizing resumes to ensure compatibility with ATS (appropriate formatting, keyword usage).
- Understand the necessity of customizing resume and cover letters for each job application to highlight relevant skills and experiences.
- Familiarize themselves with the fundamental rules of cover letter writing, including using a formal tone, addressing the recipient appropriately, and proofreading for grammar and spelling errors.

4.2. MS OneDrive & Outlook Calendar:
- Practice saving, editing, sharing files and folders in OneDrive for efficient organization and collaboration.
- Learn how to schedule, manage, and organize appointments, events, and meetings using MS Outlook Calendar.

Skills for Success (SFS) - or details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 4" tab.

- **Adaptability**
- Collaboration
- Communication
- Creativity and innovation
- **Digital**
- Numeracy
- Problem solving
- Reading
- **Writing**

Session 4a: Resume and Cover Letter	Session 4b: OneDrive; Binder
Day 4 Facilitator Preparation	Day 4 Materials / Resources Needed
- Sign up for a free trial account (Jobscan ATS Resume Checker and Job Search Tools) to demonstrate ATS feature (limited attempts)	Session 4a: · PPT: *Resume and Cover Letter Presentation* · Handout: Targeted Resume Sample · Handout: Cover Letter Sample Session 4b: • Video: What is OneDrive (1:00) • Video: OneDrive: Uploading and Syncing Files (3:00) • Video: Get started with OneDrive (1:40)

Session 4a: Resume and Cover Letter		2hr (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**
90 min	**Resume** • Resume styles and sections • ATS (Applicant Tracking System) compatibility • Employment gaps Key takeaways • While there are diverse approaches to resume writing, the most effective resumes are those that effectively communicate an individual's qualifications and experiences and lead to interview opportunities • A resume should highlight a variety of skills **Practice: Targeted Resume** - PP should have found a desired job posting on Indeed and highlighted content in yellow and green for skill analysis - Make a copy of the master resume, remove irrelevant skills or experience, emphasize relevant ones on the targeted resume	Adaptability Writing	PPT: *Resume and Cover Letter Presentation* Handout: Targeted Resume Sample
10 min	BREAK		
30 min	**Cover Letter** - Cover letter format and rules	Writing	PPT: *Resume and Cover Letter Presentation* Handout: Cover Letter Sample

Session 4b: OneDrive; Binder; Calendar		1hr 30min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**
60 min (10) (5) (5) (15) (10) (15)	**Introduction to OneDrive** • Discuss: *Where do you usually save your personal files? Can you access your files online or only from your personal device? What do you do if you need to share a file with someone?* • Watch video: What is OneDrive (1:00) Review: *OneDrive is cloud storage similar to Dropbox or Google Drive; Enables you to access files from anywhere, as long as you have Internet access. Allows you to collaborate: more than 1 person can work on the same file at the same time.* · Share screen and demonstrate: · Accessing OneDrive in File Explorer · Logging in to OneDrive · Practice: PP log in to the OneDrive app · Share screen and demonstrate: · Moving folders currently on the desktop to OneDrive: Drag & drop OR Right click + cut (Ctrl + X), Right click + paste (Ctrl + V) · Practice: PP move all folders on their desktop to the OneDrive app · Watch video: OneDrive: Uploading and Syncing Files (3:00) · Share screen and demonstrate: · Closing all folders in File Explorer · Accessing OneDrive online at office.com · Watch video: Get started with OneDrive (1:40) · Practice: PP access OneDrive online · Practice: PP save all current resumes and other job search documents in *Personal Documents* folder on OneDrive; Rename documents whenever necessary.	- Digital	Video: What is OneDrive (1:00) Video: OneDrive: Uploading and Syncing Files (3:00) Video: Get started with OneDrive (1:40)
10min	**BREAK**		
15 min	**Digital Binder** Facilitator walks PP thru the process of sharing file via OneDrive	- Digital	

	- Identify recipients, access permission, security setting, expiration date... - PP retrieve binder sharing link in Day 1 email - PP enter password, download files to laptop, and save files to pp's own OneDrive for future reference		

15 min	**MS Outlook: Calendar**
	Share screen & explore Calendar
	 · Views: Day, Work week, Week, Month
	 · [Level 1] New appointment: Subject, Location, Start & End Time, Categorize;
	    Practice: Create appointments for all in-person classes & other personal appointments
	 · [Level 2] Level 1 + Recurrence;
	    Practice: Create recurring appointments for all in-person classes & other personal appointments. Categorize.
		- Digital	

	Independent Study/Homework: • Continue working on master/targeted resume in preparation for 1st one-on-one meeting with your ECC next week AND • Complete activities in ABC Adaptability workbook		
Notes | Resources			
https://www.skillscompetencescanada.com/en/program/skills-for-success/ https://www.fastcompany.com/90482018/adaptability-should-be-your-new-hires-top-soft-skill-heres-how-to-test-for-it			

Learning Outputs

5.1 Online Job Search Strategies:
- Explore the use of online platform filters to refine job searches and identify relevant job postings.
- Acquire strategies to maximize job search success by utilizing Indeed's features for tracking applications, setting up job alerts, and managing saved searches.
- Learn the process of applying directly to companies through their websites.
- Apply their knowledge and strategies for finding jobs online by conducting real-time job searches.

5.2 Online Employment Scams
- Learn to recognize red flags such as unrealistic salary promises, vague job descriptions, and requests for personal financial information.
- Raise awareness of the risks associated with sharing personal and financial information online and adopt strategies to safeguard sensitive data.

5.3 Introduction to MS Teams:
- Navigate joining processes with confidence and demonstrate proficiency in various methods of joining MS Teams meetings, including through the Teams app, Outlook Calendar, and web browsers.
- Gain practical experience in utilizing basic meeting functionalities within MS Teams, including chat features, camera and audio controls.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 5" tab.

- Adaptability
- **Collaboration**
- Communication
- **Creativity and innovation**
- **Digital**
- Numeracy
- **Problem solving**
- Reading
- **Writing**

Session 5a: Online Job Search	Session 5b: Online Employment Scams; Intro to MS Teams
Facilitator Preparation	**Materials / Resources Needed**
• Schedule recurring Teams Meeting for online classes & in-class practice and invite PP • Create a shared word document in OneDrive • Remind PP to bring headsets	Session 5a: · PPT*: Online Job Search* · *Videos:* Indeed (4:30), Monster 1 (9:30), Monster 2 (7:00), Job Bank (5:00), Simply Hired (6:00) · Session 5b: · PPT: *Job Search Scams* · Handout*: Online Employment Scams Checklist* · Link: 17 Common Job Scams and How To Protect Yourself	Indeed.com · Video: How to join a Microsoft Teams meeting (1:48) · Video: How to manage meetings in Microsoft Teams (1:43) · MS Teams Whiteboard Additional Resources: · JobBank resources: https://www.jobbank.gc.ca/home > Career Planning · Article: How to Search on Google. · Watch videos: How to Search Online (3:28) and How to Create Strong Passwords (3:42) · Video: Show Your Screen During a Meeting (1:00)

Session 5a: Online Job Search		2hr (10 min break)	
Time	**Activity Content**	**Skills Focus**	**Resources**
55 min (15)	**How to Apply for a Job Online** • Warm Up Discuss: · *How do you usually look for jobs?*	Digital Creativity & Innovation	- *Online Job Search* PPT

(40)	· *Do you have any concerns about applying for job online?*
	· *Which websites do you use?*
	
	• Watch the following
	   • *Indeed* video (4:30)
	   Discuss: how to apply filters; the benefit of creating a profile on a company's site
	   · *Monster 1* video (9:30)
	   Discuss: using Google to find definition of unknows terms and abbreviations; using LinkedIn.com to find useful language for one's resume
	   · *Monster 2* video (7:00)
	   How to upload a resume as part of one's online profile		

10 min	**BREAK**		

30 min
 	
20 min
	How to Apply for a Job Online (Cont.)
	• Watch the following:
	   • *Job Bank* video (5:00)
	   Review: applying by email; resume naming conventions
	   Additional resources: JobBank Canada Career Planning Tools (facts & figures; career quizzes)
	   · *Simply Hired* video (6:00)
	   Discuss: using YouTube and LinkedIn Learning to acquire the skills required for a position; applying on an online portal
	
	• Activity:
	  o PP find peers with similar career interests (e.g. education, finance)
	  o PP do research on niche/ industry-specific job boards, verify the legitimacy, identify 1-3 platforms they can use
	  o PP share the findings with the class in a shared OneDrive word document
		Digital Collaboration	- *Online Job Search* PPT

Session 5b: Online Employment Scams; MS Teams		2hr 30min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**
60 min	**Online Employment Scams**	Digital Problem solving	PPT: *Job Search Scams*

		Writing	Link: 17 Common Job Scams and How To Protect Yourself | Indeed.com
	Discussion - *What are some common tactics used by scammers to lure job seekers into their schemes?* - *Have you ever encountered suspicious job postings or offers while searching for employment online? How did you handle the situation?* - *What role do online reviews and company research play in your decision-making process when considering job opportunities? Have you ever been pressured to make quick decisions or provide sensitive information during the job application process? How did you respond?* - *What advice would you give to other job seekers to help them avoid falling victim to online job search scams?* Optional reading: 17 Common Job Scams and How To Protect Yourself | Indeed.com **Activity** o PP use general job boards (LinkedIn, Indeed, JobBank, Monster, or Simply Hired) or preferred general/ niche job boards to find at least 2 suitable job postings and examine the legitimacy o PP emails links to job posting and niche job board links to facilitator · To: instructor's email, CC: PP's private email address · Subject: Concise & descriptive · Email body: Informal greeting; Friendly opening; Purpose of email, e.g. "I'm writing to share links to two job postings:"; Links; Closing & Name			Handout*: Online Employment Scams Checklist*
10 min	**BREAK**		
80 min (5) (15) (15)	**Tech: Introduction to MS Teams** Intro to MS Teams: What is MS Teams & Why do we use it. Demonstrate: · Watch video: How to manage meetings in Microsoft Teams (1:43) or Demonstrate how to invite people to a meeting · How to "Accept" an MS Teams Meeting invitation; Once accepted, the appointment appears in the Outlook Calendar · Open Meeting in Outlook: 2 ways to join: "Click here to join the meeting" (Teams app if installed), OR "Join on web" (No sign in required) Practice: · PP "Accept" the MS Teams Meeting invitation emailed to them by the facilitator · PP view Teams Meeting appointment in Outlook	Digital	- Teams Meeting invitation (from facilitator) Video: How to join a Microsoft Teams meeting (1:48) Video: How to manage meetings

			in Microsoft Teams (1:43)
(15)	Join a Teams meeting on the web · Watch video: How to join a Microsoft Teams meeting (1:48) OR Demonstrate how to join a Teams Meeting on the web · Practice: PP mute themselves; Then, join the Teams Meeting on the web; Troubleshoot problems		
(15)	In the Teams meeting, demonstrate and PP practice: · Choose a virtual background before joining the meeting; Accessing the chat and sending a message; Raising and lowering one's hand; Reacting (emojis); Changing the meeting view; Turning the camera on & off; Muting & unmuting; Accessing device settings (More → Settings)		
(15)	Virtual Meeting Best Practices: · Using sticky notes on the Whiteboard, brainstorm best practices for virtual meeting behaviour. E.g, Muting; Off-topic "chatting" during a presentation; Using a virtual background when needed; Informing the facilitator if you need to step out; Raising your hand;		- MS Teams Whiteboard
15 min	**Independent Study / Homework** • Watch Show Your Screen During a Meeting (1:00) AND • PP explore JobBank resources: https://www.jobbank.gc.ca/home > Career Planning OR • Read article: How to Search on Google. OR • Watch videos: How to Search Online (3:28) and How to Create Strong Passwords (3:42)	-	
**Notes	Resources**			
* Online Application Forms: When applying for jobs on online job boards, even if you are sending your resume and cover letter, they will require you to fill in an online job application, similar to the example above. Answer all of the questions on the application, even those that say "optional". A score is allocated to all sections and you want to make sure you are achieving the highest possible score to maximize your chance of getting an interview. You can copy and paste sections from your resume into the online application form to make it an easier task			

Learning Outputs

6.1 MS Teams Practice:

- Gain practical experience in utilizing advanced meeting functionalities within MS Teams, including virtual backgrounds, hand-raising, reactions, meeting view adjustments.
- Gain awareness of essential virtual meeting etiquette, including muting when not speaking, refraining from off-topic discussions, and testing audio & camera settings before a meeting.

6.2. Resume - Employer Perspective:

- Evaluate sample resumes from the perspective of an employer, focusing on clarity, relevance, and alignment with job requirements.
- Identify key elements that capture an employer's attention, such as concise summaries, relevant experiences, quantifiable achievements, and targeted keywords.
- Appreciate how targeted resumes can effectively showcase qualifications, increasing the likelihood of securing interviews and job offers.

Skills for Success (SFS) - or details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 6" tab.

- Adaptability
- Collaboration
- **Communication**
- Creativity and innovation
- **Digital**
- Numeracy
- **Problem solving**
- Reading
- Writing

Session 6a: MS Teams Practice; Resume - Employer Perspective	Session 6b: Resume/ SAR checkpoint
Facilitator Preparation	Materials / Resources Needed
- Facilitator should print out the job postings sent by participants during the job search session - Remind PP to bring headsets	Session 6a: *Communicating Your Strengths* Handout - Printed job postings - Handout: *Employer Perspective Activity* - Resume - Employer Perspective PPT Additional Resouces: - Video: <u>Show Your Screen During a Meeting</u> (1:00)

Session 6a: MS Teams Practice; Resume - Employer Perspective		2hr 30min (15 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**

60 min	**Tech: MS Teams Practice**
	Practice: PP mute themselves; Then, join the Teams Meeting on the web**;**
	
	<u>Troubleshoot problems</u>
	Discussion: Where to look for solutions when facing difficulties?
	 - Google, MS Teams FAQ, …
	Facilitator may demonstrate more advanced features, talk about differences between free and business MS accounts
	
	 - **Understanding Virtual Meeting Etiquette:**
	   o Discuss the key elements of virtual meeting etiquette:
	      ▪ Muting microphone when not speaking to minimize background noise.
	      ▪ Avoiding off-topic discussions to stay focused on meeting objectives.
	      ▪ Testing audio and camera settings before joining a meeting to ensure smooth participation.
	 - **Demonstration and Practice:**
	   o Demonstrate how to mute and unmute microphone using the meeting platform's controls.
	   o Discuss strategies for maintaining focus and staying on topic during meetings.
	   o Guide pp through the process of testing audio and camera settings on their devices.
	   o Encourage pp to practice muting, testing, and adjusting settings as needed.
	
	PP are encouraged to apply the virtual meeting etiquette principles discussed in the lesson during their next online meeting or video conference. Make sure PP are ready to join and actively participate in online class on Day 7
		Digital Communication	- Teams Meeting invitation (from facilitator)

15 min	**BREAK**		

60 min	**Tailoring the Resume**
	 · Do "Employer Perspective" Activity
	   o Facilitator shows and reads through the Admin Assistant job posting
	   o PP look at 2 applicants' resumes for 10-20 seconds and decide who to hire
		Problem solving	Resume - Employer Perspective PPT

	Discuss: *Who would you hire? Why?* (First glance: Joana; Ana seems more suited to a social services/counselling position)
	    ○ PP more carefully at 2 applicants' resumes 1-2 minutes each
	Discuss: *Who would you hire? Why?* (Joana actually has experience at Canadian Tire; May be better suited, but resume doesn't reflect this – it has not been tailored to the position)
	
	• Demonstrate:
	    ○ Tailoring the resume highlights
	    ○ Focusing on transferable skills in experience section
	    ○ Resume naming conventions
			Handout:
			Employer Perspective Activity

Session 6b: Resume/ SAR checkpoint		**1 hr 30min**	
Time	**Activity Content**	**Skills Practised**	**Resources**

60 min	**Resume/ SAR checkpoint**
	• Practice:
	    ○ PP work on targeted/ master resume
	    ○ PP tailor their resume to a job posting
	    ○ PP write SAR stories		

30 min	**Independent Study / Homework** • PP prepare for Learning Circle AND • PP continues to work on master resume and tailored resume OR • PP watch Manage Meetings (1:43) & Show Your Screen During a Meeting (1:00)	-	Show Your Screen During a Meeting (1:00)
**Notes	Resources**			
*			

Learning Outputs

7.1 Knowledge Sharing in Learning Circles:
- Share what they have learned during independent study with peers in Learning Circles.
- Foster collaborative learning and information exchange within the group.

7.2 Understanding Communication Styles:
- Take part in a communication self-assessment activity in pairs and reflect on their communication strengths and areas for improvement.
- Identify the benefits, disadvantages, and effects of different communication styles.
- Develop a deeper understanding of how various communication styles influence interpersonal interactions.

7.3 Assertive Communication Strategies:
- Understand the principles of assertive communication.
- Learn practical strategies for assertive expression in various situations especially in the professional setting.
- Develop skills to set and maintain healthy boundaries while respecting others' perspectives.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 7" tab.

- Adaptability
- **Collaboration**
- **Communication**
- Creativity and innovation
- Digital
- Numeracy
- **Problem solving**
- Reading
- Writing

Session 7a: Learning Circle; Communication Style	Session 7b: Assertive Communication
Facilitator Preparation	Materials / Resources Needed
	Session 7a: · Handout: *Communication Style Self-Assessment* Session 7b: · *Assertive Communication* PPT · Handout: Passive-Aggressive-Assertive-Peer-Evaluation-Form · Video: Celeste Headlee: 10 ways to have a better conversation (11:45); Assertiveness Scenarios in the workplace - How to be more assertive with tasks (5:31) · Video: Saying No: Reflective (2:00) · Video: How miscommunication happens (and how to avoid it) (4:33) Additional Resources: · Watch video: Communication Styles and Assertive Communication (5:00) · Links to volunteering opportunities: Volunteer Toronto, WoodGreen, Habitat ReStore, City of Toronto, Second Harvest

Session 7a: Communication Style; Assertive Communication		1hr 30min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**
45 min	**Learning Circles** • In small groups (4 or 5) in breakout rooms PP share something that they have learned in the last week while doing independent learning. • Group Debrief 　• *What did you learn?* 　• *How did you feel about sharing what you have learned with your group?*	- Communication - Collaboration	- Breakout rooms
10 min	**BREAK**		
45 min	**Communication Styles Self-Assessment** • PP interview each other in pairs using the 18 multiple choice questions in the self-assessment and score their partner's questionnaires • Post-Self-Assessment Discussion: 　○ *Do you agree with the results of your assessment?* 　○ *What rings true? What doesn't ring true?* • Consider "Adjusting to Other Communication Styles" from the final page of the self-assessment: 　○ *Have you ever changed the way you communicate to accommodate someone else's way of communicating?* 　○ *Do you think that you would benefit if others adjusted their way of communicating to accommodate you?*	- Communication	- Handout: *Communication Style Self-Assessment*

Session 7b: Assertive Communication		2hr (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**
60 mins	**Assertive Communication a** *There are many different kinds of communication style assessments, and we've just looked at one. Now, let's look at another framework that we can use to talk about our communication style.* Watch: [Celeste Headlee: 10 ways to have a better conversation](#) (11:45)	- Communication - Problem solving - Collaboration	- *Assertive Communication* PPT

	Lecture and discussion of the Assertive Communication PPT
	
	• Introduce matrix and 4 styles. After each slide of effects of communication style, ask:
	    o Is there ever a time to use this style? When would that be?
	    o Matrix showing when to use each style
	
	• Practice: scenario activity
	Each person will receive one of the following scenarios to create a role play to perform with help from your group members. You will need to create a skit that illustrates responses for the following communication styles. Responses need to be realistic and appropriate for the class. Be sure to include the characteristics (facial expressions, body language, etc.) associated with each communication style (see your notes).
			Video: Celeste Headlee: 10 ways to have a better conversation (11:45)
			
			Handout: Passive-Aggressive-Assertive-Peer-Evaluation-Form

10 min	**BREAK**		

60 min	**Assertive Communication b**
	• Goals & Benefits of assertive communication
	Watch: Assertiveness Scenarios in the workplace - How to be more assertive with tasks (5:31)
	
	• Strategies for assertive communication
	    o Using "I" Statements
	    o Adopting Assertive Body Language
	    o Being "Appropriately" Assertive
	    o Saying "No":
	        Evaluating the feelings/though processes behind a reluctance to say "no"
	        Strategies + Example (Discuss passive aggressive example: *Why not appropriate*?)
	        Have you ever been asked to do something questionable by a manager? How did you react?
	        Watch: Saying No: Reflective (2:00)
	        How useful could using the reflective "No" be when you are asked to do something that you don't feel uncomfortable doing?
	    o Active Listening
	Watch: How miscommunication happens (and how to avoid it) (4:33)
		- Communication	- *Assertive Communication* PPT
			
			Assertiveness Scenarios in the workplace - How to be more assertive with tasks (5:31)
			
			Video: Saying No: Reflective (2:00)
			
			Video: How miscommunication

	o Strategies | Requirements | Benefits o Interview Questions Read examples of communication-related interview questions; PP prepare SAR stories to questions; Volunteers share answers.		happens (and how to avoid it) (4:33)
	Independent Learning/Homework • Watch: Communication Styles and Assertive Communication (5:00) OR • Work on master resume and continue tailoring your resume		
Notes | Resources			
Optional: Explore volunteering opportunities: Volunteer Toronto, WoodGreen, Habitat ReStore, City of Toronto, Second Harvest			

Learning Outputs

8.1 Preparing for Interviews:

- Understand how to prepare for different types of interviews (e.g., one-on-one, panel, virtual).
- Gain insights into strategies for successful interview preparation and common interview procedure.

8.2. My Interview Platform (MIP):

- Explore My Interview Platform, a virtual interviewing platform, familiarize themselves with the platform's features and functionality.
- Participants will be assigned an interview on the MIP platform to complete and receive feedback on interview responses to improve performance.

8.3 LinkedIn Profile Customization:
- Sign up for LinkedIn accounts if not already done.
- Connect with and follow fellow participants on LinkedIn.
- Work on LinkedIn Headline, profile URL, the work experience and education sections of their LinkedIn profiles, highlighting relevant information.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 8" tab.

- **Adaptability**
- **Collaboration**
- **Communication**
- Creativity and innovation
- **Digital**
- Numeracy
- **Problem solving**
- Reading
- Writing

Lesson Plan – Day 8   *Skills for Success for Experienced Workers*

Session 8a: Interview Preparation; MIP	Session 8b: LinkedIn
Facilitator Preparation	Materials / Resources Needed
• Make sure PP have all been invited to the MIP platform before this class. If necessary, activate their accounts and send them log in credentials. Link: https://myinterviewpractice.com/organization/woodgreen/ • Be ready to show PP a complete/ facilitator's LinkedIn page	Session 8a: · *Interview Prep* PPT · How to Ace Your Group Interview (5:13) · What to Wear to an Interview (0:47) · How to Ace Your Video Interview (5:34) · Handout: *Thank you not sample* · Handout: *Questions to Ask in a Job Interview* · Link: https://myinterviewpractice.com/organization/woodgreen/ Session 8b: • PPT: *LinkedIn* • How To Get STARTED On LinkedIn in 2023 (17:25) • Link: The Ultimate LinkedIn Cheat Sheet - 2019 version (leisurejobs.com)

www.woodgreen.org

Lesson Plan – Day 8   *Skills for Success for Experienced Workers*

Session 8a: Interview Preparation; MIP		2hr 30min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**

60 min	**Preparing for an Interview**
	• Purpose
	• Types of interviews
	• Preparing for different types of interviews
	• Interview procedure
	
	• Answering interview questions – SARR (Situation-Action-Result-Relevance)
	• SAR story checkpoint
	
	• Preparing to answer interview question: *Why are you a good fit for this job? / Why do you want this job?*
	    ○ PP review their job posting to prepare an answer
	    ○ In small groups, PP practice answering *Why do you want this job?*
	
	• References
		- Communication
		- Problem solving
		- Collaboration
		- Adaptability
			- *Interview Prep* PPT
			
			How to Ace Your Group Interview (5:13)
			
			What to Wear to an Interview (0:47)
			
			How to Ace Your Video Interview (5:34)
			
			Handout: *Thank you not sample*
			
			Handout: *Questions to Ask in a Job Interview*

10 min	**BREAK**		
60 min	**Mock Interview Practice** • Introduce the MIP platform • PP sign up at https://myinterviewpractice.com/organization/woodgreen/ using provided credentials • PP explore the MIP platform	- Digital	

	• Demonstrate how to complete a mock interview:		
	• Sign in at https://myinterviewpractice.com/organization/woodgreen/		
	• Got to "Assigned Interviews"		
	• Step-by-step demonstration of how to do a mock interview and share the interview with an ECC		

Session 8b: LinkedIn			2hr 30min (10 min break)	
Time	**Activity Content**		**Skills Practised**	**Resources**

60 min	**Introduction to LinkedIn**
	 • What is LinkedIn: *Like Facebook, but for work; You can create a profile which is like an online version of your resume; Like Facebook you can connect with people and there is a "feed" where you can see what your connections have posted. You can also like, comment on, share, or even create your own posts.*
	 • Benefits: find jobs, learn, network, establish a professional online presence
	 • Share screen to show
	 • LinkedIn components: feed (home), jobs, Me > View profile
	 • Profile sections: Headline, About, Experience, Education, Skills
	 • Step-by-step: How to sign up
	 • PP sign up for LinkedIn at https://www.linkedin.com/signup
	
	 * PP who already have a LinkedIn profile, watch this video: How To Get STARTED On LinkedIn in 2023 (17:25) instead of following along with the activities above.
	
	 LinkedIn Profile
	 • Privacy settings
	    • Share screen and demonstrate how to change privacy settings and create a custom URL
	    • PP adjust their privacy settings and create a custom URL
	
	 • Headline
	    • Provide example and strategies
			- Digital
			 - Writing
				PPT: *LinkedIn*
				
				 How To Get STARTED On LinkedIn in 2023 (17:25)
				
				 Link: The Ultimate LinkedIn Cheat Sheet - 2019 version (leisurejobs.com)

	• PP create headlines • Share screen and demonstrate how to edit the headline • PP edit their headline DIBE - Record pronunciation of name on LinkedIn mobile app - Add preferred pronouns beside name		
10 min	**BREAK**		
60min	**LinkedIn** • Connecting & Following 　• Introduction to LinkedIn feed 　• Sending connection requests 　• Following companies 　• Practice: PP send connection requests to each other and follow companies they'd like to work at • LinkedIn: Job Alerts & Preferences 　• Adding job preferences 　• Setting job alerts 　• Apply vs. Easy apply 　• Practice: PP add job preferences OR set a job alert • Experience & Volunteering 　• Share screen and demonstrate how to edit the experience and volunteering sections 　• PP transfer master resume experience to LinkedIn • Education & Licenses & certifications 　• Share screen and demonstrate how to edit the education and licenses & certifications sections 　• PP transfer master resume education to LinkedIn	- Communication - Digital - Problem-solving	

20 min	**Independent Learning/Homework**		

	• Continue working on your resume AND
	
	• Explore the My Interview Practice platform: OR
	     o Watch: How to Use the Training Program
	     o Explore the Training Program
	     o Read interview tips: https://myinterviewpractice.com/blog/
	• Watch videos on body language for interviews:
	     o Body Language that Gets the Job (5 min)
	     o Empowering through Body Language - Amy Cuddy (6 min)
	     o Nail Your Remote Job Video Interview (2 min)		

**Notes	Resources**			
Homework:			

Learning Outputs

9.1 Answer Behavioral and Situational Interview Questions with SAR Method:
- Analyze a job posting to predict potential behavioral questions that may arise during interviews.
- Practice answering behavioral and situational questions using the SAR method (Situation, Action, Result).
- Understand how to prepare and formulate responses based on job requirements.

9.2 Address Difficult Interview Question:
- Practice answering the common interview question (e.g. personal questions, weakness, employment gaps)
- Learn how to provide a balanced and constructive response to this question.

9.4 Creative Problem-Solving:
- Assess their own problem-solving skills and reflect on personal problem-solving experiences and challenges.
- Explore various problem-solving strategies and approaches.
- Understand how to apply effective problem-solving techniques in professional settings.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 9" tab.

- **Adaptability**
- **Collaboration**
- **Communication**
- **Creativity and innovation**
- Digital
- Numeracy
- **Problem solving**
- Reading
- Writing

Session 9a: Behavioural and Situational Questions with SAR method; Difficult Interview Questions;	Session 9b: Creative Problem-Solving
Day 9 Facilitator Preparation	Day 9 Materials / Resources Needed
Do the self-assessment for problem solving	Motivational Speaker: Brene Brown Brene Brown Being Courageous and Authentic Session 9a: · *Behavioural Qs* PPT · Individual Job Postings · *Difficult Int Questions* PPT · Video: What is your weakness? (1:00) Session 9b: · *Problem-Solving* PPT · Handout: *Lost on the moon* · Videos: Improve your problem-solving skills (3:04) & Problem Solving (5:51)

Session 9a: Behavioural Questions; Difficult Interview Questions; Guest Lecture	2hr 30min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**

60 min	**Behavioural Questions**
	• Review behavioural questions
	• Review SAR technique
	• Examples related to Communication & Adaptability
	
	• Practice answering behavioural questions related to Communication or Adaptability
	  • Prepare: organize communication-related story (homework) using SAR
	  • In pairs: Tell communication-related story using SAR technique
	
	• Brainstorming/Predicting behavioural questions
	  • In pairs: PP analyze their job postings together and come up for 2 to 3 potential behavioural questions for each job posting
	  • Homework: prepare SAR stories for brainstormed/ MIP behavioural questions
		Communication
		
		Problem solving
			- *Behavioural Qs* PPT
			- Individual Job Postings

10 min	**BREAK**		

60 min	**Situational Questions**
	• Brainstorming/Predicting situational questions
	  • In pairs: PP analyze their job postings together and come up for 2 to 3 potential behavioural questions for each job posting
	  • Prepare SAR stories for situational questions from MIP
		Communication
		
		Problem solving
			- *Behavioural Qs* PPT
			- Situational Questions handout
			- Individual Job Postings

Session 9b: Creative Problem-Solving	2hr 30min (10 min break)

Time	Activity Content	Skills Practised	Resources
60 min	**Difficult Interview Questions** Discussion: How would you answer these interview questions? - *Can you explain the gap(s) in your employment history?, Why did you leave your last job?,* and illegal questions • Presentation: Strategies & sample responses Answering: *What is your weakness?* • Problem-solving: Brainstorming • PP identify a potential weakness/problem area/challenge that they would face in a job they're interested in • Volunteers share their potential weakness/problem area/challenge • Brainstorm solutions to the problem/strategies to overcome the challenge: using poster paper • Introduce strategies to answer *What is your weakness?* interview question & watch <u>What is your weakness?</u> (1:00) video • PP prepare an answer to the *What is your weakness?* interview question • In groups PP practice answering the interview question	Communication Problem solving	- [Optional] Individual Job Postings - *Difficult Int Questions* PPT - Video: <u>What is your weakness?</u> Why were you fired <u>How to Explain Why You Lost Your Job</u>
10 min	**BREAK**		
60 min	**Creative Problem-Solving** Introductory Activity: Lost on the Moon • Do the activity on their own then compare answers in small groups Discussion: Self-Assessment • Volunteers share their experience with problem-solving Discussion: 3 golden rules of problem-solving • *How could following the 3 golden rules help you to solve problems?* Video reflection activity • One group of PP watch <u>Improve your problem-solving skills</u> (3:04), while the other watches <u>Problem Solving</u> (5:51)	Problem solving Communication Collaboration Creativity and innovation Adaptability	- *Problem-Solving* PPT Handout: *Lost on the moon* Video: <u>Improve your problem solving skills</u> (3:04) Video: <u>Problem Solving</u>(5:51)

	• *Together PP use the discussion questions to talk about the video that they watched.* Problem Solving in the Workplace discussion • *How does the current workplace dynamics compare to your past experiences? Share an example with your peers.* • *How can you determine the most appropriate approach (online, company resources, coworkers, or managers) based on the nature and urgency of the issue?* • *How comfortable are you with accessing and navigating company or online resources?* • *What are some effective communication strategies for seeking help or clarification from coworkers?* • *How do you balance the need to seek guidance from managers while demonstrating independence and problem-solving skills in the workplace?*			
25 min	**Independent Study / Homework** • Troubleshoot any MIP issues in preparation for completing the mock interview assigned by ECCs AND • Prepare SAR stories for brainstormed behavioural questions			

Notes | Resources

• **Homework: PP complete mock interviews and share these with ECCs before 3rd 1-1 meeting with them (during week 4)**	

Learning Outputs

10.1 Systemic Chatter Awareness:
- Learn about systemic chatter as well as systemic misconceptions/ barriers that may affect job opportunities.
- Increase awareness of the impact of systemic issues on job seekers and learn how to recognize oppressive narratives by using the tool Flip It and how to create counter narratives.

10.2 Older Workers in the Labour Market:
- Examine statistical data showcasing the participations of older workers in the workforce.
- Discuss the barriers commonly faced by older workers in the job market.
- Discuss the common Systemic Chatter faced by older workers.
- Explore counter chatter, strategies and resources for overcoming age-related challenges.

10.3 Stress Management and Emotional Literacy:
- Address the topic of stress related to unemployment and job seeking.
- Discuss healthy ways to cope with and manage stress during periods of unemployment.
- Explore resources related to self-care and emotional literacy.
- Understand the importance of self-care for maintaining mental and emotional well-being during the job search process.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 10" tab.

- **Adaptability**
- **Collaboration**
- **Communication**
- **Creativity and innovation**
- Digital
- Numeracy
- **Problem solving**
- **Reading**
- Writing

www.woodgreen.org

Session 10A: Systemic Chatter and Systemic Misconceptions, Barriers	Session 10b: Mental Health and Self Care
Day 10 Facilitator Preparation	Day 10 Materials / Resources Needed
Professional Development: - Watch Challenging Systemic Barriers: The Equity Lens (13 min) - Review Thompson's PCS model in anti-oppressive social work practice - Review Systemic Chatter tools and definitions by Jana Vinsky in the Notes session. Facilitator and support staff are recommended to get training with Jana at Liberation Practice International (lpimodel.com) Optional videos - Hidden Figures (2016) | No More Colored Restrooms (3:42) - A Class Divided (full documentary) | FRONTLINE (2:46-17:16)	Session 10a: - PPT: Systemic Chatter & Barriers/Misconceptions Facing Older Workers - Vid*eo:* That Little Voice (2min) - Video: 3 Ways to Be a Better Ally in the Workplace (9 min) - Video: The surprising workforce crisis of 2030 (13 min) - Video: How to find the person who can help you get ahead at work (13min) Session 10b: - Article: *8 Ways to Protect Your Mental Health …* - Handout*: Maintenance Self-Care Worksheet* - *Video:* The Mindful Way through Coronavirus Stress: 3 Tips (9 min) - Video: How to Beat Job Search Burnout (10 min) - Links: https://bouncebackvideo.ca/ & www.bouncebackonline.ca/

Lesson Plan – Day 10

Skills for Success for Experienced Workers

Session 10a: Systemic Chatter and Systemic Misconceptions, Barriers		2hr 30min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**
60 min	**Systemic Chatter & Barriers/Misconceptions Facing Mature Workers** PPT Part 1: Systemic Chatter and its impact Watch introductory video: "That Little Voice" to start the conversation Reflection: - *How does the video resonate with your experience of encountering "that little voice" in different situations?* - *How have you been surviving if you've experienced misconceptions, discrimination, or injustice? Reflect on the strategies, coping mechanisms, and sources of support that have helped you navigate challenging situations.* - *Consider actionable steps you can take to use your voice effectively and wisely to advocate for positive change in your personal and professional life.* Think pair share - *What are some of the barriers that you face towards competitive employment?* - *What stories or narratives (Systemic Chatter) do you often hear from people in your social circle or community when it comes to seeking employment?* - *Consider whether these narratives are motivational or disempowering. How do they shape perceptions of career success and influence your own aspirations and actions?*	- Communication - Problem solving - Collaboration - Creativity and innovation	- PPT: Systemic Chatter & Barriers/Misconceptions Facing Older Workers - Vid*eo*: That Little Voice (2min)
20min	Flower & Identities · PP reflect on their identities via the Power Flower Worksheet to better understand intersectionality	- Collaboration	- Power Flower Worksheet

	· PP won't be asked to share their Flower; it serves as a critical self-reflection tool
	· Discuss:
	    o *What is intersectionality?*
	    o *What is the intersection of multiple forms of discrimination affecting our employment status (e.g. being unemployed or under-employed)?*
	    o *How does it affect you?*
	· Watch: <u>3 Ways to Be a Better Ally in the Workplace</u> (9 min)
			- Video: <u>3 Ways to Be a Better Ally in the Workplace</u> (9 min)

10 min	**BREAK**		
60 min	**Systemic Chatter & Barriers/Misconceptions Facing Mature Workers** PPT Part 2: The Labour Market and You: Barriers/Misconceptions Facing Older Workers Watch introductory video: "<u>The surprising workforce crisis of 2030</u> " - Understand the predictions and trends related to the global workforce crisis of 2030 Analyze the statistical data concerning the labor market - Data sources: Statistics Canada, Government of Canada - How might Systemic Chatter be influencing this? - What is the common Systemic Chatter faced by older workers? - Compare the Systemic Chatter to the reality about older workers. Discuss: - *How could knowledge of common misconceptions empower you to counter ageism in the recruitment and hiring process?* - *How can counter chatter be used to combat barriers/misconceptions facing older workers?* Advanced Strategy - Find workplace buddies and mentors	- Communication - Problem solving - Adaptability - Collaboration	- PPT: Systemic Chatter & Barriers/Misconceptions Facing Older Workers - Video: <u>The surprising workforce crisis of 2030</u> (13 min) - Video: <u>How to find the person who can help you get ahead at work</u> (13min)

	o Watch "How to find the person who can help you get ahead at work"		

Session 10b: Mental Health and Self Care		2hr 30min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**

70 min
 	
(15 min)
 	
(15 min)
(25 min)
 	
(15 min)
	Mental Health & Self-Care
	Watch videos and take notes on the following videos:
	    1. The Mindful Way through Coronavirus Stress: 3 Tips from Shamash Alidina (9 min)
	    2. How to Beat Job Search Burnout (10 min)
	
	● Together, read through the *Eight Ways to Protect Your Mental Health When You're Unemployed* article.
	● In pairs or small groups, PP discuss the questions:
	   ● *Did you find any similarities between the video that you watched and this article?*
	   ● *Would you like to expand on anything mentioned in the article based on the video you watched?*
	   ● *Was there anything, not mentioned in the article, that you would like to share?*
	   ● *What resonated with you after watching your video and reading the article?*
	   ● *Is there anything that you already do to deal with stress?*
	   ● *Is there anything from the video or the article that you would like to learn more about or try implementing?*
	
	Introduce BounceBack Ontario:
	   ● *Facilitator demonstrates how to log in and show the available videos at* https://bouncebackvideo.ca/ *(any email + use access code: bbtodayon)*
	
	Reflection:
	   - PP complete the Maintenance Self-Care Worksheet
		- Adaptability
		- Collaboration
		- Communication
		- Problem solving
		- Reading
			- Article: *8 Ways to Protect Your Mental Health When You're Unemployed*
			
			- *Maintenance Self-Care Worksheet*
			
			Video: The Mindful Way through Coronavirus Stress: 3 Tips (9 min)
			
			Video: How to Beat Job Search Burnout (10 min)

20 min	**Independent Learning/Homework**		

| | • Sign up & explore https://bouncebackvideo.ca/ & www.bouncebackonline.ca/ AN | | |
| | • Watch the "Chapter 2 – Problem-Solving" video (4:50) at https://bouncebackvideo.ca/ *(access code: bbtodayon) OR* | | |

Notes | Resources

• **Homework: PP complete mock interviews and share these with ECCs before 3rd 1-1 meeting with them (during week 4)**

Definitions:

• Systemic Chatter Metaphor

Systemic Chatter reflects the dominant narratives, which are both informed by, and support, ideologies and structures found within our society. Systemic Chatter shows up in our internal and external dialogue, reflecting inherited power relations within historical and contemporary conversations, reflecting historical legacies and today's operations of power. This chatter creates us as we create it. The metaphor of "systemic chatter" is to help us get a sense of how dominant narratives are always trying to make us and inform our thinking, feeling, and body responses - and thus our decision-making and actions that produce and re-enforce dignity injury and unjust distribution of resources. Our job is to catch it so it doesn't get into our work; and also to promote narratives and structures that can counter the oppression, and show a more accurate picture in our assessments and plans for intervention.

• Flip It Metaphor
Flip It is where the same situation is imagined with a different identity to see if our interpretation and actions would change.
Flip It also includes flipping the context, imagining another context, and wondering if our interpretation and actions would be different, allowing us to understand the socio-cultural understanding in our interpretation.

Learning Outputs

11.1 Knowledge Sharing in Learning Circles:
- Share what they have learned during independent study with peers in Learning Circles.
- Foster collaborative learning and information exchange within the group.

11.2 Active Body Active Mind:
- Discuss practices for keeping the mind and body active and engaged, particularly focusing on the concept of "active aging".
- Share personal experiences with sports and explore potential benefits and challenges of playing sports into daily routines.
- Review the benefits of stretching and follow the instructional videos to stretch together

11.3 Great Customer Service:
- Share and discuss personal experiences of both good and bad customer service.
- Identify the characteristics of good customer service.
- Explore the role of empathy and cultural diversity in customer service.
- Understand how empathy and cultural competency contributes to positive customer interactions and satisfaction.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 11" tab.

- **Adaptability**
- **Collaboration**
- **Communication**
- **Creativity and innovation**
- Digital
- Numeracy
- **Problem solving**
- Reading
- Writing

Session 11a: Learning Circle; Active Body Active Mind	Session 11b: Customer Service
Facilitator Preparation	Materials / Resources Needed
- Facilitator sends video links to PP over email - Confirm the FE guest speaker and send link to invite to session	Session 11a: Videos: - Meet the 'Super-Agers' Who Defy the Effects of Old Age (4:46) - How playing sports benefits your body … and your brain (3:47) *Optional*: Repetitive Strain Injury Hand Exercises for RSI (Body Harmonics) *Optional*: 4 simple stretches to relieve your body after sitting all day (TODAY) *Optional*: 5 Best Stretches You Can Do at Your Desk for Neck and Back Pain (Tone & Tighten) Session 11b: *Customer Service PPT* *Videos:* Customer Service Empathy Training (2:36) & Security guard opens heart to foreign parents with sick children (4:03) *Videos*: Erin Meyer: Low Context vs. High Context Societies (4:05) - Breakout Rooms - Whiteboard

Session 11a: Learning Circle; Active Body Active Mind	2h 30min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**

30 min	**Learning Circles**
	• In small groups (4 or 5) (in breakout rooms) PP share something that they have learned in the last week while doing independent learning.
	• Group Debrief
	    • *What did you learn?*
	    • *How did you feel about sharing what you have learned with your group?*
		− Communication
		− Collaboration
			- Breakout rooms

10 min	**BREAK**		

60 min	**Active Aging**
	• Watch: Meet the 'Super-Agers' Who Defy the Effects of Old Age (4:46)
	• Discuss:
	    o *Do you know an older person who is like the super agers in the video?*
	    o *Have you "pushed through the yuck" in the last 3 weeks?*
	    o *What do you do to keep your mind and body active and engaged?*
	    o *Would you like to implement anything mentioned in the video?*
	
	Playing Sports
	• Watch: How playing sports benefits your body … and your brain (3:47)
	• Discuss:
	    o *Can you share personal experiences or stories that highlight the positive impact of sports on physical and mental health?*
	    o *How do you think the teamwork and social aspects of sports contribute to overall well-being?*
	    o *Are there any potential downsides or challenges associated with playing sports that should be considered when discussing their benefits?*
	
	Stretching
		− Communication
		− Adaptability
			Videos: Meet the 'Super-Agers' Who Defy the Effects of Old Age (4:46)
			
			Videos: How playing sports benefits your body … and your brain (3:47)
			
			Videos: Repetitive Strain Injury Hand Exercises for RSI (Body Harmonics)
			
			Videos: 4 simple stretches to

	• Introduce the benefits of stretching
	
	Facilitator chooses 1-2 video(s) (depending on time), watches and practices with the group:
	
	• [Repetitive Strain Injury Hand Exercises for RSI](#) (Body Harmonics)
	• [4 simple stretches to relieve your body after sitting all day](#) (TODAY)
	• [5 Best Stretches You Can Do at Your Desk for Neck and Back Pain](#) (Tone & Tighten)
	• Discuss:
	    o *Share your experience with the stretching exercises. Did you find them relaxing, challenging, or both? How did you feel during and after the stretching exercises?*
	    o *Discuss potential challenges in incorporating regular stretching into your routine. Can you think of creative ways to integrate stretching into daily activities, such as during work breaks or household chores?*
			[relieve your body after sitting all day](#) (TODAY)
			
			Videos: [5 Best Stretches You Can Do at Your Desk for Neck and Back Pain](#) (Tone & Tighten)

Session 11b: Customer Service		**2h 30min (10 min break)**	
Time	**Activity Content**	**Skills Practised**	**Resources**

20 min	**Warm Up Debrief**
	
	– In groups PP share an experience of memorable good/bad customer service that they receive. Brainstorm characteristics of good & bad customer service; Together come up with a definition for "great customer service."
	    o *What do stories of bad customer service have in common?*
	    o *What do stories of good customer service have in common?*
	    o *How would you define "great customer service?"*
			- *Customer Service* PPT
			- Breakout Rooms
			- Whiteboard

60 min	**Characteristics of Great Customer Service** – Discussion of each of the 10 characteristics of great customer service: o *Do you agree? Why? Why not? Can you think of an example?* **Empathy** – Definition of empathy – Watch & discuss: [Customer Service Empathy Training](#) (2:36)	– Communication – Problem solving – Adaptability – Creativity and innovation	- *Customer Service* PPT *Videos:* [Customer Service Empathy Training](#) (2:36) & [Security guard](#)

	o *How do you think he makes his customer feel?*
	o *How does he demonstrate empathy? What is the result?*
	– Watch & discuss: Security guard opens heart to foreign parents with sick children (4:03)
	   o *How does John demonstrate empathy?*
	   o *Which of the characteristics of good customer service does John display?*
	   o *How does John go "above and beyond" to provide great customer service?*
	– Discuss & brainstorm additional tips for "going above and beyond" when providing customer service
	
	Practice SAR method: Customer Service and Empathy
	Situational Questions:
	– *Imagine you receive a call from a customer who is clearly upset due to a recent negative experience with your company. How would you approach the conversation to demonstrate empathy and resolve their concerns?*
	– *A customer reaches out with a problem that you cannot immediately solve. How would you manage their expectations while seeking a solution?*
	Behavioral Questions:
	– *Describe a time when you went above and beyond to understand a customer's feelings or situation.*
	– *Tell me about a time when you had to handle a sensitive issue or complaint from a customer. How did you ensure the customer felt heard and understood?*
			opens heart to foreign parents with sick children (4:03)

10 min	**BREAK**		
30 min	**Cultural Diversity in Customer Service** – Cross-Cultural Training: free LinkedIn Learning courses – Compare low vs. high context communication o *Videos*: Erin Meyer: Low Context vs. High Context Societies (4:05) **Practice SAR method: Cultural Competency in Customer Service** Situational Questions: – *Imagine you are assisting a customer who comes from a culture where direct eye contact is considered disrespectful. How would you adjust your approach during the interaction?*	– Communication – Problem solving – Adaptability – Collaboration	*Videos*: Erin Meyer: Low Context vs. High Context Societies (4:05)

	– *You have a team member who frequently makes cultural assumptions about customers based on their appearance or name. How would you address this behavior to promote a more inclusive customer service environment?* Behavioral Questions: – *Describe a time when you had to work with someone from a different cultural background than yours. What challenges did you face, and how did you overcome them?* – *Can you provide an example of when you had to modify your communication approach due to cultural differences? What was the outcome?*		
20 min	**Independent Study** Stretching: PP watch one of the videos they didn't watch in class - [Repetitive Strain Injury Hand Exercises for RSI](#) (Body Harmonics) - [4 simple stretches to relieve your body after sitting all day](#) (TODAY) - [5 Best Stretches You Can Do at Your Desk for Neck and Back Pain](#) (Tone & Tighten) Independent Learning: - Explore free financial literacy resources (pdfs, courses, videos) at [ABC Activate Learning](#)		
Notes | Resources				
	• **Homework: PP complete mock interviews and share these with ECCs before 3rd 1-1 meeting with them (during week 4)**		

Learning Outputs

12.1 Introduction to Excel:
- Gain hands-on experience with Microsoft Excel as a spreadsheet application.
- Understand the basics of Excel's interface and functionality.
- Practice using basic Excel functions, such as data entry, formatting, and simple calculations.

12.2 Proactive Job Search Strategies:
- Learn strategies to maintain control over their job search, including following up with employers, time management, creating an action plan, and staying organized.
- Understand how to prepare for job fairs and coffee chats and what to expect.

12.3 File Management: OneDrive:
- Explore OneDrive for file management and cloud storage.
- Learn how to upload, organize, and retrieve files using OneDrive.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 12" tab.

- **Adaptability**
- Collaboration
- **Communication**
- **Creativity and innovation**
- **Digital**
- Numeracy
- **Problem solving**
- Reading
- Writing

Session 12a: Excel; Proactive Job Seeker	Session 12b: OneDrive; TPL Visit
Facilitator Preparation	Materials / Resources Needed
- Email PP asking them to bring library card or proof of address to class. - Add upcoming hiring/networking events to the blank slide of The Proactive Job Seeker PPT	Session 12a *Excel Practice* file *Excel Practice* handout *Carter Property Management* Audio file - PPT: *The Proactive Job Seeker* - Handout: *Informational Interview Questions* - Video: Prepare for Job Fair - STAND OUT by doing this! (8:50) - Video: How to Land an Informational Interview and the Best Questions to Ask! (11:52) - Video: Get an exclusive look at LinkedIn's most in-demand skills for 2024 (4:13) Additional: - How to Take LinkedIn Skill Assessments - How to Get LinkedIn Skill Assessment Badges and Display Them (8:01) - Excel Tutorial for Beginners | Excel Made Easy (Level 1) - Excel Tutorial for Beginners Excel Tutorial for Beginners (Level 2) - Practice typing and keyboarding: Typing.com, The Practice Test, Online Dictation, TypingTrainer

Lesson Plan – Day 12

Skills for Success for Experienced Workers

Session 12a: Excel; Proactive Job Seeker		2 hr 30 min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**

50 min	**Tech: Introduction to Excel**
	
	• Introduce PP to the concept of Excel – what it is, how it is used, why it is important for many jobs…
	
	• PP open the *Excel Practice* file from the *Workbook* folder on OneDrive and Save as: "NAME Excel Practice" in *Other* folder
	• Share screen and demonstrate:
	  • How to start a blank workbook
	  • The Excel interface: Sheets; Lines; Columns; Cells; Zoom control
	    Practice: *Accessing sheets*; *Zooming in and out; Editing a cell; Replacing the data in a cell*
	  · Quick Access toolbar: Undo, Redo, Save
	  · Practice: *Undo & redo*
	  · Home Tab & Ribbon: Clipboard (Cut, Copy, Paste); Font; Alignment; Number
	
	For PP who are more advanced with Excel, facilitator can recommend them to take the training courses below in class and as homework
	• LinkedIn Learning:
	  o Download exercise files and practice
	  o Complete all course content to earn certificate
	• [Excel 2021 Essential Training](#) (1h 51m) - very basic excel functions for beginner, female instructor
	• [Excel Essential Training (Microsoft 365)](#) (2h 29m) - a review of common excel functions, male instructor
		Digital	*- Excel Practice* file
			
			- Excel Practice handout

10 min	**Tech: Introduction to Excel: Practice** • PP do activity on the Practice sheet in the *Excel Practice* file. Compare their sheet with *Excel Practice* handout in the binders. **Excel: Keyboarding Activity** • Together, read the instructions on the "Keyboarding 1" sheet in the *Excel Practice* file	Digital	*- Carter Property Management* Audio file *- Excel Practice*

	• Listen to the recording twice • PP do the activity on the "Keyboarding 1" sheet in the *Excel Practice* file • Check answers together		
10 min	**BREAK**		

60 min	**The Proactive Job Seeker**
	Employer hiring/recruitment timelines
	Following up with an employer after an interview
	
	- Discuss:
	    o *Do you usually follow-up after an interview?*
	    o *How do you decide the appropriate timing for a follow-up after an interview without appearing too eager or uninterested?*
	    o *Have you ever proactively sought feedback after being informed that your application was unsuccessful? How did you approach this?*
	
	Preparing for a job fair
	
	- Discuss:
	    o *Have you ever attended a job fair?*
	    o *Do you have any job fair experiences (positive or negative) that you would like to share?*
	    o *How did you prepare for the job fair in terms of researching companies, updating your resume, and practicing your elevator pitch?*
	    o *Can you describe a memorable interaction or connection you made with a recruiter or company representative during the job fair?*
	- Watch: Prepare for Job Fair - STAND OUT by doing this! (8:50)
	
	Informational interviews / coffee chats
	- Watch: How to Land an Informational Interview and the Best Questions to Ask! (11:52)
		Adaptability
		
		Communication
		
		Problem solving
		
		Digital
		
		Creativity and innovation
			PPT: *The Proactive Job Seeker*
			
			Handout: *Informational Interview Questions*
			
			Video: Prepare for Job Fair - STAND OUT by doing this! (8:50)
			
			Video: How to Land an Informational Interview and the Best Questions to Ask! (11:52)
			
			Video: Get an exclusive look at LinkedIn's most in-demand skills for 2024 (4:13)

	- How to find ppl to connect with for coffee chats
	- Coffee chat etiquettes, DOs and DON'Ts
	
	Professional, Responsive, Proactive
	- Continuous Learning;
	    o Identify and acquire skills in shortage
	        ▪ Watch: Get an exclusive look at LinkedIn's most in-demand skills for 2024 (4:13)
	    o Explore LinkedIn Learning platform: courses, learning path, certifications
	- Stay Organized
	    o Create an action plan
	        ▪ Quarterly (long-term goal like learning a new skill); Monthly (creating a schedule, updating your resume); Weekly (set short-term goals to support the long-term goal, organize inbox, files, folders); Daily (apply for X job/day)
	    o Implementing organization tools and techniques
	        ▪ Organize files by creating folders where job postings, resumes, cover letters are saved
	        ▪ Create a file naming convention
	        ▪ Facilitator demonstrate how to save a job posting: Print to PDF		

Session 12b: One Drive; TPL		2hr 30 min (20 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**
20 min	**OneDrive** • PP check whether they have been saving personal files in their OneDrive • If not, PP move documents from their WoodGreen device to their OneDrive • PP organize the file and folders in their OneDrive	Digital	
20 min	**Keyboarding** Practice typing and keyboarding at Typing.com • PP take a WPM keyboard test to assess both typing speed and typing accuracy	Digital	

	o 1 Min test or 1 Page test • PP take typing lessons at their level (beginner, intermediate, advanced)		
60 min	**In-Person Event: TPL Resources and Services** • Activities: o PPT presentation on library resources and facilities o Quick tour of the library facilities o Signing up for library card		

	Independent Study/Homework:
	
	1. Complete your My Interview Practice mock interviews and share it with your ECC before the next session AND
	2. Continue adding skills to the experience & education sections of your LinkedIn OR
	3. (Optional) LinkedIn Skill Assessment
	    a. Read How to Take LinkedIn Skill Assessments to Boost Your Profile and take a LinkedIn skills assessment OR
	    b. Watch video: How to Get LinkedIn Skill Assessment Badges and Display Them (8:01) and take a LinkedIn skills assessment
	4. Practice typing and keyboarding: Typing.com, The Practice Test, Online Dictation, TypingTrainer
			github.com/Ebazhanov/linkedin-skill-assessments-quizzes/tree/main

Notes | Resources

• **Homework: PP complete mock interviews and share these with ECCs before 3rd 1-1 meeting with them (during week 4)**

Lesson Plan – Day 13   *Skills for Success for Experienced Workers*

Learning Outputs

13.1. Conflict Resolution:
- Explore and learn de-escalation techniques for managing conflict and difficult situations effectively.
- Understand the principles of communication and behavior that can help diffuse tension.

13.2 Teamwork and Organizational Structure:
- Understand the fundamental principles and dynamics of teamwork, including roles, responsibilities, and effective communication strategies within a group setting.
- Recognize how teamwork integrates with organizational structures, emphasizing the importance of coordination, collaboration, and alignment with company objectives and hierarchical relationships.
- Engage in the Spaghetti Marshmallow Tower Challenge to experience teamwork dynamics and reflect on individual roles, decision-making processes, challenges faced, and communication strategies employed during the activity.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 13" tab.

- **Adaptability**
- **Collaboration**
- **Communication**
- **Creativity and innovation**
- **Digital**
- Numeracy
- **Problem solving**
- Reading
- Writing

Session 13a: Conflict Resolution; TPL: Website & Resources	Session 13b: Keyboarding; Teamwork and Organizational Structure
Facilitator Preparation	**Materials / Resources Needed**
- Facilitators send video links to PP over email - Prepare ruler, spaghetti sticks, marshmallows - Download Collaboration workbook from UP Skills for Work	Session 13a: *Conflict Resolution* PPT - Videos: How to de-escalate someone (8 mins); The 3R De-escalation Method: Mini Workshop (11 min) - TPL Sign In: https://www.torontopubliclibrary.ca/signin - TPL eLearning: https://www.torontopubliclibrary.ca/elearning/ - TPL Programs: https://www.torontopubliclibrary.ca/programs-and-classes/ (use filters) - Using the library/Services: Wi-Fi Hotspots; Printing & Photocopying; Light Therapy Lamps; Complimentary PRESTO Card Session 13b: *Teamwork* PPT adapted from ABC Collaboration Workbook *Home & Office Supplies* Audio file *Excel Practice* file - Video: Wisdom Of The Geese (5:49) - Video: The Best Teams Have This Secret Weapon (3:50) - Video: How To Deal With Workplace Conflicts (7:13) Additional Resources: - Health & Wellness workshop or Book Club & Writer's Group at the TPL - Free, virtual writing workshop with Writers Collective of Canada: https://wcc-cec.org/

Lesson Plan – Day 13   Skills for Success for Experienced Workers

Session 13a: Conflict Resolution; TPL (cont.)		1hr 30min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**
60 min	**De-Escalation Strategies -** Conflict Resolution with Customers Jigsaw activity: • PP split into small groups and watch either one of the following videos. · How to de-escalate someone (8 mins) · The 3R De-escalation Method: Mini Workshop (11 min) • PP re-organize into different groups, introduce the different components of the technique to their team members • Debrief together*:* · *What similarities did you notice between the three techniques?* · *Are these similarities significant? Why? / Why not?* · *Would you add/change anything to the technique you learned about after hearing about other techniques?* · *What have you learned about conflict management and de-escalation that you would like to apply?* • In pairs/small groups, PP brainstorm to add to the list of dos and don'ts of de-escalation (slide 10)	Communication Problem solving Collaboration Adaptability	- *Conflict Resolution* PPT How to de-escalate someone (8 mins) The 3R De-escalation Method: Mini Workshop (11 min)
10 min	**BREAK**		
30 min	**Toronto Public Library – Follow Up** PP with cards: · Practice signing in on the TPL website using their library card number: https://www.torontopubliclibrary.ca/signin Share screen and explore TPL website: · eLearning: https://www.torontopubliclibrary.ca/elearning/ · Programs: https://www.torontopubliclibrary.ca/programs-and-classes/ (use filters) · Using the library/Services: Wi-Fi Hotspots; Printing & Photocopying; Light Therapy Lamps; Complimentary PRESTO Card; Drop-In Tech Help	Digital	

Session 13b: Keyboarding; Teamwork and Organizational Structure	1hr 30min (10 min break)

Lesson Plan – Day 13   *Skills for Success for Experienced Workers*

Time	Activity Content	Skills Practised	Resources
30 min	**Excel: Keyboarding Activity** • Together, read the instructions on the "Keyboarding 2" sheet in the *Excel Practice* file • Listen to the recording twice • PP do the activity on the "Keyboarding 2" sheet in the *Excel Practice* file • Check answers together	Digital	- *Home & Office Supplies* Audio file (start from 1:17) - *Excel Practice* file
10 min	**BREAK**		

60 min	**Teamwork and Organizational Structure**
	Watch Wisdom Of The Geese (5:49) as introduction
	Learn about
	• Teamwork
	    o Watch: The Best Teams Have This Secret Weapon (3:50)
	• Organizational Structure
	• Conflict Resolution at Work
	    o Watch: How To Deal With Workplace Conflicts (7:13)
	
	Spaghetti Marshmallow Tower Challenge
	- Challenge them to build the highest tower with only spaghetti sticks and marshmallows as a team project in 20 mins
	- When time is up, PP present the tower to the class, talk about strategies employed, and describe how each member contributed to the tower's construction.
	- Engage in a collaborative effort to construct the tallest tower, highlighting the significance of teamwork and individual roles within the team.
	Debrief Questions
	· *What specific role did you take on within your team and why?*
	· *How did your team make decisions during the activity? Was there a specific process or strategy you followed?*
	· *What were some challenges your team faced during the building process?*
	· *How did your team ensure that everyone's voice was heard throughout the activity?*
	· *If you were to do this activity again, what would you do differently, either individually or as a team?*
		Communication
		
		Collaboration
		
		Problem-solving
		
		Creativity and innovation
			Teamwork ppt
			
			Wisdom Of The Geese (5:49)
			
			The Best Teams Have This Secret Weapon (3:50)
			
			How To Deal With Workplace Conflicts (7:13)
			
			spaghetti sticks and marshmallows

	· *How can the principles of communication, collaboration, and problem-solving observed during this activity be beneficial in real-world teamwork situations or professional environments?*		
30 min	**Independent Study / Homework** • Get Social: Join a free, virtual writing workshop with the Writers Collective of Canada: https://wcc-cec.org/		
Notes | Resources			

Learning Outputs

14.1 Reflection on Accomplishments:
- Collaboratively brainstorm and recognize the skills they have developed throughout the course, demonstrating the ability to communicate their learning experiences and achievements clearly and confidently.
- Acknowledge and celebrate their course accomplishments, recognizing the value and significance of their newly acquired skills and knowledge in enhancing their personal and professional development

14.2 Presentation Skills:
- Learn how to structure presentations with clear introductions, well-organized main points, and effective conclusions, ensuring coherence and audience comprehension.
- Understand basic verbal communication techniques such as vocal clarity and pacing, as well as introductory non-verbal cues like eye contact and posture, essential for effective presentation delivery
- Develop awareness of common presentation anxieties and explore initial strategies for managing nervousness and building confidence.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 14" tab.

- **Adaptability**
- **Collaboration**
- **Communication**
- Creativity and innovation
- **Digital**
- **Numeracy**
- Problem solving
- Reading
- **Writing**

Session 14a: Keyboarding; Reflection on Accomplishments	Session 14b: Presentation Skills
Day 14 Facilitator Preparation	Day 14 Materials / Resources Needed
• Consult and reflect on "Learning Outputs" sections of previous lesson plans to prepare for reflection brainstorming activities	Session 14a · Individual *Master Resume* files · *International Electronics* Audio file · *Excel Practice* file · Session 14b: · PPT: *Presentation Skills* · Video: 5 Ways to Calm Your Pre-Interview Nerves & Be Prepared! (10min) Additional Resources: • Financial literacy resources at ABC Activate Learning

Session 14a: Keyboarding; Reflection on Accomplishments		2hr 30min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**
30 min	**Learning Circles** • In small groups, PP share something that they have learned in the last week while doing independent learning. • Group Debrief 　　• *What did you learn?* 　　• *How did you feel about sharing what you have learned with your group?*	- Communication - Collaboration	
35 min	**Excel: Keyboarding Activity** • Together, read the instructions on the "Keyboarding 3" sheet in the *Excel Practice* file • Listen to the recording twice • PP do the activity on the "Keyboarding 3" sheet in the *Excel Practice* file • Check answers together	- Numeracy - Digital	- *International Electronics* Audio file - *Excel Practice* file
10 min	**BREAK**		
60 min	**Reflection on *Accomplishments*** Together, brainstorm skills that PP have developed during the course; Facilitator assists PP to effectively articulate what skills they've acquired and what they have accomplished during the course. E.g.: ·　*Acquired knowledge of actively listening techniques* ·　*Used Excel to manage data* ·　*Collaborated with team members to come up with solutions to common workplace problems* **Update Master Resume and LinkedIn profile** • Based on the brainstorming sessions, PP update their master resumes and LinkedIn profile by adding their newly acquired skills and creating accomplishment statements to describe what they did during the training	- Writing	- Individual *Master Resume* files

Lesson Plan – Day 14   *Skills for Success for Experienced Workers*

Session 14b: Presentation Skills		2hr 30 min (10min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**

60 min	**Presentation Skills**
	Tackle Interview Anxiety
	  - Video: 5 Ways to Calm Your Pre-Interview Nerves & Be Prepared! (10min)
	  - Reflection
	
	Peer Interview Practice
	• Split into groups of 3 people
	• Each person is asked 2 interview questions (Each question 2 min. approx – 5 min max)
	• Have one interviewer, one interviewee, one recorder who types answers.
	• Recorder types/ write down answer, positive feedback, one follow up question
	• After practice, participants receive written feedback
		- Communication
		- Adaptability
			PPT: *Presentation Skills*
			
			Video: 5 Ways to Calm Your Pre-Interview Nerves & Be Prepared! (10min)

10 min	**BREAK**		
60 min	**Presentation Practice** PP prepare a short presentation and take turn to present it to the class. Topics such as SAR stories, accomplishments achieved in the program, etc. Provide peer support and feedback. PP are not being evaluated/ assessed based on their performance.	- Communication - Collaboration	

	Independent Study / Homework
	• Finish "Keyboarding 3" sheet in the *Excel Practice* file OR
	• Explore financial literacy resources at ABC Activate Learning OR
	• Practice typing and keyboarding: Typing.com, The Practice Test, Online Dictation, TypingTrainer
	• Watch:
	    o Level 1: Excel Tutorial for Beginners
		Excel Made Easy (15:47) OR
		    o Level 2: Excel Tutorial for Beginners (31:00) OR		

**Notes	Resources**			

Learning Outputs

15.1. Worker Rights Awareness (i.e. Employment Standards Act, Ontario Human Rights Code):
- Gain a general understanding of the Employment Standards Act, which governs employment standards in Ontario, Canada.
- Increase awareness of their rights as workers, including key entitlements under employment laws.
- Understand the scope and objectives of the Ontario Human Rights Code, which protects against discrimination in various aspects of life, including employment.
- Learn how to access resources and support related to their rights as workers, including government agencies and advocacy organizations.

15.2. Responding to Criticism:
- Reflect on their experiences in dealing with criticism, whether in personal or professional contexts.
- Practice active listening techniques to enhance their communication and interpersonal skills.
- Explore strategies for effectively handling criticism or constructive feedback.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 15" tab.

- **Adaptability**
- Collaboration
- **Communication**
- **Creativity and innovation**
- **Digital**
- Numeracy
- **Problem solving**
- **Reading**
- Writing

Session 15a: Know Your Rights	Session 15b: Responding to Criticism
Day 15 Facilitator Preparation	Day 15 Materials / Resources Needed

• Read Recent Changes to the ESA to ensure the content of the workshop is up to date
   • Prepare to share and show additional resources
   • Guide to the Employment Standards Act guide and *ESA* Poster
   • Guide to the Occupational Health and Safety Act guide and *Health & Safety* poster
   • CLEO Your Legal Rights website
	Session 15a:
	 · *Know Your Rights* PPT
	 · Videos: Hours of Work, Eating Periods, and Overtime (1:22); Payday (1:15); Illegal Deductions from Wages (2:20); Filing an Employment Standards Claim (1:45)
	 · Link: Your guide to the Employment Standards Act
	 · *Know Your Rights Resources* Handout
	
	Session 15b:
	 · *Dealing w Criticism* PPT
	 · Videos: How to Handle Negative Feedback from Your Manager or Colleagues (5:15) | How to Best Handle Constructive Criticism [for men] (4:31)
	 · Video: Conscious Relaxing (5:00)

Session 15a: Know Your Rights			2hr 30min (10 min break)	
Time	**Activity Content**		**Skills Practised**	**Resources**

70 min
(10)
(10)
 	
(15)
 	
(10)
 	
(10)
 	
(10)
	Employment Standards Act (ESA)
	• Introduction to the ESA: Overview of the ESA poster
	• Hours of Work
	   o Case Study: Read about Sanjit & elicit responses to "Can he refuse?"
	   o Watch Hours of Work, Eating Periods, and Overtime video (1:22) & summarize content
	   o Case Study: Discuss Sanjit's situation in light of the information in the video
	• Wages & Deductions
	   o Minimum wage: PP guess the current minimum wage in ON. Reveal answer & share 2 "Fun Facts"
	   o Deductions:
	      Watch Payday video (1:15) and discuss questions
	      Read 4 scenarios. PP choose the scenario, they think, is legal
	      Watch Illegal Deductions from Wages video (2:20)
	      Discuss same 4 scenarios
	• Overtime
	   o Case study: Sandra. Walk PP through calculating Sandra's overtime pay
	   o ESA website introduction: Show PP the website. Table of contents > Overtime > Exceptions > Special rule tool
	• Leave
	   o Sick leave
	   o Family responsibility leave
	   o Domestic / sexual violence leave
	• Termination Notice & Pay
	   o Notice
	   o Illegal dismissal
			Reading
			
			Problem solving
			
			Creativity &
			Innovation
			
			Digital
				- *Know Your Rights* PPT
				- Employment Standards Act Website
				
				Videos: Hours of Work, Eating Periods, and Overtime (1:22); Payday (1:15); Illegal Deductions from Wages (2:20);

10 min	**BREAK**			
35 min (20 min)	**The Ontario Human Rights Code** • Purpose			- *Know Your Rights* PPT

| (15 min) | • 17 Protected Grounds & 5 Social Areas
• Accommodations: The Job Interview
• Filing a complaint with the HRTO

Recourse & Resources

• Video: [Filing an Employment Standards Claim](#) (1:45)
• Worker Rights; Unsafe working conditions / Workplace violence and harassment; Discrimination & Workplace sexual harassment
• Legal Assistance

Facilitator should recommend PP to consult legal professionals/ agencies for advice | | *- Know Your Rights Resources* Handout

Video: [Filing an Employment Standards Claim](#) (1:45) |

Session 15b: Responding to Criticism		1hr 30min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**

60 min	**Responding to Criticism**
	• PP reflect on their experiences in dealing with criticism
	• In small groups, PP practice active listening
	• Discuss strategies for dealing with criticism
	• Videos: [How to Handle Negative Feedback from Your Manager or Colleagues](#) (5:15)
		[How to Best Handle Constructive Criticism [for men]](#) (4:31)
		• Discussion:
		  o *Reflecting on your personal experiences, how has your perspective on receiving constructive criticism evolved throughout this lesson?*
		  o *How do you plan to leverage your support network, including mentors, colleagues, or friends, to navigate challenges and gain perspective when faced with constructive criticism?*
		  o *Share one or two strategies discussed during the lesson that resonated with you the most in terms of effectively handling constructive criticism. How do you plan to apply these strategies in your professional or personal life?*
			Communication
			
			Problem solving
			
			Adaptability
				- Dealing w Criticism PPT
				
				[How to Handle Negative Feedback from Your Manager or Colleagues](#) (5:15)
				
				[How to Best Handle Constructive Criticism [for men]](#) (4:31)

10 min	**BREAK**		

15 min	**Self-Care**		Video: Conscious
	• Watch Conscious Relaxing (5:00) video		Relaxing (5:00)
	• Discuss:		
	○ *Which specific aspects of the video resonated with you the most?*		
	○ *Reflect on any experiences you've had implementing the techniques discussed in the video.*		
	○ *Share any additional mindfulness or relaxation techniques that you have found effective in your personal practice.*		
	Homework		
	• Explore the Guide to the Employment Standards Act guide and *ESA* Poster OR		
	• Explore the Guide to the Occupational Health and Safety Act guide and *Health & Safety* poster OR		
	• Explore the CLEO Your Legal Rights website		

Notes | Resources

Learning Outputs

16.1 Succeed at Work
- Develop awareness of Canadian workplace culture and understanding of essential career readiness skills.
- Reflect on the development and improvement of transferable skills highlighted by the SFS model and WoodGreen principles.

16.2 Reflect on Initial Goals:
- Revisit and reflect on the goals they set at the beginning of the program.
- Analyze the alignment between goals and achieved outcomes during the program.

16.3. Next Steps Discussion:
- Meet with the Employment Case Counsellor to discuss the next steps in their career development journey (or education/ volunteer/...).
- Receive guidance and personalized advice for their continued professional growth.

Skills for Success (SFS) - For details, go to *Curriculum Outcome Map* spreadsheet and choose "Day 16" tab.

- **Adaptability**
- Collaboration
- Communication
- Creativity and innovation
- Digital
- Numeracy
- **Problem solving**
- Reading
- Writing

Session 16a: Succeed at Work; Goal Reflection	Session 16b: Wrap Up; Next Steps
Day 16 Facilitator Preparation	Day 16 Materials / Resources Needed
- Coordinate with ECCs to prepare for wrapping up the final in-person class. E.g., paperwork related to returning WoodGreen devices, outstanding documentation/forms, system for collecting WoodGreen devices, etc. - Arrange with ECCs to attend PM session and address PP and share next steps - Prepare a wrap-up / celebration activity - Prepare photo consent forms for group photos - Bring food to celebrate - Remind PP to bring completed life map	Session 16a: - Video: <u>How to succeed in your new job</u> (5:29) - Link: <u>Succeed At Work</u> (California Career Resource Network) - Handout: *Goal Reflection*

Session 16a: Succeed at Work; Goal Reflection		2hr (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**
60 min	**Succeed in Your New Job** Watch video: How to succeed in your new job (5:29) Reflection questions: *When you've started new jobs in the past, how did you learn about the unwritten rules and expectations? What tips can you share with others about adapting to new workplaces?* *The video talks about being good at your job, showing dedication, and getting along with others. How do you think these qualities can help you when you're looking for a new job? Can you think of examples from your own experience?* *The video mentions understanding the "invisible swim lanes" in a new job. What do you think this means, and how might it help you fit into a new work environment?* *It's important to consider whether a new job is the right fit for you. What factors will you look at to decide if a job is suitable for you? How will you determine if a job will allow you to continue growing and remain satisfied in your work?* ***Succeed at Work* guide** Using the "Succeed at Work" guide published by the California Career Resource Network on the final day of the SSEW training program is highly recommended due to the alignment of topics covered by both resources. While the guide does not encompass all the topics addressed in the program, it does cover a wide range of subjects related to workplace success and personal well-being, such as self-care and communication skills. Since participants have been exposed to various concepts and strategies for personal and professional development throughout the program, using the reflective guide allows them to consolidate their learning and prepare for future success, alongside SSEW's daily formative assessment. Link: Succeed At Work (California Career Resource Network) **Skills for Success model** The facilitator shows PP the SFS model, emphasizing its significance as the foundation of the SSEW program. Link: Skills for Success (Employment and Social Development Canada)	Problem solving Adaptability	Video: How to succeed in your new job (5:29) Link: Succeed At Work (California Career Resource Network) Link: Skills for Success (Employment and Social Development Canada)
10 min	**BREAK**		

45min	**Goal Reflection**	Adaptability	Handout: *Goal Reflection*
	Together, read through the *Goal Reflection* handout		
	• *What were those goals?*		
	• *Have you made any progress towards reaching those goals?*		
	• *Now that the program is finished, what is your short-term goal?*		
	• *What is your long-term goal? How can your short-term goals help you to reach your long-term goal?*		
	• *What supports or resources would help you work towards your goals?*		
	Individually, PP complete the Goal Reflection handout while referring to the *Goal Setting* handout from the first class. Once completed, send as attachment to ECC and cc the facilitator.		
	Optional: volunteers share one piece of information related to their goals		

Session 16b: Wrap Up; Next Steps		2hr 30 min (10 min break)	
Time	**Activity Content**	**Skills Practised**	**Resources**
60 min	**Next Steps:**		
	• ECC speaks to class about next steps and referral to ES (WoodGreen Employment Services) if they are looking for jobs		
	• Participants ask questions		
	• PP work on life map if not already done		
10 min	BREAK		
60 min	**Celebration / Wrap-up Activities:**		
	• *Food?*		
	• Give participants their certificate of completion, encourage them to share on LinkedIn or follow SSEW page		
	• *Group Photo?*		
	• Participants return their laptops, go through paperwork, book appointment		
**Notes	Resources**			