

# Personal Growth & Exploration



## **Practitioner Guide** **LBS Levels 4 and 5**

**Ontario Native Literacy Coalition**

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P.O. Box 550, 16 Sunrise Court, Suite 407, Ohsweken ON N0A 1M0  
Telephone: 519-445-1539 ~ Toll Free: 1-855-368-3072  
TBP\_manager@onlc.ca ~ [www.onlc.ca](http://www.onlc.ca)



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## Introduction

This resource is an updated version for the purpose of focusing on the new Skills for Success. When this resource was first published, the introduction discussed the struggle of identity that many learners within the Indigenous LBS Literacy Stream (1998) faced. Over two decades later, these struggles still exist.

The aftereffects of residential schools, adoption practices from the 1950-60’s, restrictions of traditional, cultural, and ceremonial practices have left generations of Indigenous people feeling lost. Commissions like the Truth and Reconciliation have educated people on the historical imbalance and ways to move towards resolution. Today, Indigenous people have become more vocal with social injustice, historical inequities, and politics.

This resource introduces learners to the complexity of Indigenous cultural perspectives. This resource offers links and suggested readings to aid the learners in their journey of exploring self-identity.

Note: This resource contains internet website links that over time may become broken or not work correctly. When this happens, the user is encouraged to search for comparable website links that correspond to unit topics. The user may need to adjust lessons and tasks accordingly.

## Understanding Skills for Success

### What are Skills for Success in Canada?

In May of 2021, the Essential Skills framework underwent an update based on an evolving labour market, the results were the new Skills for Success. The 9 Skills for Success are skills that help you in this new information age that has quickly changed the world. These skills benefit everyone and can help to secure employment, progress in your current employment, or assist in changing to a new employment. These skills also assist everyone adapting to different areas of one’s life beyond work such as with social interactions and life skills.

### Why Skills for Success?

**Skills for Success** are the skills needed to participate and thrive in learning, work, and life.

**Skills for Success** include foundational skills for building knowledge and are important for effective social interaction. These skills overlap and interact with each other, and with other technical and life skills. They are inclusive and can be adapted to different contexts.

**Skills for Success** are for everyone – employers, workers, training providers, governments, and communities.

(Employment and Social Development Canada, 2021 <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>)

Skills for Success development goes beyond work-skills training. It is important that literacy practitioners, employers and others recognize that developing Skills for Success can be very positive for adult learners and employees.

Research indicates that Skills for Success development is associated with:

- Greater independence
- Increased self-respect
- Effective problem solving and communication
- Better overall health and well-being
- Higher learning and earning potential

- An increased ability to use technology
- Flexibility and the capacity to adapt to change

The Nine Skills for Success are:

Adaptability  
 Collaboration  
 Communication  
 Creativity and Innovation  
 Digital  
 Numeracy  
 Problem Solving  
 Reading  
 Writing



Descriptions for the nine skills can be found at

<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/understanding-individuals.html>

### Competency Task Group & Indicator Level: Ontario Adult Literacy Curriculum Framework

Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Read continuous text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F

# RESOURCES

## List of First Nation Libraries

*Many of the books listed under resources can be found at most First nation Libraries and many of the First Nation Libraries are set up for inter library loans. Please do not hesitate to call any of these libraries. The First Nation Librarians would be more than happy to help you. If these resources are not available to you most of the books can be purchased at Goodminds.com, either online at <http://www.goodminds.com> or by phone at 1-877-862-8483.*

First Nation Public Libraries, Ontario Locations and Phone Numbers		
<b>Akwesasne First Nation</b>	Hogansburg, NY	(518)358-2240
<b>Alderville First Nation</b>	Alderville, ON	(905)352-2488
<b>Algonquins of Pikwakanagan First Nation</b>	Golden Lake, ON	(613)625-2402
<b>Anishinabek of Wauzhushk First Nation</b>	Wauzhushk Onigum Nation, ON	(807)548-3333
<b>Atikameksheng Anishnawbek First Nation</b>	Naughton, ON	(705) 692-9901
<b>Aundeck Omni Kaning First Nation</b>	Little Current, ON	(705)368-3696
<b>Beausoleil First Nation</b>	Christian Island, ON	(705)247-2255
<b>Big Grassy First Nation</b>	Morson, ON	(807)488-5916
<b>Bkejwanong First Nation</b>	Wallaceburg, ON	(519)627-7034
<b>Chippewa of the Thames First Nation</b>	Muncey, ON	(519)289-2176
<b>Chippewas of Georgina Island First Nation</b>	Georgina Island, ON	(705)437-4327
<b>Chippewas of Kettle and Stony Point First Nation</b>	Kettle Point, ON	(519)786-2955
<b>Chippewas of Rama First Nation</b>	Rama, ON	(705)325-3611 x 1407
<b>Constance Lake First Nation</b>	Calstock, ON	(705) 463-1199
<b>Curve Lake First Nation</b>	Curve Lake, ON	(705)657-3217
<b>Delaware Nation First Nation</b>	Thamesville, ON	(519)692-3411
<b>Dokis First Nation</b>	Dokis, ON	(705)763-2511
<b>Garden River First Nation</b>	Garden River, ON	(705)946-3933
<b>Henvey Inlet First Nation</b>	Pickerel, ON	(705)857-2331
<b>Iskatewizaagegan #39 First Nation</b>	Shoal Lake, ON	(807)733-3621
<b>Kanhiote Tyendinaga Territory First Nation</b>	Tyendinaga, ON	(613)967-6264
<b>Lac Seul First Nation</b>	Lac Seul, ON	(807) 582-3420
<b>Magnetawan First Nation</b>	Britt, ON	(705)387-2477
<b>Mattagami First Nation</b>	Mattagami, ON	(705)894-2003
<b>M'Chigeeng First Nation</b>	M'Chigeeng, ON	(705)377-5540
<b>Michipicoten First Nation</b>	Wawa, ON	(705)856-1993 x 219
<b>Mississauga First Nation</b>	Blind River, ON	(705)356-5335
<b>Mississaugas of New Credit First Nation</b>	Hagersville, ON	(905)768-5686



Personal Growth and Exploration –Facilitator’s Manual

<b>Mississaugas of Scugog Island First Nation</b>	Port Perry, ON	(905) 985-1826 ext. 222
<b>Naotkamegwaning First Nation</b>	Pawitik, ON	(807) 226-5710
<b>Ninda - Kikaendjigae - Wigammik First Nation</b>	Warton, ON	(519)534-1508
<b>Nipissing First Nation</b>	Garden Village, ON	(705)753-2050 x 1232
<b>North Caribou Lake First Nation</b>	Weagamow Lake, ON	(807)469-1288
<b>Ojibways of Onigaming First Nation</b>	Nestor Falls, ON	(807)484-2612
<b>Ojibways of the Pic Rivers First Nation</b>	Heron Bay, ON	(807)229-0630
<b>Oneida First Nation</b>	Southwold, ON	(519)652-3271
<b>Pic Mobert First Nation</b>	Mobert, ON	(807) 822-1594
<b>Rainy River First Nation</b>	Emo, ON	(807)482-2479
<b>Sachigo Lake First Nation</b>	Sachigo Lake, ON	(807)595-2526
<b>Sagamok Anishnawbek First Nation</b>	Massey, ON	(705)865-2970
<b>Saugeen First Nation</b>	Saugeen, ON	(519)797-5986
<b>Seine River First Nation</b>	Mine Center, ON	(807)599-2870
<b>Serpent River First Nation</b>	Cutler, ON	(705)844-2009
<b>Shawanaga First Nation</b>	Nobel, ON	(705)366-2029 x 23
<b>Sheshegwaning First Nation</b>	Sheshegwaning, ON	(705)283-3014 x 23
<b>Six Nations First Nation</b>	Ohsweken, ON	(519)445-2954
<b>Temagami First Nation</b>	Lake Temagami, ON	(705)569-2945
<b>Thessalon First Nation</b>	Thessalon, ON	(705)842-1258
<b>Wahta Mohawks First Nation</b>	Wahta Mohawk Territory, ON	(705)762-2354
<b>Wasauksing First Nation</b>	Parry Sound, ON	(705)746-2531 x 2263
<b>Whitefish River First Nation</b>	Birch Island, ON	(705)285-0028
<b>Wikwemikong First Nation</b>	Wikwemikong, ON	(705)859-2692

## History And Culture

### Internet:

This resource provides suggested readings but encourages learners to explore other sources. Use search engines like Google, Bing, Internet Explorer. Or Safari with the key term: Indigenous, Aboriginal, Native American or First Nations.

If learners are searching for specific themes, use key term and the theme they are researching. For example: Indigenous Games of North America *or* Indigenous Games of the Iroquois.

Many sites that offer information on language revitalization and have apps with free downloads to aid learners.

All topics included in this resource will have more information available through search engines. Encourage learners to research any topics that they want more information on.

### Books:

There are so many books on every topic you would like to know about regarding Indigenous topics.

For books published by Indigenous peoples, visit [GoodMinds.com](http://GoodMinds.com). They are an Indigenous owned and operated book distributor that sell authentic materials.

Books can also be ordered through [Amazon.ca](http://Amazon.ca), iBooks, or Kindle, and [Indigo.ca](http://Indigo.ca). If iPads, tablets, or computers are accessible, there are apps that can read to learners.

Also, visit your local library if you are looking for a short-term book loan and not wanting to make a purchase.

# **ACTIVITIES**

## **Activities**

Each activity will cover at least one aspect of the nine Skills for Success. The culmination of these activities can guide learners to an improved sense of self-awareness, self-identity, and higher self-esteem.

Below is an introductory activity for learners before they begin researching their own topic.

### **Getting to know your learner’s goals**

Print out and have your learner complete the following questionnaire provided on page 10-11, and then discuss it with them.

*Learners will explore topics relevant to their answers in the questionnaire and complete a research project.*

*For example: A learner examines answers and decides their dream is to learn their Indigenous language. Their topic becomes learning and revitalizing their Indigenous language.*

*After the research, learners will present their findings in an essay and a presentation.*

1. Do you have any short-term goals for yourself? Share two goals?

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2. Do you have any long-term goals for yourself? Share two goals?

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3. Can you give an example of a goal you have achieved?

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4. Where do you see yourself in 5 years? 10 years? 20 years?

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5. Do you have a financial goal?

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6. Do you have a personal goal or dream you hope to achieve?

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7. What is one thing you can do to bring you closer to achieving this goal or dream?

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## Daily Activity

Learners will read about current events in the area through search engines or newspapers. They will be placed in groups and talk about their findings with the members of their group.

This activity covers reading, oral communication, working with others, continuous learning, and thinking skills.

### Activity #1 - Journal

Learners will keep a daily journal on their topic. They will write down information they have learned that day and where it can be found (internet/book/interview).

### Activity #2 - Log Book

Learner will keep a log book of sites they have visited. This will keep track of their research and mark which sites will be the most useful. Learners will critique each site using these questions:

- Is the sites homepage easy to use?
- Was the information on the site helpful to you?
- How reliable do you think this site, resource is? (Authenticity of information)
- Were there any visual aids, tutorials or videos on this site that were helpful?
- Were there links to any other sites that led you to further information?

Skills for Success: This activity will cover reading text, writing, and thinking skills.

OALCF: A1.1, B2.1, D.1,

### Activity #3 - Calendar

Learners will print out a monthly calendar page to mark important dates they need to remember.

For example:

- Dates for researching topic
- Meeting dates for interview with Elders or community members

- When finished project is due
- When presentation is due

Skills for Success: This activity will cover computer use, reading text, critical thinking, job task planning and organizing.

OALCF: D.1, C2.1

#### **Activity #4 - Oral Interview**

The learner will interview an Elder, community member, friend, or family about their topic. They will take notes and include them in their finished project.

Skills for Success: This activity will cover oral communication skills.

OALCF: B1.2, B2.2

#### **Activity #5 - Discussion Group**

Learners will come together and discuss their topics. This session can be used for the learners to share difficulties or ideas to help one another with their respective topics.

Skills for Success: This activity will cover working with others, oral communication skills and continuous learning.

OALCF: B1.3, B4

#### **Activity #6 - Essay**

When learners are finished their research (research time is determined by practitioner depending on the level of learners), have them compose an essay (length of essay is determined by practitioner depending on the level of learners) on their topic.

Skills for Success: This activity will cover computer use, reading text, thinking skills, writing and continuous learning.

OALCF: A1.2, A2.2, B2.3, D.2,



## **Activity #7 - Presentation**

Learners will present their finished project. This project will aid in building confidence and self-respect.

Skills for Success: This activity will cover oral communication and continuous learning.

OALCF: B3.2b

*Practitioners note: for learners nervous about giving a presentation, encouragement is needed. Remind them that they have done the research and are knowledgeable on their topic. Sharing this knowledge is beneficial to others.*

*Another strategy is to encourage the learner to do short presentations to practitioner or to other learners they a comfortable with. Start ta 2 minutes them work to get them to doing full presentations when the learner has mor confidence in their abilities.*

*Please remember that public speaking is hard for everyone. Even experienced speaker still feels nervous before starting a presentation. Share this with your learners.*

## **Elder Protocol**

The concept of an Elder in Indigenous communities may sometimes be difficult for mainstream society to truly understand. There are people who have many years of life experience, senior citizens, or the elderly, which in English is a noun. In Indigenous languages, “Elder” is a more closely translated as verb that describes the role of what a person does. (Council on Aboriginal Initiatives, 2012).

Old age and the life wisdom that goes with that experience are respected but the definition of Elders within Indigenous communities recognizes special skills that have been earned. These “old ones” are sought after for their wisdom, philosophy on life, cultural knowledge, ceremonies, and gifts.

### **How to find Elders in a Community:**

Traditional Elders that you want to include in your literacy programs are not merely senior citizens. They should be competent in the local cultural traditions, teachings, and customs of your community. Elders will be identified by the community, leaders, and other cultural people. Authentic Elders don’t self-identify as such until after their community has recognized their wisdom and values.

### **The role of Elders consists of:**

- Saying prayers before meetings, honour songs, blessing of the food
- Describing or performing traditional ceremonies: pipe ceremonies, talking circles, sweat lodge ceremonies, honouring ceremonies.
- Sharing traditional knowledge
- Giving spiritual advice to individuals
- Demonstrating traditional crafts and practices
- Teaching the community’s protocol

Protocols are a set of rules or etiquette that assists in creating harmony and respect. From generation to generation, the values of the culture and ceremonies will be maintained over time.

### **Inviting an Elder to participate in a meeting, process, or event:**

Make sure the Elder knows ahead of time what you are going to be talking about

and doing and ensure that they know what it is you expect of them. Elders should be actively engaged with the process and issue at hand. When inviting a traditional Elder to share their knowledge, lead a ceremony, offer blessings, or engage in consultation, it is important to make the request as specific as possible.

Ask the Elder what knowledge you seek from them. They will let you know any instructions to be followed. If they cannot fulfill your request, usually they will let you know why, and point you to someone who can help you.

If meals are served, it is customary to either allow the Elder to go first or offer to serve the Elder a plate. It is customary to attend to them always first as they are dignitaries in our culture. Children will also go before the adults at any meal.

**Gifts and Honorarium:**

It is customary to honour traditional Elders with gifts of gratitude. This may be money or other types of gifts.

**Gifts:**

- Traditional Elders customarily accept tobacco as an acknowledgment of a ceremonial request such as a prayer, blessing, or ceremony.
- For some ceremonial events, square metre cuts of cotton broadcloth, representing each of the primary colours (blue, red, white, and yellow or other combinations of colour that the Elder will tell you), may be presented along with the tobacco offering.
- The traditional ceremonial gift of tobacco and/or cloth is usually presented at the time of the request, or it could be handed out just prior to the ceremony.
- Try to think about what amount of money, honorarium, you are giving to the Elder and what value they can add.

**Honorarium:**

- Financial honorarium or gifts are usually gifted directly after the event is completed.
- Honoraria should not be viewed as a payment for service, but rather as a gift in exchange for knowledge, teachings, or blessings.
- It can be given in cheque or cash.

**Other Expenses - Meals, travel, and accommodation:**

- If the Elder is required to travel, it is most appropriate for the literacy program to consider the costs of travel (within the honoraria or by direct reimbursement) and accommodation.
- Elders may require a helper to attend along with them. Make sure you know this ahead of time to allow for their expenses as well.

Reference: Including Elders: A Guide for Indigenous Literacy Programs, Ontario Native Literacy Coalition (2018)

The Elders Protocol in this resource is a short excerpt from: *Including Elders: A Guide for Indigenous Literacy Programs*, Ontario Native Literacy Coalition (2018). If you would like to read the full resource which includes more information about including Elders into your programs, go to: [onlc.ca](http://onlc.ca)

## Sources

**Internet:**

<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/understanding-individuals.html>

(Employment and Social Development Canada, 2021 <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>)

**Books:**

Morrison, Maria. *Including Elders: A Guide for Indigenous Literacy Programs*. Ontario Native Literacy Coalition, 2018.



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