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Answers May Vary
Facilitator's Manual

Handouts

Master Materials & Equipment List

Handouts

1. What does a Community Support Worker do?
2. What are the challenges for a Community Support Worker?
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14. Sample KWL framework
15. Sample learning activities
16. Community Support Worker Training Evaluation Form
17. Master Materials and Equipment List

Handouts

Section 3: The Role and Challenges of the Community Support Worker

Handout 1: What does a Community Support Worker do?

Assessment and Planning

- Interview clients
- Assess service needs and current situation
- Develop Individual Service Plan Goals
- Conduct essential skills assessment and testing
- Match individuals to their interests
- Build support plans and implements them

Support/Coach/Motivate

- Support individuals to realize/discover their own potential, goals and dreams
- Support individuals to be emotionally, physically and socially active
- Help individuals grow through holistic support (emotional, mental, physical, relational)

Community Inclusion

- Build community capacity and promote inclusion of clients with disabilities in the community
- Take clients out into community for recreation, sports, fitness, education, volunteering
- Engage and network with people in the community
- Assist clients to access services
- Coach clients through interactions
- Provide social support and relationship building

Community Referrals

- Research and learn what supports, opportunities and facilities are available
- Connect/refer clients to community resources and services

Advocacy and Self-Advocacy

- Encourage independent interactions, personal independence and self determination
- Empower clients through education and orientation
- Advocate for the client with different stakeholders(individual vs family and within program)
- Assist clients to advocate for themselves
- Advocate for clients in all aspects to assist them to realize their rights and help them achieve their developmental goals (e.g., disability services such as Access Calgary and leisure services such as golf school)

Life Skills

- Support and assist with activities of daily living and life skills (i.e., grooming, personal hygiene, cooking, cleaning, money management, transportation, safety)
- Encourage and promote healthy, positive lifestyles(eating, exercise)
- Assist in behaviour strategies and support manners
- Provide toileting and physical help

Employment

Complete employability assessments

Look at training needs and options for clients

Support clients to be successful in employment/working environment

Education

Encourage positive new things/activities

Showcase clients' talents

Support in literacy programs, education, volunteering, pre-employment skills

Support money management

Communication

Communicate and work with caregivers, guardians and/ or family

Assist in conflict resolution

General

Take individuals to medical appointments

Provide/assist with general transportation

Assist with errands (banking, grocery shopping)

Participate in funding reviews

Complete paperwork

Section 3: The Role and Challenges of the Community Support Worker

Handout 2: What are the challenges for a Community Support Worker?

Managing Behaviours

Managing challenging behaviours

Resources

Resources (staff, funding)

Not enough space in agency/location

Lack of resources in community

Lack of appropriate referral sources (small town)

Not enough administrative support

Awareness and Knowledge of Resources

Awareness-exposure to information, changing service needs, changing services
(AISH, PDD, Alberta Health Services)

System Issues

System gaps, policies

Unhelpful policy

Too many decision makers/political red

tape Requirements for PDD funding – 70 IQ

Diverse Abilities and Disabilities

Diversity of disabilities

Responding to diverse needs of more than one client at a time

Transportation and mobility issues

Engagement and Motivation of Clients

Finding out clients' interests, individually or as a group

Individual may have interest but not ability – tailoring activities to abilities

Lack of individual's' will, engagement, enthusiasm/motivation

Dependence on staff

Follow through by individual

Language and Cultural Challenges

Language barriers – including language, culture and terminology

Cultural values

Immigration status

Community Awareness and Stigma

Stigma, ignorance, and lack of acceptance and knowledge around disabilities

Negative language (labels, person first language)

Educating the employers that individuals with disabilities want meaningful employment

Personal Issues

Heavy workload, burnout, stress, emotionally and physically draining
Patience
Lack of confidence around working with the clients
Boundaries and maintaining balance
Safety
Power struggles with clients
Flexibility
Checking assumptions and internal biases, not putting your ideals in place

Professional Development

Educational levels – absence of opportunity – lack of training
Lack of knowledge around helping clients with interpersonal skills
Providing employment support
Learning what I need to know and do to make it work
Assessing capabilities of clients
Not knowing the triggers

Support Network Challenges

Lack of natural support system
Oppositional personalities(/e.g. parents/ guardians are over-protective)
Support network challenges (e.g. family views differ from worker's philosophy of fostering independence)
Family beliefs/constraints
Guardian follow-through

Staffing Issues

Not having enough time to accomplish all on schedule
Staff conflicts and communication issues
Time constraints to be really effective with each client
Ratios of worker to clients
Lack of staff / inconsistent staffing / constant changes in staffing
Consistency (between different workers)

Balancing Self-Determination vs. Doing For and Safety

Promoting personal care while maintaining clients' dignity
Dependence on staff
Nature/logical consequences/letting clients do things on their own, and succeeding or failing
Lack of choice and autonomy for clients – not being able to plan their own day

Other Important Challenges Mentioned

Legal system involvement
Mental health and addiction issues
Housing
Lack of employment opportunities available within this economy
Financial barriers

Section 5: Defining our Terms: developmental disabilities, literacy and essential skills

Handout 3: Definition of terms

The Government of Alberta defines a **developmental disability** as “a state of functioning that begins in childhood and is characterized by significant limitations in both intellectual capacity and adaptive skills. This term is generally used to describe life-long impairments that are attributable to mental, neurological and/or physical disabilities.” Persons with developmental disabilities include persons with general developmental disabilities, as well as autism, Asperger disorder and fetal alcohol spectrum disorder.

Persons with developmental disabilities may have related limitations in two or more of the following adaptive skills:

- Communication
- Home living
- Community use
- Health and leisure
- Self-care
- Social skills
- Self-direction
- Functional academics
- Work

(From “Person with developmental disabilities” in *What Works: Career-building strategies for people from diverse groups – A Counsellor Resource*, Government of Alberta, Employment and Immigration, 2010, p.2)

It is important to note that developmental disabilities are totally distinct from learning disabilities. **Learning disabilities** refer to “a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency.”

(From *Official Definition of Learning Disabilities*, Learning Disabilities Association of Canada, 2002/2015, <http://www.ldac-acta.ca/learn-more/ld-defined/official-definition-of-learning-disabilities>)

Family literacy coordinator Nada Jerkovic explains this in plain language: “Learners with developmental disabilities have below average cognitive functioning that affects their general ability to learn. On the other hand, people with learning disabilities have average or above average intelligence. Their learning disability creates a gap between ability and performance.”

The Government of Alberta describes **literacy** as follows:

“Literacy is not just about reading and writing. While reading and writing provide the necessary foundation for learning, literacy is fundamentally about an individual’s capacity to put his/her skills to work in shaping the course of his or her own life. Literacy

involves 'reading the word and the world' in a variety of contexts. Individuals need literacy skills to obtain and use information effectively, to act as informed players and to manage interactions in a variety of contexts whether the context is making decisions about health care, parenting, managing household finances, engaging in the political process or working."

(From "What is literacy?" in *Living Literacy: A Literacy Framework for Alberta's Next Generation Economy*, Government of Alberta, Alberta Advanced Education and Technology, 2009, p.2)

What are **essential skills**?

In the early 1990's, workplace research by the government of Canada and national and international agencies in the United States, Australia and the United Kingdom identified nine Essential Skills used in all occupations.

These nine essential skills are exactly what their name implies: they are the essential life skills every individual needs to successfully participate in learning, work and life.

They include:

- Reading text
- Document use
- Writing
- Numeracy
- Oral communication
- Thinking
 - Problem Solving
 - Decision Making
 - Critical Thinking
 - Job Task Planning and Organizing
 - Significant Use of Memory
 - Finding Information
- Working with others
- Computer use (digital literacy)
- Continuous learning

(From S. Loschnig, *Creating Learning Partners, Unit 13: Essential Skills*, Literacy Alberta, 2011, p.1)

It's important to remember that these skills overlap and your work with your learner may include working on several skills at once.

Section 5: Defining our Terms: developmental disabilities, literacy and essential skills

Optional

The following resource is recommended reading for training facilitator and participants to expand knowledge about literacy, particularly the sections on “What is literacy?” and “Why literacy matters” (pp.2-4). Please refer to the Core Resources and Websites section of this manual for the link to this resource.

Living Literacy: A Literacy Framework for Alberta’s Next Generation Economy
(Government of Alberta, Alberta Advanced Education and Technology, 2009)

<http://eae.alberta.ca/media/219400/living%20literacy.pdf>

Section 5: Defining our Terms: developmental disabilities, literacy and essential skills

Optional

This plain language illustration of 9 essential skills gives community examples of how the essential skills are used. Please refer to the Core Resources and Websites section of this manual for the link to this resource.

Community Essential Skills: for fun – for work – for life
(NWT Literacy Council, n.d.)

http://www.nwtliteracy.ca/adultlit/essential_fs/community/community.pdf

Section 6: Adult Learning Principles

Handout 4: Children vs. Adult Learning Chart

Children	Adults
Rely on others to decide what is important to be learned.	Decide for themselves what is important to be learned.
Accept the information being presented at face value.	Need to validate the information based on their experience.
Expect what they are learning to be useful in their long-term future.	Expect what they are learning to be immediately useful.
Have little or no experience upon which to draw – are relatively “clean slates”.	Have much experience upon which to draw – may have fixed viewpoints.
Little ability to serve as a knowledgeable resource to teacher or fellow classmates.	Significant ability to serve as a knowledgeable resource to trainer and fellow learners.

(From H.W. Post, *Teaching Adults: What Every Trainer Needs to Know About Adult Learning Styles*, Family Advocacy and Support Training (FAST) Project, PACER Center, n.d., p.3)

Section 6: Adult Learning Principles

Optional

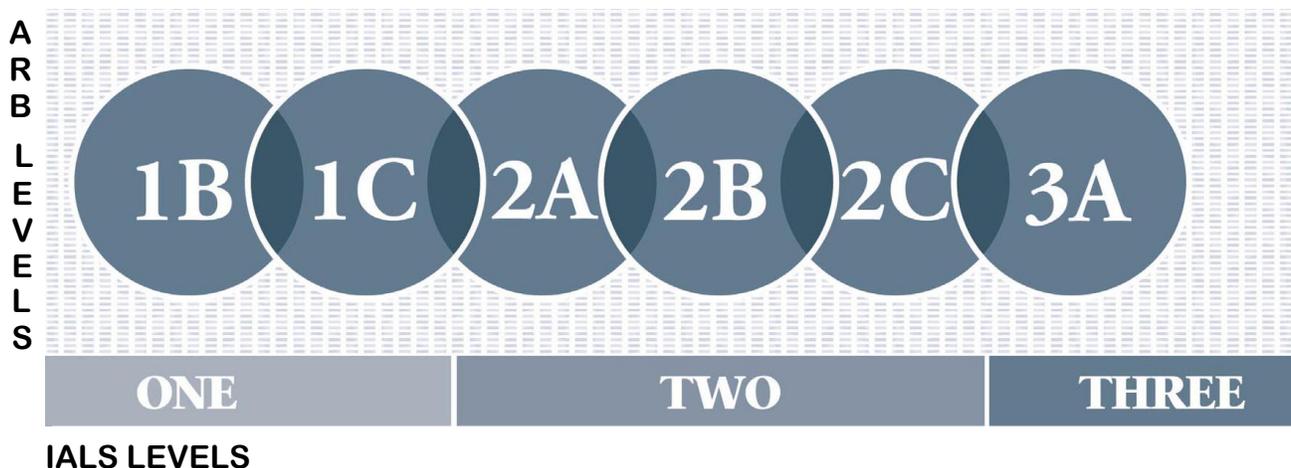
Recommended reading for training facilitators: This resource talks about the differences between teaching adults and children, discusses adult learning styles and gives practical tips for teaching adults. The link is included in the Core Resources and Websites section of this manual.

Teaching Adults: What Every Trainer Needs to Know About Adult Learning Styles
(H.W. Post, Family Advocacy and Support Training (FAST) Project, PACER Center)

<http://www.fastfamilysupport.org/fasttraining/Other/teachingadults-whattrainersneedtoknow.pdf>

Section 8: How do I know where to start? Assessing learner's skills

Handout 5: Comparison of IALS and ARB



Section 8: How do I know where to start? Assessing learner's skills

Handout 6: Alberta Reading Benchmarks Levels Chart

Facilitators will need to make copies of the chart that is available at this link:

http://www.arbforadults.ca/wp-content/uploads/2014/10/ARB_Levels_Chart.pdf

Section 8: How do I know where to start? Assessing learner's skills

Handout 7: Sample learning activities for Alberta Reading Benchmarks

Make copies of the ARB task samples from pp.21-26 in this document: These are ideas for learning activities for the ARB levels 1A to 2B. The link for this resource is also in the Core Resources and Websites section of your manual.

Sharing the Journey with Adult Indigenous Learners: A teaching reading strategies guide

(Patricia Pryce, Bow Valley College, 2013)

<https://centreforfoundationallearning.files.wordpress.com/2014/01/pryce2.pdf>

Section 9: Building Literacy and Essential Skills into Daily Life: Strategy 1: RAP

Handout 8: Ideas for using the RAP strategy

- Using letter tiles make words. Play games by taking letters away and changing letters (e.g., cat, rat, mat).
- Using Canada Food Guide (visual and auditory) talk about healthy food choices.
- Using a pill container break things down – how many pills, how many per day, when to take them – depending on learner’s level.
- At a restaurant with the learner, you can help him read the menu. If the learner likes fish and chips, you can show him the words on the menu and have him read the words out loud with you: “Halibut Fish and Chips, deep fried in beer batter, \$12.99.” Ask him to tell you what the words mean. You can ask questions such as: What kind of fish is it? How is the fish cooked? What is beer batter? How much does it cost?
- You can use the RAP strategy anywhere there are printed words or text: a display board at the zoo, a text on a smart phone, price cards or product labels at a grocery store, a recipe in a cookbook, safety words and directional signs in public buildings, etc.
- Put words they have difficulty with in a notebook to work on later.

Tips:

- ✓ Take a break if the person is struggling.
- ✓ Focus on what they know.
- ✓ Show them how they have made progress day-to-day.

Section 10: Building Literacy and Essential Skills into Daily Life: Strategy 2: Chunking

Handout 9: Ideas for using the Chunking strategy

- Use colored index cards for different information.
- Use a magnifying glass.
- Using an article on health, identify and underline the words you don't know and use the RAP to ensure comprehension.
- Try different colored overlays to help reduce text noise, words 'falling off'.
- Reading on computer screens interrupts REM sleep – yellow filters help.
- Use sticky notes to block off things that aren't relevant.
- Use smart phone to take picture of chunks of text or words.
- For non-verbal clients: Using the C-train map and yellow overlay, create a key of places they go on their journeys (e.g., Safeway, Tim Hortons), cover part and ask them to point to where they shop, where they like to have coffee.
- Using the tenancy agreement (or other relevant document) and a yellow overlay, underline and highlight words the learner doesn't understand and explain them.
- On the job: Create a small list of key words that prompt their work tasks on a yellow overlay. Learner can keep the overlay and check off the tasks as they are completed (can be erased and reused).
- Find words within words using compound words like strawberry, greyhound, football, housework; mix and match creating funny combinations. Block off part of a compound word to show a word the learner knows.
- Color code recipes for wet and dry ingredients; put steps of recipe on cards.
- Cover part of a paragraph, read the rest of the paragraph, and ask the learner to create a topic sentence (may require learning about topic sentences and paragraph structure prior to activity).
- Take an environmental or color walk using the frame technique with hands or a frame cut out of a recipe card to examine a painting or other piece of art or poster – helps client identify interests and engage in art.
- Try using the television window frame technique to highlight specific parts of text. Use different size television window frames as appropriate to the skills of different learners. Some may be able to read only words, some may be able to read larger pieces of text.
- Using a grocery list, chunk down categories (fruit, dairy, bakery) in the order they are found in the store. Create a visual map of the store with illustrations and pictures and words.

Tips:

- ✓ Repeat relevant information.
- ✓ Ask specific questions.
- ✓ Write down main ideas.
- ✓ Use highlighting, bolding, underlining.

Section 11: Building Literacy and Essential Skills into Daily Life: Strategy 3: Use as many senses and learning styles as possible

Handout 10: Learning Styles Bingo Card

Likes to take notes to review later	Would rather listen to a lecture than read a book about it	Reaches out to touch things	Good speller	Uses finger as a pointer when reading
Enjoys working with hands and making things	Frequently sings, hums or whistles	Likes to chew gum or eat while learning	Remembers best by writing things down	Enjoys talking to others
Gets the words to songs wrong	Talks to self	FREE	Dislikes reading from a computer screen	Good at solving jigsaw puzzles
Takes things apart, puts things together	Skillful at making graphs, charts and visual displays	Frequently fidgeting	Likes puns, play on words, rhymes	Coordinated, good at sports
Good at visual arts	Talks using hands	Likes to tell jokes and stories	Follows written instruction better than oral	Collects things

(From D. McLaren, Module 3: Finding the story in visual images – Handout 9, in *Visual Arts, Storytelling and Essential Skills Facilitator’s Guide*, Community Learning Network & Government of Alberta, Ministry of Innovation and Advanced Education, 2015, p.96)

Section 11: Building Literacy and Essential Skills into Daily Life: Strategy 3: Use as many senses and learning styles as possible

Optional

Recommended reading for training facilitator and participants to expand knowledge about different learning styles; offers tutoring tips. See link in Core Resources and Websites section.

Strategies for Learning: Auditory Learners

Module 3: Finding the story in visual images, Handout 10, on p.97

Strategies for Learning: Tactile-Kinesthetic Learners

Module 3: Finding the story in visual images, Handout 11, on p.98

Strategies for Learning: Visual Learners

Module 3: Finding the story in visual images, Handout 12, on p.99

In McLaren, D. 2015. *Visual Arts, Storytelling and Essential Skills Facilitator's Guide*. Edmonton: Community Learning Network &, Government of Alberta, Ministry of Innovation and Advanced Education.

<https://www.calp.ca/?lid=EV5KJ-QHJ4M-WM4R5&comaction=resource&pkResource=331>

Section 12: Building Literacy and Essential Skills into Daily Life: Strategy 4: Language Experience Approach

Handout 11: Ideas for using the Language Experience Approach

- Make a game – go out into the community, identify things that rhyme with cat, etc.
- Use visual board to capture ideas (sticky notes).
- Explore problem solving; have client express feelings first before commencing day's activities.
- Empower clients to do their own planning for services.
- Self-advocacy – create a timeline for AISH, immigration hearings, helping the learner map out her story, keep focused and prioritize.
- Write a story about what they like/do at the library (scramble sentences, create a flip book of pictures).
- Ask what did you do on the weekend? Write a story using a mind map.
- Create a picture book on area of interest and make stories around it.
- Identify interests to create learning opportunities. For example:
 1. Hockey-name favorite player and identify team name and city, discuss how to buy tickets, incorporate art (team logo).
 2. Art – water color, charcoal painting – discuss how to buy materials.
 3. Knitting – discuss how to buy cheap yarn, where, how much, list materials needed.
- Learning how to cross the road safely – use flash cards for each step.
- Create story about how to clean up garbage safely.
- Create a schedule of the day's activities.
- Use computer or iPad to journal.
- "I like brownies." Learn how to cook brownies – research recipes, create instructions on cards.
- "Trip to Disneyland" Use photos to create a story of client's trip, made a scrapbook and poster.

- Blending checklist with story – what you have to do to walk a dog – make a chart with the key words, once the task is accomplished place a sticker on chart. Can be transferred to other activities of interest to the learner.
- Help learner remember a story that's important to them from the bible or celebrating their particular culture; incorporate culture wherever possible.
- Using a calendar to design different activities – When is your birthday? What is your week's schedule? How many days until your Zumba class?
- Explore a client's favorite season, looking at clothes, activities, foods, birds, flowers, cultural dresses.
- Plan a trip to Hawaii – using pictures on the computer – What do you take? Where are you going? How will you get there? Why do you want to go? What activities do you want to do there? Can transfer this to planning other activities.
- For non-verbal clients use a drawing activity Pictionary style game.
- Take pictures of client doing work or volunteer tasks and create step-by-step instructions on cards to go on a ring to remind client of what to do.
- Write learner's story on a white board and change out elements – helps develop vocabulary.
- As a group or pair, write a story by having each person say one sentence or word, and going back and forth.
- Take a video or photos of the learner doing activities (work or other interests) and have the learner write a story about the pictures.
- For learners using transit, create a step-by-step book of their trip on the bus or train, or help him create directives on how to do the take the bus.
- With learner, write a letter regarding their experience with customer service, good or bad.
- Help learner create a collage of what they like/places they are most comfortable. Can also use the computer for this – encourages choice and digital literacy.
- Use Cahiers, a journaling approach that combines art and journaling and involves both the client and the worker responding to the client's entries.

Section 13: Building Literacy and Essential Skills into Daily Life: Strategy 5: Make learning fun and of interest to the person

Handout 12: Ideas for making learning fun and interesting

- If a client is visual, have them cut out images of interest and then create a fun and silly story using a simple sentence or two per image.
- Create a visual schedule for each day, pairing pictures and writing. Can build on the complexity as skills improve.
- Decided to make pizza for supper – create flashcards for ingredients, lay out the cards and use fly swatter to hit the cards as you read out the ingredients printed on the cards.
- Client wants to eat healthy – create a healthy foods chart listing calories, healthiest way to cook, etc.
- Create a story with pictures from magazines about having a barbecue – who is invited, foods, decorations, etc.
- Client likes shopping and tells stories about shopping – cut out pictures to match words for things client mentioned in the story and; create a grocery list with pictures and words.
- Client likes going to 7-11 – do a colour walk next time go to the store together.
- Reading a community newspaper – do a word search.
- Employment – create flashcards for interview questions, terms they need to know for the job, safety signs, etc.
- Driving – create flash cards of signs and their meanings.
- Flowers – create a picture book of different flowers.
- Find an interest (e.g., space travel) and research it, write about it, create question game and prompts.
- Find a recipe in a cookbook using the first letter of the learner's name, then make a grocery list using a flyer and doing cost and amount estimates.
- Entertainment project – organize a movie trip for the group, review the trailer, find date and time, book transportation, calculate cost for admission and snacks.
- Create personalities for each number 1 to 10 to help learner with numeracy.

Section 15: Building Literacy and Essential Skills into Daily Life: Strategy 7: Phonics

Handout 13: Ideas for adult-focused flash cards and phonics activities

- Create flash cards using computer terms (e.g., mouse, file, email).
- Place labels on household objects. Have clients match their flash cards to labels; play memory game with the flash cards after.
- Create hockey cards with client interested in hockey.
- Create flash cards on different sports for a sports fan – builds vocabulary around each sport.
- Use flash cards to remember work tasks, underlining important things.
- Prepare salad step-by-step with instructions printed on flash cards. You can build on this activity using after meal activities (e.g. washing the dishes).
- Trip to the library – use flash cards to show things you can do at the library (i.e., reading books/magazines together, working on the computer) Can also be transferred to other activities (e.g. going to the gym).
- Self-care education – create flash cards: h is for hygiene, e is for exercise, etc.
- Flash cards for food choices, identifying proteins, healthy choices, awareness of where food comes from.
- Flash cards educating about healthy lifestyles/self-care (e.g., healthy fats on one side, bad fats on the other).
- Flash cards showing no touching without permission to inform new workers. (Learner keeps cards with her and staff records her wishes in book.)
- Keep in mind culture and language, and support those when making flash cards.
- Make flash cards to learn new terminology or definitions learner encounters.
- Use flash cards to navigate medical system – clinic, family doctor, provincial health care cards, prescriptions, etc.
- Client wants to give tours – after determining what skills he needs to do this, create flashcards to remind him.

Section 16: Building Literacy and Essential Skills into Daily Life: Strategy 8: KWL

Handout 14: Sample KWL framework

The KWL strategy can be useful to you in your work with learners. It helps you understand what they know, and what they would like to know more about. Engaging your learners in this discussion using the KWL framework can help you make your lessons more relevant. The final component – what I learned – can help you to evaluate the effectiveness of your learning activity.

You can also use this strategy to talk about things you encounter in your day with your learner. You can talk out loud about the things you want to know about, and how or where you might find that information. Activities such as this encourage active thinking (as opposed to being a passive learner) and continuous learning skills. It also promotes self-monitoring, wherein the learner becomes aware of what they know, asks questions about what they want to know, and thinks about where/how they could find the answers.

Another way to use the KWL strategy with your learner is to ask them if there is a topic they would like to know more about, or notice what things interest them (e.g. nature, space travel, hockey, cooking) and structure your lessons around those interests.

Below is an example of how to use the framework with a simple question, “How do astronauts sleep in zero gravity?”

What I know	What I want to know	What I learned
I heard that there is an international space station and astronauts live there for months at a time doing experiments.	How do astronauts sleep in zero gravity? Do they float around bumping into things? [Ask the learner questions such as, “Where would I find the answer to this question?” Talk about the library or Google or a book by Chris Hadfield who is a famous Canadian astronaut that lived on the space station.]	I looked it up in Chris Hadfield’s book and found out that astronauts don’t need pillows or blankets because they float away. Astronauts sleep in hooded sleeping bags like cocoons with armholes for their arms to hang out. They are tethered to the inside of the space station so they don’t float all over the place.

You can also add an additional column to the framework to ask “Where to find what I want to know” and brainstorm with the learner about where to find this information (e.g., at the library).

Section 17: Review: Be person/learner-centred

Optional

This plain language publication gives ideas for incorporating Aboriginal culture into learning. See the Core Resources and Websites section in manual for link.

Acosta, Joan. 2013. Canada's Aboriginal People. Best of the Reader series.

http://www.bestofthereader.ca/Ebooks/Canada's_Aboriginal_People.pdf

Section 17: Review: Be person/learner-centred

Optional

The Learning and Violence website, created by Dr. Jenny Horsman, gives an overview of information and resources available for those who want to learn more about the effects of violence on learning plus practical ideas for learners and teachers. Most information included is Canadian, and from the adult literacy field. See the Core Resources and Websites section for the link.

<http://www.learningandviolence.net>

Section 19: Review: Use resources from everyday life to create relevant lessons

Handout 15: Sample learning activities

C-Train Map

Read the map with your learner. Start with where you are. Ask the learner to touch the map to point out where you are on the route (RAP and kinesthetic). Ask the learner if she takes a train (auditory). Ask her to show you where she starts. Read the name of the stop together (echo reading). Move on to the next stop, and the next, until she gets to the stop where she gets off. Ask your learner if she has taken trains to other locations. Ask her to track the route with her finger and read out the stops (kinesthetic and visual). Cover parts of the map and ask her to read the stops for different routes (chunking). Ask: where is the free fare zone? Ask her to trace the stops and read them (kinesthetic, auditory). Using the language experience approach, help your learner write a story about her trip on the C-Train beginning with: "I walk to the train station." Break down the sentence into single words and write these on index cards. Ask her to put the cards in the right order and read them together. Take words out and ask her to identify what is missing.

Food Package

Ask your learner to read the name of the food (auditory). Read with him if he needs help (echo reading). Ask him if he knows what this food is. Ask him to explain to you how to use this food (RAP). Keep reading the information on the front of the package using chunking and the RAP strategy. Together read the cooking instructions (echo reading). Break down the instructions into steps. Put the steps on index cards. Read them together. Ask the learner to read them alone. Mix them up. Ask the learner to put the steps in the right order (kinesthetic). Ask your learner if he has ever eaten this food (auditory). Does he like it? Together print some of the words on cards. Have your learner trace the letters of the words. Look at the nutrition information. Ask how many calories? How much salt? How much sugar? Look at the vitamins and minerals. Does he think this food is healthy? Talk about why or why not (auditory).

Calendar

Ask the learner if she knows what a calendar is (auditory). If needed, explain the purpose and how it works. Together, read over the days of the week (echo reading). Read over the months of the year. Write these on cards and put them in order. Read them together. Mix up the cards and have her put them back in order (days of the week, months of the year). Do the fly swatter exercise with the days of the week (fun and kinesthetic). Ask the learner what day today is. Ask what month is it. How many days are in this month? Ask if there are special days during this month. Talk about the special days – statutory holidays, religious holidays, etc. If there are birthdays, ask the learner to share a story about her birthday and write it down (language experience approach). If the learner has appointments she needs to remember, help her write them down on the calendar.

Section 20: Reflections and Evaluation

Handout 16: Community Support Worker Training Evaluation Form

1. The best part of today's session was...

2. What did I notice about myself and how I responded in the group today?

3. What did I learn today about working with adult learners with disabilities?

4. Where and when will I use what I learned today?

5. How could today's session be improved? What was missing?

Master Materials and Equipment List

Prior to Workshop:

For Facilitators

The facilitators should have the following materials and equipment in front of them for their own use prior to starting the workshop:

- ✓ copy of AMV PowerPoint presentation
- ✓ copy of AMV Guide
- ✓ copy of AMV Manual and all handouts
- ✓ copy of all optional materials (plus a few additional copies to pass among participants for them to see (not keep)
- ✓ flip chart and blank sheets, markers, prepared flip chart sheets
- ✓ copies of handouts and any optional materials to be distributed to participants during the workshop.
- ✓ compilation of materials and equipment for workshop activities as listed by section below

For Participants

Participants will be given the following materials at the start of the workshop:

- ✓ copy of AMV PowerPoint presentation
- ✓ copy of AMV Guide
- ✓ list of Core Resources and Websites
- ✓ list of Supplemental Resources
- ✓ list of Recommended Apps for Teaching Literacy and Essential Skills

Workshop Activities Materials and Equipment

Section 1

No activity

Section 2

No activity

Section 3

Flip chart paper (prepared sheets*)

Markers

Masking tape

Handout 1: What does a Community Support Worker do?

Handout 2: What are the challenges for a Community Support Worker?

*Prepared sheets (one sheet per 4-5 participants): Headings ““What does a Community Support Worker do?” at the top, and heading “What are the challenges?” halfway down the sheet.

Section 4

Flip chart paper (prepared sheets*)

Markers

Large sticky note pads

*Prepared sheets: one with heading “What do you know?”; one with heading “What do I want to know?”

Section 5

Flip chart paper (prepared sheets*)

Markers

Handout 3: Defining our terms: developmental disabilities, literacy, essential skills (optional): Government of Alberta *Living Literacy Framework* publication

(optional): NWT Literacy Council *Community Essential Skills* sheet

*Prepared sheets: one with heading “Developmental Disability”; one with heading “Literacy”; one with heading “Essential Skills”; one listing the nine essential skills

Section 6

Flip chart paper (prepared sheet* and blank page)

Markers

Large sticky note pads

Handout 4: Children vs. Adult Learning chart

(optional): *Teaching adults: What every trainer needs to know about adult learning styles*

* Prepared sheet: one listing the six adult learning principles

Section 7

Prepared flip chart sheet: listing the Effective Practices.

Section 8

Flip chart paper (prepared sheet*)

Markers

Handout 5: Comparison of IALS to Alberta Reading Benchmarks

Handout 6: Alberta Reading Benchmarks Levels chart

Handout 7: Sample learning activities for Alberta Reading Benchmarks

*Prepared sheet: showing how IALS Level 1 is broken down into ARB Levels 1A, 1B, 1C

Section 9

An assortment of reading materials such as product labels, grocery flyers, recipes from cookbooks, excerpts from Nanaimo Community Cookbook (available online), excerpts from the Plain Language Drivers' Guide (available online), full cookbooks, magazines, newspapers, easy readers, excerpts from ESL readers (available online), copies of bills, copies of landlord tenant agreements, menus, calendars, etc.

Handout 8: Ideas for using the RAP strategy

Section 10

An assortment of reading materials including flyers, posters, bills, instructions for different tasks (e.g., making rice) from Wikihow (available online), magazines, other lower level reading materials, cookbooks, etc. (See also list for RAP activity.)

Coloured index cards, scissors, glue, rulers

Flip chart paper

Markers

Handout 9: Ideas for using the Chunking strategy

Section 11

Three prizes for winners of the bingo game

Handout 10: Learning Styles Bingo Card

(optional): Different learning styles and tutoring tips

Laptop computer attached to a television or projector and screen for video presentation (recommended)

Section 12

Assorted materials such as magazines, newspapers, grocery flyers, posters, calendars, song lyrics, old photos if available

Markers, construction paper, coloured index cards, scissors, glue sticks

Flip chart paper / markers

Handout 11: Ideas for using the Language Experience Approach

Section 13

Assorted materials such as flyers and magazines (for creating grocery list), newspapers (for making fly swatters), song lyrics, menus, calendars

Sentences printed out one word per page

Notebooks and pens (for colour walk)

Yellow overlays and other coloured overlays

Markers, construction paper, coloured index cards, scissors, glue sticks

Flip chart paper / markers

Handout 12: Ideas for making learning fun and of interest to the learner

Section 14

No activity

Section 15

Assorted magazines and flyers

Markers, index cards, scissors, glue sticks

Flip chart paper / markers

Handout 13: Ideas for adult-focused flash cards and phonics activities

Section 16

Flip chart paper (prepared sheet*)

Markers

Handout 14: Sample KWL framework

*Prepared sheet: drawing of the empty KWL framework

Section 17

None required

Section 18

Flip chart paper (one sheet per every 3-4 participants)

Markers

Section 19

Assorted materials such as magazines, grocery flyers, packaging, newspapers, posters, calendars, song lyrics, maps, forms, books, etc.

Handout 15: Sample learning activities

Section 20

Pens

Handout 16: Community Support Worker Training Evaluation Form