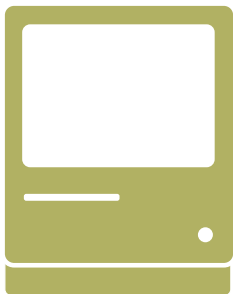


POK ZPOK IO FOR YOUTH

Facilitator's Guide



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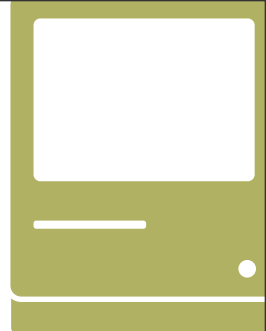
The Portfolio Deliverers in each region of the country in which the Kit was piloted contributed greatly to the revision of the materials, as well as through the contribution of original materials that worked well with youth. These individuals are: Kesa Monroe-Anderson in Nova Scotia; Les Klassen in Manitoba; Shelley Hosaluk in Saskatchewan, Carrie Reid in British Columbia, and Annie McGraw in New Brunswick.

Several youth organizations contributed significantly to provide a context to the original pilot of this Kit. They are: the YMOVE program at the YMCA in Dartmouth, Nova Scotia; the Aboriginal Youth Leadership Program through the Manitoba Aboriginal Youth Career Awareness Program in Winnipeg; the Saskatchewan Native Theatre Company in Saskatoon; and the Nala'atsi Program, an alternative high school in Courtenay, British Columbia, and the Tourism Industry Association of New Brunswick. These organizations, and especially the youth participants who so enthusiastically participated in the program pilot, have contributed greatly to the development of the Kit.

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Introduction

The Essential Skills

The Government of Canada's Essential Skills are an increasingly important means to help us understand the requirements of the workplace. The Essential Skills of: Reading Text, Document Use, Working with Others, Continuous Learning, Writing, Numeracy, Thinking, Oral Communication and Computer Use, are used in all aspects of life and work to varying degrees by all people.

Success in the workplace is often dependent upon an appropriate level of understanding and use of the Essential Skills. Some individuals, like youth, who may be new to workplace culture, require additional information about the Essential Skills in order to understand clearly how to identify them in their own experience and to apply them in a workplace context. While many youth are confident learners and workers, some youth have not had the positive life experience that provides them with confidence about their skills for entering a new environment like the workplace.

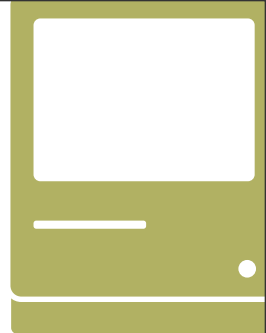
The Portfolio for Youth Development Kit is intended to help those youth who are less confident about their skills to identify the Essential Skills in their own life experience, and to connect their level of Essential Skills to the levels described in the Essential Skills Occupational Profiles found at the following Government of Canada site:

<http://www15.hrdc-drhc.gc.ca/English/general/default.asp> .

The Portfolio for Youth Development Kit takes a developmental approach to connecting formal and experiential learning through life events, goals, interests and learning strengths and styles to the Essential Skills required in a variety of occupational areas. The occupational areas used as examples in this Kit are selected from the Tourism Industry; however, Essential Skills are an important component of all occupations. Although many youth participants will not have met the Essential Skills level required for some of the occupations featured in this Kit, the Portfolio process will help them gauge their Essential Skills in relation to those required in the sample occupations. For youth, this starting point will be a positive experience that helps them better understand the value of their life experience and the Essential Skills that derive from those experiences.

The Essential Skills are an important context to help youth understand both the requirements of the workplace and the value of their own experience. To that end, they form the framework for this Portfolio for Youth Development Kit.

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Portfolio

Portfolio is a recognized way for individuals to identify and highlight their strengths related to work or to interests, skills and abilities in other aspects of life.

Portfolio is both a product and a process. As a product, a portfolio is literally a collection of documented evidence gathered in support of identified knowledge, skills and judgments. Evidence for the Portfolio is gathered in relation to externally determined criteria, for example, in relation to occupational standards, job requirements, academic outcomes or the Essential Skills framework. Often, the completed Portfolio is a binder of selected documents that, taken together, provide proof of the individual's ability to demonstrate competence in meeting the standards, requirements or outcomes of the occupation or the academic program.

As a process, Portfolio is a way to reflect upon and identify one's knowledge, skills and judgments based in typical life experience such as work, volunteerism, community service, school. The Portfolio process is a very positive and empowering one, resulting in a clear emphasis on one's own strengths, but also identifying gaps in learning and experience which can provide a focus for future action.

Using Portfolio with Youth

For youth, the Portfolio process can reveal personal and work-related strengths and interests that may not immediately be evident. As individuals who are still developing emotionally and intellectually, youth often do not know what their skill and knowledge base really is. As a result of their lack of workplace experience, many youth do not see themselves as having employment skills, even though they may already possess extremely valuable Essential Skills and transferable skills that are necessary for success in employment. Often, youth do not know how to identify and promote the skills they have gained through their life experience. For Aboriginal or immigrant youth, for example, experiential learning may include traditional ways of life and cultural practices. Many youth are uncertain of how to identify and fill any gaps in education or training through formal or informal means in order to enhance their employability.

A further issue exists for some youth in identifying their skills. Many youth do not have the typical life experiences of school, work, sports and volunteerism upon which to draw for evidence for their portfolio; they may have atypical life experiences that do not reflect social and workplace norms and expectations. For these youth, the Essential Skills provide an important link between connecting their life skills with their future workplace potential.

Some of the youth participants in this program may already have some work experience or related school, volunteer or community experience that has resulted in a skill set that is professionally-oriented. These youth will likely produce a portfolio that they can submit to employers in a job-search process. Other youth may find that the portfolio process of skill discovery within their life experience is of greatest importance. The portfolio produced by these youth may be less formal and more of a creative expression of how their experience links to newly identified Essential Skills.

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Connecting Multiple Intelligences, Learning Styles, Occupations and Essential Skills

The Essential Skills Portfolio Development Kit links four concepts to assist youth to explore and identify strengths, styles, interests and skills. The four concepts are:

- Identifying Multiple Intelligences
- Identifying Learning Styles
- Examining Occupations
- Identifying Occupational Essential Skills

Individually and taken together, the exploration of these four concepts will assist youth to develop an increased awareness of their innate strengths and learning styles. A greater understanding of their personal strengths and styles will help youth gain a better sense of how these connect to occupational areas, and the Essential Skills that comprise the occupations.

Linking Portfolio and Essential Skills

The Essential Skills provide a very useful framework for youth to identify work-related interests and skills, even if they lack actual work experience. Through the Portfolio process, youths' life experiences, including school, community life, culture, parenting, leadership, as well as past positive and even negative experiences, can be linked to the Essential Skills framework. Once connected to the framework of Essential Skills through the Portfolio process, the skills obtained through life experience can be projected into workplace scenarios. This learning process gives youth a concrete connection between their personal strengths, founded in their Essential Skills, and their potential strengths projected into the workplace.

The Essential Skills for Youth Portfolio Development Kit

The Essential Skills Youth Portfolio Development Kit has been developed as a guide to help youth develop a holistic approach toward understanding their strengths, styles and interests; to develop ways to assess their skills against Essential Skills benchmarks; and to demonstrate their Essential Skills in relation to established workplace and occupational standards. The learning activities contained in the Portfolio Kit are directed at youth in the 15 – 19 year age range, although the Kit can be adapted for use with older youth or with adults, particularly those who are at-risk. The Kit is best incorporated into existing educational, leadership and job-preparation programs delivered through the high schools, through community organizations, with at-risk youth groups, but can be delivered independently as a stand-alone program.

The Essential Skills for Youth Portfolio Development Kit is comprised of an Activity Guide, a Facilitators Guide, and an interactive CD. The Activity Guide is directed toward youth participants. Through a step-by-step process, the Activity Guide takes the youth participants through to the development of an Essential Skills Portfolio. The steps in the process include: Self-Discovery; Setting Goals; Identifying Essential Skills; Developing the Essential Skills Learning Portfolio; Presenting the Portfolio. The learning activities in the Kit will help youth identify the knowledge, skills and judgments needed for employment in a targeted sector as well as enable them to identify and document their own technical, vocational and Essential Skills.

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The Kit will enable youth to develop an Essential Skills Portfolio and a functional resume which may help them in their search for employment in the retail or tourism sectors, or which may identify skills that can be transferred to other sectors. The Portfolio process will increase their confidence level through a clear understanding of their strengths and the value of these strengths within the workplace through the Essential Skills framework.

The Essential Skills Portfolio for Youth Development Kit incorporates, as background information, current national Canadian Tourism Human Resource Council (CTHRC) occupational standards into the portfolio tools to help youth self-assess their competence and prepare their evidence for employment in four occupations. The CTHRC occupational standards have already clearly demonstrated links to Essential Skills (Transferable Skills) and are a very sound basis on which to develop portfolio curriculum. Each unit of the Activity Guide includes expected outcomes and worksheets to aid in the portfolio development process.

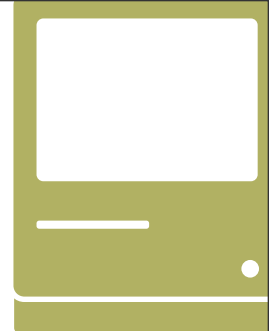
The interactive CD, called The Game, is an opportunity for youth to learn more about their learning styles, multiple intelligences, occupational interests and how they link to Essential Skills. The Game is a short, interactive animated computer game in which players conduct a self-assessment to identify their personal learning strengths. By linking their strengths to potential occupations, the players will find out more about the occupations as well as about the Essential Skills required for many occupations.

The Activities

The Activities throughout the Portfolio for Youth Development Kit are many and varied. They are designed to promote thoughtful reflection, active listening, discussion and play. Ultimately, the development of a Portfolio is a creative act. Through the activities in this program, youth participants are encouraged to explore their creativity through many media.

Some of the activities are designed to help youth develop areas that will be of value to them in a job search process or in the workplace. For example, many of the activities contain discussion or role play components. These are designed to provide youth participants the opportunity to practice speaking out in a small and supportive group.

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The Game

The Game is an interactive game designed to allow youth to explore their learning strengths in relation to a limited number of occupations.

The Game is based on Harvard psychologist Howard Gardner's theory of Multiple Intelligences, as detailed in his 1983 book *Frames of Mind*. The Game incorporates Gardner's Multiple Intelligences categories into its activities as well as a link to a Government of Canada website that allows participants to take a test of the Multiple Intelligences:

http://www.jobsetc.ca/toolbox/quizzes/mi_quiz.do?lang=e

The concept behind The Game is that youth may have success in identifying areas of occupational interest if they can connect these to their natural strengths. Developing an initial awareness of their strengths provides the first tool in the Portfolio Kit.

The Game is designed to be best suited to a teenage audience. Older participants should be directed to the HRSD website to take the MI survey. Once participants have identified their multiple intelligence strengths, they can be engaged in a discussion of how those strengths may contribute to their career choices.

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Chapter 1 : Self Discovery

5 Units

The Self-Discovery Chapter is a guided exploration through the process of identifying learning strengths, styles, preferences and events that may ultimately be reflected in the Portfolio. In order to begin the Portfolio, the youth participants must first engage in reflective work, allowing them to better understand themselves.

An essential focus of this Chapter is to validate the life experience of the youth participants. Life experience contains many important learning opportunities that prepare youth for employment and for other responsibilities. **The purpose of this Chapter is to enable youth participants to identify, discuss and assess their personal experience in terms of what they have learned from those experiences.** These life experiences and the learning derived from the experiences will form the basis of the Portfolio at the end of this program.

There are five Units in this Chapter.

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Unit 1 The Story of My Life

In the first Unit, youth participants are asked to reflect upon their life experiences. There are two Activities in this Unit.

The Outcomes for this Unit are to:

- **Depict the story of one's own life with an emphasis on important life experiences.**

Activity 1

The first activity is to compile a list of important life experiences that result in learning. Experiences can be positive or negative, as learning comes from both types of experience.

The purpose of this activity is to identify a starting point from which the youth participants will learn to analyze their own experiential learning, and identify the resulting skills that they now have as a result of the experience.

For example, the life experience of participating in a community activity may result in the development of organizational, communication, writing and decision-making skills.

There is a worksheet, the **List of Significant Life Events Worksheet**, attached to this activity that participants can use to create their list of life experiences.

You should allot approximately one hour for participants to complete this activity.

Activity 2

The second activity will enable the youth participants to tell the story of their lives based on the list of important life experiences that they have just created.

The purpose of this activity is to help youth participants recognize the value of their life story and to set the stage for a connection of their experiential learning with the Essential Skills that are required in the workplace.

The narrative can be developed in any form that the individual is comfortable with, including written, oral or visual forms of expression.

You should allot approximately two hours for participants to complete this activity.

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Unit 2 Identifying My Style

In the second Unit of Chapter 1, youth participants will explore their individual learning styles. To do this, a Learning Styles Inventory is provided and is followed up by discussion and activities.

Once learning styles have been explored and individual styles have been identified, youth participants will have the opportunity to see how styles connect to learning in the workplace. Each participant will learn to draw upon his or her individual learning strengths to better understand workplace requirements.

The Outcomes for this Unit are to:

- Complete a learning styles inventory
- Identify one's own learning styles, preferences and strengths
- Connect personal activities to learning styles
- Demonstrate learning in different ways using the various learning styles
- Identify the types of work connected to each learning style

Activity 1

Activity 1 is a Learning Styles Inventory that will help youth participants understand whether they are predominantly Visual, Auditory or Tactile learners. Participants should be clear that while they learn in all three ways, they likely have one way in which they learn best – and that way is their preferred learning style. Having an understanding that they have a learning styles preference will clarify why learning new information in some formats is easier than in others.

The purpose of this activity is to help youth participants discover their preferred learning style.

There are three learning styles:

Visual Learning is defined as learning by seeing information in a visual format. Written information, charts, graphs, pictures are visual ways of understanding information.

Auditory Learning is defined as learning by hearing information. Conversation, discussion and lectures are ways of understanding information by hearing.

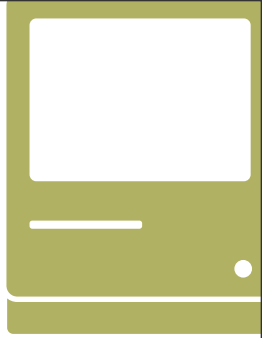
Tactile Learning is defined as learning through touch. Hands-on activities, movement and demonstration are ways of understanding information in a tactile way.

There is more information about Learning Styles and an alternative Learning Styles Inventory on the Government of Canada Website that may be accessed through this link:

https://www.jobsetc.ca/toolbox/quizzes/styles_quiz.do?lang=e

This activity will take about one-half hour to complete.

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Activity 2

The purpose of this activity is to ensure that the youth participants understand the different learning styles as well as their own by engaging in a discussion of learning styles.

Use the discussion to help participants understand more about the analytic strategies they employ on a daily basis to help them learn new things. The Activity Guide suggests some exercises that will assist in this discussion.

This activity will take about one hour to complete.

Activity 3

Activity 3 is a role-play exercise in which the participants imagine themselves in a new job. Their task in this exercise is to identify and describe how a learner with each one of the three learning styles - Visual, Auditory, Tactile - would access the new learning required in the scenario.

The purpose of this activity is to help participants to gain a better understanding of how to build on one's learning strengths in order to better and more quickly understand and develop new skills, whether they be in the workplace or elsewhere.

You should allot approximately one and a half hours for participants to complete this activity.

Activity 4

In Activity 4, youth participants will directly connect learning styles to certain types of work by identifying jobs that best represent the skills used in Visual, Auditory or Tactile learning.

Take about one hour for this activity.

PORTFOLIO

Unit 3 Identifying My Strengths

In Unit 3, youth participants will continue discovering and understanding their strengths. In this Unit, the emphasis will be on learning about their Multiple Intelligences. The focus of the Unit is how individual strengths are applied in all aspects of life, including work. The purpose of this Unit is to provide youth participants with yet another tool to help them connect their experiential learning to the workplace.

As with Learning Styles, an understanding of one's own predominant Intelligences will provide insight into why some people prefer working in certain ways and at certain types of jobs. Youth participants will see how some occupations are more directly connected to specific Intelligences. This may help them explore life and occupational directions from a new and informed perspective.

The Outcomes for this Unit are to:

- **Complete a Multiple Intelligences inventory**
- **Recognize the 8 different types of Intelligences**
- **Distinguish personal Intelligence strengths**
- **Demonstrate ways in which each learning style is reflected in one's own personal life**

The Multiple Intelligences are:

Linguistic
 Logical/Mathematical
 Musical
 Spatial
 Bodily/Kinesthetic
 Interpersonal
 Intrapersonal
 Naturalist

Activity 1

In Activity 1, youth participants will complete a Multiple Intelligences Inventory.

The purpose of this Activity is for youth participants to identify their predominant intelligences.

If participants have already played The Game, they will know what their predominant Intelligences are. If they have not yet played The Game, this would be an opportune time to introduce it.

The Game is best suited to a younger, teenage audience. If the youth participants are older, link directly to the Multiple Intelligences Inventory on the Government of Canada's website at:

http://www.jobsetc.ca/toolbox/quizzes/mi_quiz.do?lang+e

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Some of the terminology on the Government of Canada's Multiple Intelligence Quiz may require explanation to a younger audience. Be prepared to provide an explanation for some of the terms used in the quiz.

Allow about one hour for this activity.

Activity 2

Discuss each of the MI types with the class.

Explore the characteristics of each type by asking them to create a story about each of the characters from The Game that incorporates the characteristics of that intelligence type.

With an older youth group, they can create their own characters for each MI type and develop a story about their created characters.

The purpose of this Activity is to help youth participants understand how each of the Multiple Intelligences reveals individual strengths, and to better understand their personal strengths and how these relate to certain types of work.

Some additional research about Multiple Intelligences may be found on the following websites:

http://www.education-world.com/a_curr/curr207.shtml

http://www.education-world.com/a_curr/curr054.shtml

Information about Howard Gardner can be found on the following website:

<http://www.pz.harvard.edu/PIs/HG.htm>

Allow about one hour for this discussion.

Activity 3

Once the youth participants understand the concept of Multiple Intelligences and have identified and discussed their personal MI strengths, ask them to reflect upon their daily activities and identify in writing activities that demonstrate their predominant intelligences.

The purpose of this activity is to connect their MI strengths to their daily activities.

In the next Unit, these strengths will begin to be connected to the Essential Skills framework.

This activity should take about a half an hour.

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Unit 4 Searching for Treasure

In Unit 4 of this Chapter, the youth participants will be searching for treasure, of the sort that they will find within themselves. Each individual has gifts and strengths, goals and dreams that come from within. In this Unit, we will more fully explore the learning that comes with life experience and how this learning can contribute to a better understanding of one's own skills and directions.

Aspects of the Essential Skills framework (developed by Human Resources and Skills Development Canada) will be introduced in this Unit. The following Essential Skills may be found in virtually all types of work:

- **Computer Use**
- **Document Use**
- **Reading Text**
- **Numeracy**
- **Oral Communication**
- **Working with Others**
- **Writing Skills**
- **Continuous Learning**
- **Thinking Skills**

The Essential Skills will be discussed in greater detail in Chapter 3. In this Unit, participants will relate their learning experiences to four Essential Skills: Communication, Working with Others, Problem Solving, and Decision Making.

The Outcomes for this Unit are to:

- **Focus on specific life experiences**
- **Identify the learning inherent in the life experience**
- **Identify specific skills in the learning**
- **Begin to connect learning to an Essential Skills framework**

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Activity 1

Youth participants will have already identified both positive and negative life experiences and will have recorded them on the **List of Significant Life Events Worksheet** in Unit 1 of this Chapter.

The purpose of this activity is to identify the learning inherent in these life experiences.

Participants should select several life experiences from the list they have already made, and identify what they have learned from the experience on the Learning from Life Experiences Worksheet.

A sample completed **Learning from Life Experiences Worksheet** is included.

This activity should take about one hour to complete.

Activity 2

Activity 2 is a checklist that allows youth participants to connect their life experience and the learning resulting from the life experience with four of the Essential Skills: Communication, Working with Others, Problem Solving and Decision Making.

Ask the participants to analyze their life experience learning by identifying on the **Skills Worksheet** whether the learning included any of the four Essential Skills.

Even though some participants may identify their Essential Skills at only a very basic level, the purpose of the activity is to help participants understand the value of their life experience and how that experience may be helping them develop other valuable skills.

Some of their skills may connect to the workplace.

A sample completed Skills Worksheet is included.

This activity should take approximately half an hour to complete.

PORTFOLIO

Unit 5 Summary: This is Me!

Throughout this Chapter, youth participants have done a lot of reflecting about themselves and their life experiences in preparation for the next step, which is to set some goals.

In this Unit, participants will create profiles of themselves, using written and other media forms.

The outcomes for this Unit are to:

- **Create a summary of one's own personal identity capturing learning styles, preferences and strengths, and intelligences**
- **Create a summary of important life events and the important skills and learning acquired through those events**
- **Create a summary of interests and how those interests relate to possible future directions**

Activity 1

The personal profile is a way for youth participants to begin to document their identity and interests. A completed example of the **Personal Profile** is included.

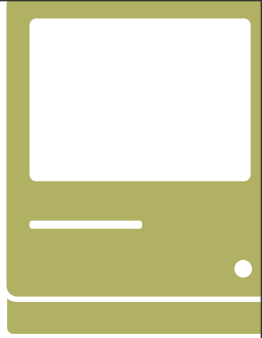
This activity should take about one hour to complete.

Activity 2

Using available art materials, each youth participant will construct a collage that represents himself or herself.

Allow about four hours for this project.

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Chapter 2 : Setting Goals

4 Units

The Setting Goals Chapter is an opportunity to reflect upon one's short, medium and long-term goals. It is not only an opportunity to dream about the future, but also to take a look at what is required in order for those dreams to be realized.

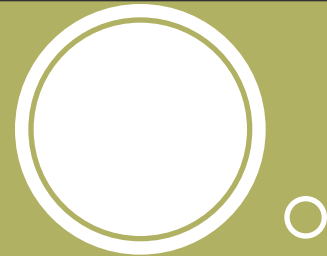
Too often, youth are caught up in the day-to-day realities of life, which are sometimes difficult. This can make the hopes and aspirations of youth seem distant and unachievable. The Setting Goals Chapter can be a very difficult one for youth as it poses challenges for youth to consider their future opportunities. Care must be taken in this Chapter to encourage youth participants to understand that exploring options does not imply commitment to a single course of action.

The focus of this Unit is to continue the self-reflective process by opening up for consideration a wide range of opportunities and options. In the course of doing so, youth will consider the many influences that are brought to bear on their self-understanding and decision-making processes. Personal, peer, family and societal supports and value systems play important roles in this process.

Using the personal self-understanding gained from the Taking Inventory Chapter, youth participants will explore the connection between personal interests, goals and work, using the Essential Skills as a means to connect some of these concepts.

There are four Units in this Chapter.

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Unit 1 If I Could Do Anything in My Life

In this Unit, youth participants will explore their dreams and interests using profiles, graphic organizers, and art to help identify important goals and the steps that may help them get there.

The outcomes for this Unit are to:

- Focus on the “interests” aspect of a personal inventory
- Identify individual and group supports required to pursue interests
- Identify short, medium and long-term steps required to pursue interests
- Explore Essential Skills concepts related to interests
- Explore concepts of work related to interests

Activity 1

The purpose of this activity is to begin to connect a range of occupations to areas of personal interest.

Refer participants to the “Things I Like to Do” section of the Personal Profile they developed in the previous Chapter. Using the **Dreams and Interests Worksheet**, brainstorm or research as many occupations as possible that are connected to an area of personal interest.

This activity should take about half an hour for each interest.

Activity 2

Activity 2 will allow youth participants to begin to create a full visual picture of how to achieve a personal goal.

The purpose of this Activity is to see the achievement of a personal goal as a journey with a number of smaller steps on the road to achieving the goal.

You will need flip chart paper for this activity.

Youth participants will select one of the interests that they have been exploring in the previous activity. Identify that area of interest on the left hand side of the flip chart paper. On the right hand side, identify an occupation as a possible goal. Leave room in the middle of the chart for additional information to be filled in to complete the journey toward the goal.

To prepare for putting information up on the flip chart, use the **Charting the Course** worksheet.

This activity should take about half an hour to complete.

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Activity 3

The purpose of this activity is for youth participants to identify the short, medium and long-term steps that may be required to achieve the goal.

Use the **Charting the Course** worksheet and then put the information up on the flipchart in words and drawings.

Allow about half an hour for this activity.

Activity 4

Working in the middle of the flip chart paper, youth participants should identify in words and in drawings some of the individuals and groups who can help them achieve their goals. For example, parents, other family members, community agencies, banks, employers, could be included here.

Identify and list the type of help that is required from each of these individuals, groups and agencies.

Allow about half an hour for this activity.

Activity 5

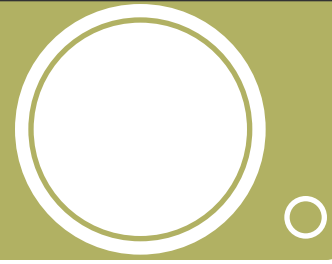
The purpose of this Activity is to help youth recognize some of the Essential Skills in various occupations.

Use the following list of Essential Skills to brainstorm the relevant skills youth participants think might be required for the occupations they have selected to explore.

- **Computer Use**
- **Document Use**
- **Reading Text**
- **Numeracy**
- **Oral Communication**
- **Working with Others**
- **Writing Skills**
- **Continuous Learning**
- **Thinking Skills**
 - Finding Information
 - Decision Making
 - Job Task Planning and Organizing
 - Problem Solving
 - Use of Memory

Allow about half an hour for this brainstorming exercise.

PORTFOLIO



Unit 2 My Beliefs and Value Systems

This unit will allow for an exploration of the value systems that may influence the decisions individuals make about their life choices, including work. Most people have a set of values that include influences from peers, family, society and one's culture. Sometimes, these value systems are in conflict. The first task of youth in making decisions about values is to examine personal values in light of their influences. The next task is to articulate one's own values.

The outcomes for this Unit are to:

- **Articulate a personal value system**
- **Identify the peer, family, cultural and social influences on one's own values**
- **Identify conflicts between personal and external value systems**
- **Relate one's own value system to personal interests**
- **Explore concepts of work related to one's own value system**

PORTFOLIO

Activity 1

Using the **Personal Values Worksheet** in the top half of the **Values Worksheet**, list those things that are of greatest value on a personal level. Identify some of the reasons why these things are of such value.

In a group, in preparation for the discussion of others' values, discuss the individual values listed.

This exercise should take about half an hour.

Activities 2 - 4

Using the **Others' Values Worksheet** in the bottom half of the **Values Worksheet**, ask participants to reflect upon the different values systems they encounter in their lives. In particular, ask participants to consider the values of their friends, their family and society in general, listing some of the important values for each group. How do they know what those values are? Through what means and messages are the values made clear? Are these overt or subtle? Which are the most powerful and influential?

Allow about an hour and a half for this discussion.

Activity 5

Ask the youth participants to reflect upon the values they have identified. Some of the discussion questions might include the following: How do other values systems compare with their personal values. Are they consistent or are there conflicts between personal values and peer, family or societal values. Does culture play a role in values?

At the end of this activity, youth participants should have a clearer sense of their values and the impact these have on personal identity, life choices and career choices.

Allow half an hour for this discussion.



Unit 3 Defining My Future

In this Unit, youth participants will be asked to think about their future, focusing on a number of potential goals they may wish to achieve in their life. For some youth, dreaming big may seem unachievable and unrealistic. This is a good opportunity to try it! For others, the goals may be smaller, more immediate or difficult to envision. This is simply a chance to think about the future.

The purpose of this Unit is to help participants consider their goals in a realistic way by looking at goals, considering the skills that are inherent in the goals, and identifying the steps to achieving the goals.

The outcomes for this Unit are to:

- Identify personal goals in a number of life areas
- Assess the achievability and realistic nature of the goals
- Identify the main Essential Skills inherent in each of the goals
- Identify short, medium and long-term steps to achieving the goals

Activity 1

The purpose of Activity 1 is to identify some personal goals.

In this Activity, youth participants will explore their goals or some potential goals they may have. The goals can be big or small. This Activity may be very difficult for some of the participants. If the concept of goals is inaccessible at this time, youth participants can be asked to envision their dream for themselves.

Some of the areas in which goals or dreams can be explored are:

Work
Education
Family
Learning New Skills
Hobbies or Interests

Ask youth to choose a mode of expression for their goals exploration that suits them – art, music, words and so on.

Allow about one hour for this exercise.

Activity 2

Each goal or dream will incorporate some of the Essential Skills and will, therefore, include skills that youth have learned in other life and learning contexts. Use the **Essential Skills Goals Worksheet** to identify the Essential Skills that are part of each identified goal.

Take about half an hour for this activity.

PORTFOLIO

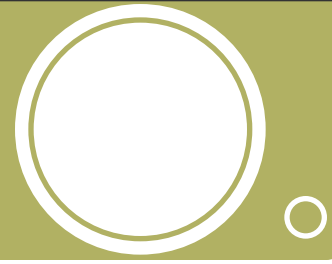
Activity 3

Some youth may not be aware that the achievement of goals often requires a plan, and that plans are more achievable if they are viewed in smaller steps.

The purpose of this exercise is to help youth participants identify some positive actions that can be taken in order to achieve their goals.

Ask participants to select one or more of their goals, and then, using the Steps worksheet, identify some of the actions that they could take in the short, medium and long term in order to move towards the goal.

Allow about half an hour for each goal.



Unit 4 Call to Action

This Unit will take all of the self-discovery and goals setting work that youth participants have been working on to this point, and put it together into a personal Action Plan.

The outcomes for this Unit are to:

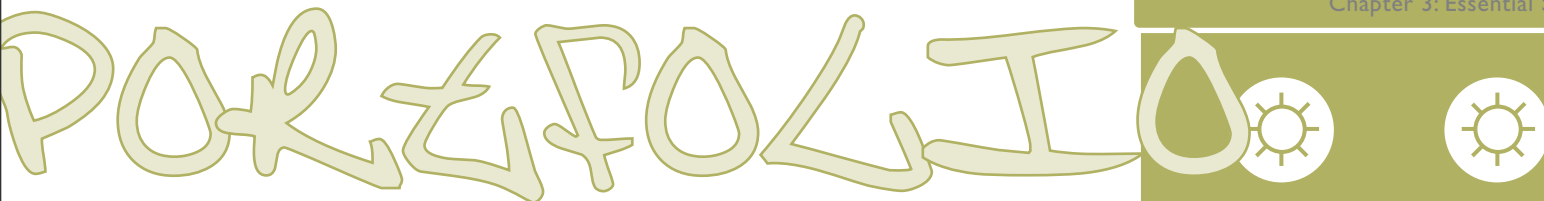
- **Develop a personal Action Plan linking interests, learning styles and strengths with goals.**

Activity I

The purpose of this Activity is to develop a personal Action Plan.

Using the **Action Plan Worksheet**, each participant can use the materials they have already developed throughout the first two Units to develop a personal plan of action. The worksheet provides an opportunity to summarize thinking about interests and goals, some of the steps to get there, and what support systems are in place to provide assistance.

Developing the Action Plan should take about one hour.



Chapter 3 : Essential Skills

3 Units

Essential Skills are foundational skills that are used in all aspects of work and daily life. The Government of Canada, through extensive research, has identified and validated nine Essential Skills. They are:

- **Computer Use**
- **Document Use**
- **Reading Text**
- **Numeracy**
- **Oral Communication**
- **Working with Others**
- **Writing Skills**
- **Continuous Learning**
- **Thinking Skills**
 - Finding Information
 - Decision Making
 - Job Task Planning and Organizing
 - Problem Solving
 - Use of Memory

The Government of Canada has prepared a comprehensive website on the Essential Skills. Spend some time navigating this website to become familiar with the Essential Skills and how they relate to occupations. The website is available at:

<http://www15.hrdc-drhc.gc.ca/>

Many youth are not aware that they possess some of these essential foundational skills that are highly valued in the workplace. Life is a good teacher of essential skills. Some youth may be surprised to discover their own strengths in the essential skills. Others may discover that, while their essential skills are not yet at the level required by employers in order to operate successfully in the workplace, they can identify the beginnings of essential skills in their own experience.

Essential Skills are developed on a complexity level that varies from occupation to occupation. **The purpose of this Chapter is to help youth become familiar with the Essential Skills, to identify them as part of their own skills sets, to observe how the Essential Skills appear in workplace contexts, and to self-assess their own levels of Essential Skills.**

There are 3 Units in this Chapter.

PORTFOLIO



Unit 1 The Essential Skills

In this Unit, youth participants will learn about the Essential Skills in greater depth, and relate them to their daily activities. In the previous Chapter, they have already connected some Essential Skills to daily activities. In this Unit they will review how all of the Essential Skills are found in daily activities.

The outcomes for this Unit are to:

- **Identify the Essential Skills**
- **Recognize the characteristics of the Essential Skills**

Activity 1

The purpose of this activity is to help youth participants become familiar with all of the Essential Skills.

In a group, discuss each of the 9 Essential Skills, ensuring that all youth participants understand each skill. Participants should give examples of how they use each skill in daily life.

Continue the discussion with examples of ways in which the Essential Skills found in daily activities are similar to the Essential Skills as they appear in the workplace in specific jobs.

This discussion should take about 1 hour.



Unit 2 Applying the Essential Skills in the Service Sector

Unit 2 provides an opportunity for youth participants to connect the Essential Skills to specific jobs in the service sector.

Statistics Canada has documented the high percentage of youth ages 15 – 29 who are employed in the Retail and Tourism sectors. For example, in the Retail sector, 62% of individuals who work as Cashiers are between the ages of 15 – 29. In the occupation of Retail Sales Associate, 49% of employees are between the ages of 15 – 29.

The statistics are similar for occupations within the Tourism sector. Of individuals who work as Food and Beverage Servers, 61% are in the 15 – 29 age group. 63% work as Kitchen Helpers and Line Cooks; 61% work as Maitre d'hotels or Hosts/Hostesses, and 61% work as Bartenders. Of individuals who work as Local Tour Guides, 54% are between the ages of 15 and 29 years.

The Canadian Tourism Human Resource Council (CTHRC) provides comprehensive information about occupational standards for many occupations in this sector at the following website:

<http://www.cthrc.ca/>

The CTHRC has identified the Essential Skills requirements of many occupations in tourism. This information is available on their website through the following link:

<http://www.cthrc.ca/ocstandards.shtml>

The outcomes for this Unit are to:

- **Better understand the Essential Skills in relation to several service sector jobs:**
 - Retail Sales Associate
 - Food and Beverage Server
 - Line Cook
 - Kitchen Helper

Activity I

The workplace is one of the most important Essential Skills applications. This activity will focus on connecting Essential Skills to four occupational areas in which youth are likely to work: retail sales associate, food and beverage server, line cook, kitchen helper.

This activity contains a number of scenarios that are based on actual workplace situations encountered by youth who were in those positions.

The purpose of this activity is to help youth participants understand the Essential Skills in the workplace.

PORTFOLIO

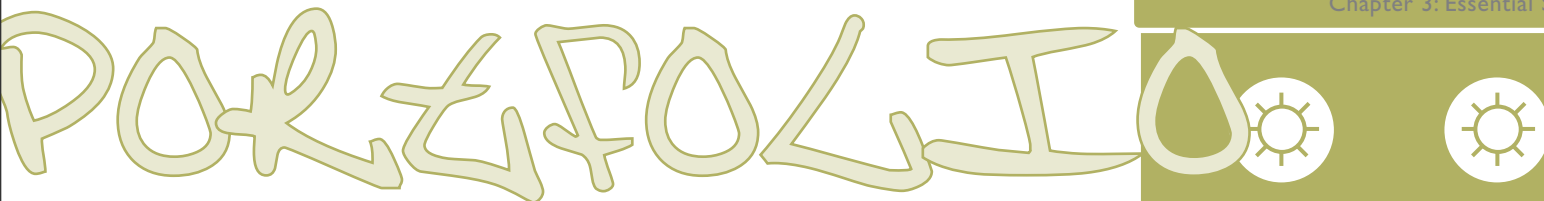


As the youth participants work in a group to script and role-play the scenarios, they should be aware of how they are demonstrating the Essential Skills noted for each scene. Ask the participants to make the scene as authentic as possible, based on their own experience or what they imagine an individual in that situation would encounter.

Some participants may find it difficult to participate in the role play activities. Each scenario contains major and minor speaking roles. Those who prefer not to perform in front of a group can contribute to the development of the script or dialogue for the role play.

At the end of the role-play, invite discussion on how the scene demonstrated certain Essential Skills in that workplace environment.

It should take about 4 hours to complete the role-plays.



Unit 3 Identifying Essential Skills Strengths

Unit 3 will focus on the identification of and reflection upon individuals' Essential Skills strengths by looking at each Essential Skill separately. The Unit will also allow youth participants to understand their own gaps in the Essential Skills areas and consider ways to address the gaps.

The outcomes for this Unit are to:

- Identify personal Essential Skills strengths and gaps
- Identify own personal Essential Skills and the context in which they were learned
- Identify ways in which Essential Skills are transferable

Activity I

An **Essential Skills Self-Assessment Worksheet** is provided to enable youth participants to reflect upon each of the Essential Skills in relation to their own experience.

The purpose of this Activity is to connect the Essential Skills to one's own personal experience.

Each of the nine Essential Skills is divided into Levels or Types. Workplace examples appropriate to each level or type are provided. More information about the Essential Skills Complexity Levels may be found at the following Government of Canada website:

http://www15.hrdc-drhc.gc.ca/awm/main/srchby_3-skills_e.asp

For each Essential Skill, youth participants should identify the following information about themselves:

- Whether they think they have learned this Essential Skill
- Where they think they have learned this Essential Skill
- How this Essential Skill is relevant in other parts of their lives such as school, work, activities

Ask youth participants to rate their Essential Skill according to the Rating Scale provided. The workplace examples may provide some insight into the type of activity associated with each complexity level, but if the workplace examples are not relevant to participants, ask them to think about similar sorts of activities from their own experience for comparative purposes.

At the end of this activity, participants should have a very clear idea where their Essential Skills strengths are.

Allow at least one hour for this exercise.

Portfolio

Chapter 4 : Developing the Essential Skills Learning Portfolio

3 Units

Chapter 4 begins to put the Essential Skills information together with other identified knowledge and skills into a Portfolio format. The result is a personal Portfolio.

The Portfolio is both a process and a product. Up to this point, youth participants have been participating in the Portfolio process by reflecting on their strengths, interests and styles. Now it is time to look at the Portfolio as a product.

The Portfolio as a product is a very individual creation. It may contain any of the pieces of art, writing, video or photos that have been used to demonstrate specific skills or aspects of oneself. It could also incorporate some of the graphs, charts and checklists that come from any of the previous Chapters. In addition, the Portfolio could include formal documents that reflect achievements, knowledge or skills.

The Essential Skills Learning Portfolio focuses on the Essential Skills that an individual has, rather than on the formal credentials or previous work experience. This approach to Portfolio development allows youth whose experience is limited and primarily informal, to present himself or herself in such a way as to highlight areas of strength that potential employers will value. The Essential Skills are a very important framework within which to identify transferable skills strengths.

Formal documentation can be incorporated into an Essential Skills Portfolio or can be the primary focus of the Portfolio, depending on the individual. Youth who have formal credentials or previous work experience may instead want to emphasize these in their Portfolio.

The Portfolio is whatever one chooses to make it. Most importantly, it is a reflection of oneself.

There are 3 Units in this Chapter.

PORTFOLIO

Unit I Connecting to Essential Skills

The Portfolio that youth participants will develop is an Essential Skills Portfolio, organized to highlight strengths in the Essential Skills areas. The portfolio can also be used to highlight other specific skills and accomplishments.

The outcomes for this Unit are to:

- **Create a tangible Portfolio piece representing each of the Essential Skills areas in which personal strengths are identified.**

The activities in this Unit will help participants determine ways to best represent themselves and their strengths in this portfolio.

Activity I

The purpose of this Activity is to identify ways to represent each of the Essential Skills in the Portfolio.

The first step in putting the Portfolio together is to spend some time envisioning, in general, what the Portfolio will look like for each of the Essential Skills areas. Some of the ways to demonstrate Essential Skills strengths is through art, music, video, photos, letters, certificates, formal documents, stories.

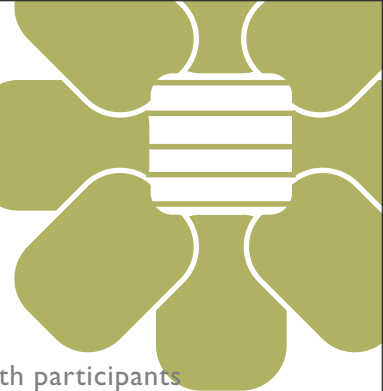
In this activity, spend some time in a group discussion reviewing the Essential Skills:

- **Computer Use**
- **Document Use**
- **Reading Text**
- **Numeracy**
- **Oral Communication**
- **Working with Others**
- **Writing Skills**
- **Continuous Learning**
- **Thinking Skills**
 - Finding Information
 - Decision Making
 - Job Task Planning and Organizing
 - Problem Solving
 - Use of Memory

As a group, share ideas about what an Essential Skills Portfolio might look like.

This review and brainstorming activity should take approximately one hour.

Portfolio



Activity 2

Plan on dedicating one section of the Portfolio for each of the Essential Skills in which youth participants have strengths. Ask participants to refer back to the Essential Skills Self-Assessment Worksheet in Unit 3 of Chapter 3 and review the Essential Skills areas one at a time, noting the areas in which they have strengths.

The purpose of this Activity is for youth participants to identify their own specific examples of each Essential Skill based within their own life experience.

For each Essential Skill in which strengths exist, ask youth participants to identify specific best examples of how they use this skill. Examples may come from school, work, volunteer activities, sports activities, community or personal life experience.

Based on the examples, help youth participants determine how much skill they have in this area – whether they have a little, a lot, or none at all. If they have none at all, it would be best to advise them to move on to the next Essential Skill. If they have some or a lot, use the **Essential Skills Portfolio Chart** to help them determine how they will demonstrate this skill in their Essential Skills Learning Portfolio. Some possible ways to demonstrate their Essential Skills might be to include samples of written work, certificates, a collage, a skit, a video or a collection of photos.

A completed example of the **Essential Skills Portfolio Chart** is included and may provide some useful suggestions for youth participants in developing ideas for their portfolio.

Allow 2 hours for this activity.

PORTFOLIO

Unit 2 Documentation

Documentation is a key concept in Portfolio development. Documentation is the means by which one demonstrates to an external reviewer the knowledge, skills and judgments that have been self-identified. Documentation provides evidence of learning.

To this point we have considered many creative types of documentation that might go into a Portfolio. Now, we will take a look at formal types of documentation that are more commonly used in Portfolios prepared for the purpose of seeking employment.

The Essential Skills framework is a good framework for the collection of formal documentation.

The outcomes for this Unit are to:

- **Know how formal documentation can be used in the Portfolio process**
- **Identify types of personal evidence that can be used to document strengths**
- **Locate the existing evidence**
- **Link the evidence to specific Essential Skills**

Activity 1

The purpose of this Activity is to brainstorm examples of formal documentation for inclusion in a Portfolio.

Using the **Documentation Checklist**, ask youth participants to think of personal examples of different types of documentation that they can use to support their learning and demonstrate their skills. Examples may include certificates of graduation or participation, letters of thanks or recognition, transcripts, evaluations among other types of formal documentation.

Ask participants to determine whether or not they have some of the different types of documentation identified in the Checklist. If so, ask them to identify where they can locate a copy of the document in order to include it in their portfolio.

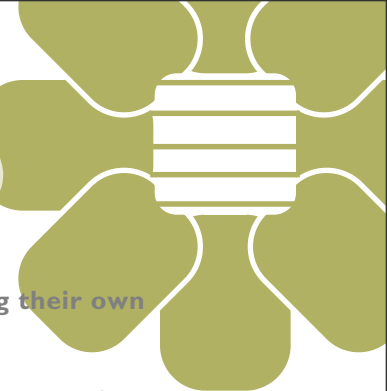
Some documents are easily available, but others may have to be requested formally from individuals or organizations. Discuss with youth participants how to go about obtaining a copy of important documents.

Take about an hour for this discussion.

Activity 2

Sometimes it is not immediately clear how a specific piece of documentation can demonstrate certain skills. It is up to the individual to ensure that the documentation selected for the portfolio clearly demonstrates the skill.

PORTFOLIO



The purpose of this activity is to help youth participants identify and select from among their own documents those that are appropriate for their Portfolio.

In this activity, youth participants will reflect upon each piece of documentation being considered for the portfolio. Using the **Accomplishments Checklist Worksheet**, for each piece of documentation identify the skills the documentation demonstrates, the personal interests the documentation represents, the personal accomplishments demonstrated by the document and the personal strengths it shows.

Using the completed example as a reference point, allow 2 hours for this activity.

Activity 3

Review the documentation to determine whether it effectively represents the knowledge, skills, interests and accomplishments that youth participants want to demonstrate about themselves.

The purpose of this Activity is to ensure that the documentation selected for inclusion in the Portfolio best reflects the intended skills set.

Consider other types of documents that can also be used to demonstrate strengths. Use the **Documentation Effectiveness Worksheet** to identify supplementary documentation. A completed example is provided.

Spend about one hour reflecting upon supplementary documentation.

Activity 4

Review with youth participants the list of personal documents identified in the **Documents Checklist** used in Activity 1 in this Unit. These will likely be among the documents that they will include in their portfolio.

However, formal learning experiences are not the only source of learning, and documents tell only part of the story. Many important events are skill-building but cannot be easily documented.

The purpose of this Activity is to identify documentation to demonstrate some of the hard-to-measure skills that are obtained through life experiences.

Ask youth participants to recall other important experiences that reveal something positive about themselves. Make a list of those experiences, and begin to think about whether the experience resulted in some tangible evidence. Some of the things that might go on the list of experiences include:

- Volunteer Experience
- Participating in School Activities
- Involvement in Community Activities
- Visiting the Elderly
- Sports

PORTFOLIO

For each of the items identified, ask participants to note what knowledge or skills were gained through the experience.

In a group discussion, discuss the importance of each item.

From the list, ask youth participants to identify items that they would like to include in their portfolio. Remind them that all of the evidence they have collected, taken together, can reveal a great deal about their strengths, interests and skills.

Use the **Portfolio Worksheet** to list the evidence that will be included in the Portfolio. Identify how each piece of evidence contributes to a positive and professional image of oneself by determining why it is important to include that particular piece of evidence in the portfolio.

Take 2 hours to identify and discuss the portfolio evidence.

PORTFOLIO



Unit 3 Organizing the Portfolio

Finally it is time to put all the evidence together into a Portfolio. This will require selecting a focus for the Portfolio based on the Essential Skills in which youth participants have the most strength on an individual basis, as well as gathering the evidence into a presentation format.

The outcomes for this Unit are to:

- **Select the personal Essential Skills that will be represented in the Portfolio**
- **Illuminate specific skills by selecting tangible evidence for the Essential Skills Learning Portfolio**
- **Select other appropriate documentation for additional evidence**
- **Put the Essential Learning Skills Portfolio together**

Activity 1

For each of the Essential Skills areas that youth will highlight in their Portfolio, ask them to determine which pieces of evidence will be used to support the skill.

Create a list of evidence for each Essential Skill that will be documented. This Activity will take about 2 hours.

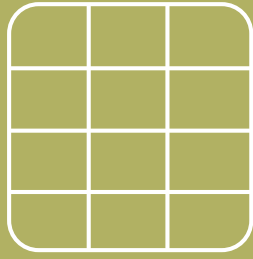
Activity 2

Gather the evidence into a Portfolio. Allow considerable time for participants to gather their evidence.

PORTFOLIO

Chapter 5 : Presenting the Portfolio and Myself

4 Units



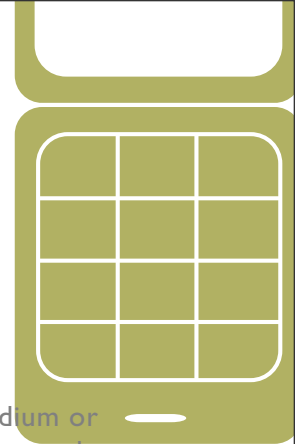
The final Chapter is the presentation of the Portfolio to a group of peers. The presentation of the Portfolio is important, as it provides the opportunity for youth participants to select from among their strengths and portray them to others. For some, describing their strengths may be a new and, perhaps, uncomfortable experience. However, this is an opportunity to practice talking about oneself in front of a familiar group. It is part of getting ready for an interview process.

By now it will be clear what type of portfolio each youth participant has prepared. For some, the Portfolio may be primarily a visual presentation of their strengths. Others may choose a more formal document type of presentation. Since Portfolio is both a process as well as a product, the type of presentation should remain entirely an individual choice, dependent largely on the purpose for which the youth participant intends to use the portfolio. If the usefulness of the Portfolio is for self-identification and exploration of strengths, the Portfolio may be somewhat less formal. If the purpose of the Portfolio is preparation for a job search, then the Portfolio may be more formal.

In Chapter 5 we will explore the differences between making a presentation of the portfolio to a group of peers, and preparing to present oneself in a more formal situation, for example, to an employer. Important tools, such as a resume, will be developed in this Chapter to accompany the Portfolio.

There are 4 Units in this Chapter.

PORTFOLIO



Unit I Presenting the Portfolio

In Unit I, each youth participant will present his or her Portfolio to the group using whatever medium or form of presentation is preferred. Each participant will focus on identifying his or her individual strengths using the Essential Skills as a framework.

The outcomes for this Unit are to:

- **Present the Portfolio to the group**
- **Explain how the selection of evidence represents personal skills and strengths**
- **Demonstrate the most important Essential Skills**

Activity I

The purpose of this Activity is to gain experience in speaking about one's own strengths in front of a group.

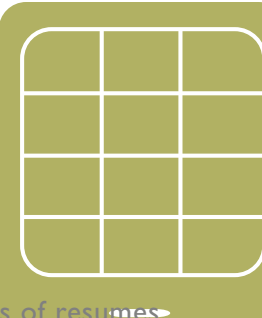
Each participant will prepare and deliver a presentation of the Portfolio to the group. The purpose of the presentation is to highlight Essential Skills and other strengths, and to help the presenter gain confidence in making an oral presentation to a group. Any presentation format can be used for the presentation. Some of the presentation forms could be:

- Skits
- Storytelling
- Formal Presentation
- Dramatization

Invite the rest of the group to participate at an appropriate time by asking the presenter questions.

Allow 3 hours for this activity.

PORTFOLIO



Unit 2 The Essential Skills-Based Functional Resume

One of the formal components of a Portfolio is the Resume. There are many different types of resumes. In this Unit, we will consider the advantages of a functional resume, using the Essential Skills as the foundation.

The functional resume is a resume format that is particularly useful for individuals with skills that have been obtained outside the workplace. For youth with limited work experience, the functional resume is an excellent choice of resume style, because it allows the individual to highlight strengths rather than exclusively focus on previous work experience.

The Essential Skills are an excellent framework for a functional resume, because they provide a set of skills that are valued by employers on which the youth can present their own strengths.

Individuals who already have relevant work experience may prefer to develop a more conventional resume. Essential Skills strengths could be incorporated into a conventional resume.

For more information about resumes, see the linked Government of Canada sites:

http://www.jobsetc.ca/category_drilldown.jsp?category_id=201&lang=e

https://www.jobsetc.ca/toolbox/resume_builder/resume_builder.sjsp?lang=e

https://www.jobsetc.ca/category_drilldown.jsp?category_id=106&crumb=1&crumb=34&lang=e

The outcomes for this Unit are to:

- Identify Essential Skills strengths
- Identify other related experiential learning
- Prepare a resume using a Functional resume format

Activity I

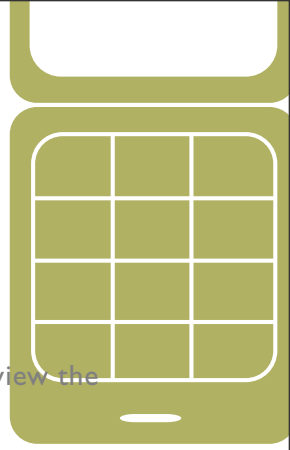
The purpose of this Activity is to identify one's strongest Essential Skills and to highlight those in a functional resume.

Ask the youth participants to reflect upon the skills strengths that they have identified for their Essential Skills Learning Portfolio. List the strongest Essential Skills areas that have been identified through the self-identification process in Chapter 4. These are the skills that will be the focus of the Skills Section of the Functional resume.

The Essential Skills are the important, transferable job-related skills that can be offered to an employer.

Allow about one hour to review Essential Skills strengths.

PORTFOLIO



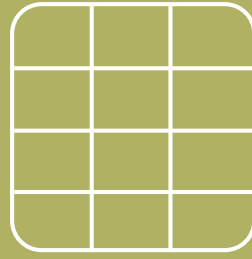
Activity 2

Use the **Essential Skills Functional Resume** template to organize the contents of the resume. Review the completed example.

It should take about one hour to complete this exercise.

PORTFOLIO

Unit 3 Presenting Myself



One of the most important aspects of a job search is the interview process. In this Unit, youth participants will develop presentation skills and styles through an emphasis on their strengths. Incorporating a focus on their Essential Skills is an important focus, as youth participants have already identified their Essential Skills strengths and how they link to skills desired in the workplace.

Some of the youth participants may be unfamiliar with a formal interview process. This Unit provides them with the opportunity to discuss and consider the many factors that contribute to a successful interview.

Additional information about preparing for an interview may be found on this Government of Canada website:

http://www.jobsetc.ca/content_pieces.jsp?category_id=300&lang=e

The outcomes for this Unit are to:

- **Prepare for an interview, with attention to presentation style, appearance and focus**
- **Participate in a mock interview based on the Essential Skills Learning Portfolio and the Functional Resume for a position as a:**
 - Retail Sales Associate
 - Food and Beverage Worker
 - Line Cook
 - Kitchen Helper

Activity 1

The purpose of this activity is to help youth participants prepare for an interview.

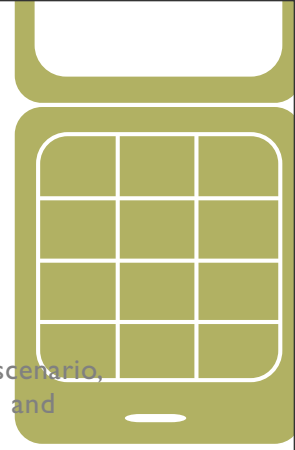
In a group discussion, ask youth to consider some of the things they will need to do in order to prepare for an interview. Include in the discussion such things as getting to the interview on time and what type of clothing is appropriate for an interview. Discuss relaxation techniques and presentation skills that will help them get ready for the interview.

This discussion should take approximately an hour and a half.

Activity 2

One of the best ways to prepare for an interview is to practice responses to interview questions. This way, youth participants can be prepared for almost any question and present himself or herself in the most positive way. The Essential Skills Learning Portfolio and the Functional Resume will assist in focusing on strengths.

PORTFOLIO



The purpose of this activity is to practice the interview.

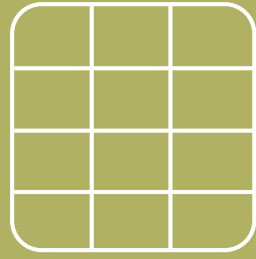
Ask youth participants to work in pairs, using the **List of Standard Questions**. To create a realistic scenario, ask them to practice interviewing for each of the following positions: Retail Sales Associate, Food and Beverage Worker, Line Cook, Kitchen Helper.

Consider how individual learning style plays a part in the interview process.

Allow approximately 1 hour for this role play activity.

PORTFOLIO

Unit 4 Wrap Up



The Essential Skills Learning Portfolio, the Functional Skills Resume, the presentations, role plays and interviews are all steps along the path of preparing for the future. As a wrap-up activity, youth participants will consider where they might go from here in their lives.

The outcomes for this Unit are to:

- **Review life goals and discuss some ways to proceed toward them.**

Activity 1

Ask youth participants to make a list of life goals and some of the ways they can work towards them. If they like, these goals can be shared with the group.

Allow 1 hour for this activity.

