



# Skills for Success

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• Adaptability • Collaboration • Problem Solving

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# Adaptability

This resource is for program facilitators and instructors, working with adult participants. There are parts of this resource that are directly for your participants; these will be identified with an icon (circle icon with an image of either one person or two people), so you can use them for participants in your program.



## What are the Skills for Success?

The [Skills for Success from the Government of Canada](#) provide people in Canada with “everyday skills needed for work, learning, and life” to “help you succeed in today’s and tomorrow’s workplace.”<sup>1</sup> Everyone, at any level, can improve their Skills for Success. This resource gives ideas and sample activities to help enhance the “Adaptability” Skill for Success for adult participants, emphasizing employability through work-relevant activities.

## What Is Adaptability?

**Adaptability:** Your ability to achieve or adjust goals and behaviors when expected or unexpected change occurs, by planning, staying focused, persisting, and overcoming setbacks. For example, we use this skill to change work plans to meet new deadlines, learn how to work with new tools and improve our skills through feedback.

### Why this skill is important:

Major changes in society are affecting how you work, live, and learn and require you to constantly adapt to change. Strong adaptability skills will help you deal effectively with change and to learn new skills and behaviours when needed, stay focused on your responsibilities and goals, and not give up when situations are difficult. They will help you stay positive and manage the stress that can come from change in the workplace, community, and your life at home.

- [Find tools to improve your adaptability skills.](#)

*This section is from the Government of Canada’s “Learn about the Skills” webpage.*



This resource is based on the Skills for Success model, released in 2021, from the Government of Canada. It replaces the previous Essential Skills model. Scan the code to visit the Government of Saskatchewan website and access free resources.



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<sup>1</sup> (Government of Canada, 2025) [www.canada.ca/en/services/jobs/training/initiatives/skills-success](http://www.canada.ca/en/services/jobs/training/initiatives/skills-success)



# Adaptability Components from the Government of Canada

Expanding on the definitions provided above, the Government of Canada outlines these components for the Adaptability skill<sup>2</sup>:

Benchmark 1	<p><b>1. Demonstrate responsibility</b></p> <ul style="list-style-type: none"><li>• Focus your attention on the current task</li><li>• Minimize distractions</li><li>• Manage your time to demonstrate your understanding of limited resources, for example:<ul style="list-style-type: none"><li>• punctuality</li><li>• not wasting time</li></ul></li><li>• Fulfill assigned tasks to demonstrate dependability</li></ul>
Benchmark 2	<p><b>2. Persist and persevere</b></p> <ul style="list-style-type: none"><li>• Anticipate changes</li><li>• Reflect and evaluate what changes have happened and what is coming</li><li>• Identify when to keep trying and when to adapt your approach and mindset</li><li>• If appropriate, keep trying when something does not go according to plans</li><li>• If appropriate, modify your plans and approaches to reflect changing circumstances</li></ul>
Benchmark 3	<p><b>3. Regulate your emotions when appropriate</b></p> <ul style="list-style-type: none"><li>• Be positive and optimistic</li><li>• Stay calm when you are facing setbacks</li><li>• Recover when you are not able to stay calm</li><li>• Encourage others to stay calm</li></ul>
Benchmark 4	<p><b>4. Set or adjust your goals and expectations</b></p> <ul style="list-style-type: none"><li>• Set goals and expectations based on your skill sets, available resources and supports</li><li>• Define expectations and standards for reaching goals</li></ul>
Benchmark 5	<p><b>5. Plan and prioritize</b></p> <ul style="list-style-type: none"><li>• Define tasks, milestones, and longer-term strategies to achieve goals</li><li>• Prioritize and choose an order of tasks according to your circumstances</li></ul>
Benchmark 6	<p><b>6. Seek self-improvement</b></p> <ul style="list-style-type: none"><li>• Reflect on your own skill sets and resources</li><li>• Find opportunities for improving yourself</li><li>• Learn from setbacks and mistakes</li></ul>

<sup>2</sup> The components on this page are from the "Skill components and proficiency levels" webpage from the Government of Canada (2025) <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#adaptability> and all of this is also embedded in the "Research Report to Support the Launch of Skills for Success: Structure, Evidence, and Recommendations: Final Report" from SRDC. <https://srdc.org/project/Research-report-to-support-the-launch-of-Skills-for-Success-Structure-evidence-and-recommendations-Final-report>

## Development for Multiple Skill Levels

In adult training and education, development for multiple skill levels acknowledges the diverse backgrounds, experiences, and strengths of adult participants. These skill levels refer to each of the Skills for Success, with level 1 as the exploration of this skill, advancing to level 2 and above, depending on each adult participant's goals. Different from the K-12 system, where learners typically progress through a structured curriculum, adult education encompasses a wide range of learners, with unique starting points, goals, and challenges.

As adults, we are always learning - as facilitators, instructors, and participants. When we are learning as adults, we generally want more control over our learning, guided by self-assessment and through peer-level relationships, including with facilitators and instructors. Adults have diverse knowledge and experience to draw upon for learning: this is an important asset for both the participants and the facilitators. Adult learning is usually self-motivated and voluntary, driven by practical goals for using the skills we want to acquire: this leads to focusing on 'why' learning something is important or useful, instead of on only the 'how'. Different than for most children and youth, being a 'learner' is a secondary role for us adults, and we must fit this role and its work into the existing demands of our lives. As adults, our learning patterns also change as we age. The speed of learning may decrease as we get older, but our depth of learning tends to increase: we may learn less rapidly, but what we learn is at a deeper and more integrative level.<sup>3</sup>

This section recognizes that adults enter a program with varying skill levels and diverse life experiences. As instructors or facilitators, your role is to meet adult participants where they are and provide tailored learning experiences that empower their progress.

When facilitators and programs are flexible, adaptable, and responsive to the specific needs and strengths of adult participants at different levels, adult training and education are most effective. Whether a participant is at level 1, 2, 3, or 4, in any skill, this section (which includes the suggestions for working with multiple skill levels on the next page and the examples that follow it) provides guidance on how to frame instructions, differentiate content, and create a supportive learning environment.

It is always important to remember that any adult participant at a certain level in one skill may be at a different level in another skill. A skill level is also different from academic attainment: someone can be at a level 1 in adaptability skills and be a college graduate, while someone else might have not finished high school and is beyond a level 2 in adaptability skills.

Facilitators and instructors are encouraged to recognize the richness of the adult education landscape, where participants bring their life experiences, unique challenges and strengths, and personal goals into the program. By understanding and appreciating this diversity, facilitators and instructors can create a learning environment that fosters inclusivity, respect, and growth for all participants. Drawing on this richness, training and education programs can be enhanced by incorporating real-life examples and potential, workable solutions while also building toward skill advancement.

<sup>3</sup> Paragraph adapted from "Characteristics of Adult Learners" section from "Intake and Assessment: Learner Centred Intake and Assessment for Literacy Programs in Saskatchewan," 2016, Saskatchewan Literacy Network.

## Suggestions for working with multiple skill levels

- Incorporate varying degrees of complexity and expanded uses in adaptability activities.
- Provide adaptable content to suit the different learning paces of each level.
- Ensure group work or collaborative activities are inclusive and adjustable for all levels.

### For facilitators or instructors:

#### ■ Level 1

**At level 1**, you may have participants who are just beginning to understand responsibility, persistence, and emotional regulation. The goal is to create a supportive environment where they can focus on basic tasks, minimize distractions, and manage their time effectively. As a facilitator or instructor, you can provide guidance and encouragement, outlining with participants how their existing experience and previous knowledge demonstrate their skill strengths, next steps for advancement, and what this means for their goals. This is the focus of the section Level 1: Exploring Adaptability.

#### ■ Level 2

**At level 2**, participants continue building adaptability by anticipating changes, reflecting on setbacks, and adjusting their approaches when needed. As a facilitator or instructor, you can introduce more complex (workplace) scenarios and challenges that require participants to expand their abilities. At this level, we are working alongside participants while they advance their adaptability skills through the activities and reflective practices highlighted in this resource. This is the focus of the section Level 2: Developing Adaptability.

#### ■ Levels 3 and 4

Levels 1 and 2 are the focus of this resource. For some additional context, **outlines for levels 3 and 4** are provided at the end of this document, in the section Levels 3 and 4: Action Plan for Adaptability.



## Using this resource as a tool for working with participants at multiple skill levels

### Benchmarks and Training Outcomes

Having both benchmarks and training outcomes allows participants and facilitators or instructors to work together to align an individualized skill advancement plan, outline assessment, and recognize achievement. Benchmarks offer clear, manageable goals at each stage, allowing facilitators and instructors to track progress, provide timely support, and adjust program activities as needed. Also, participants can use these to build a plan, together with facilitators or instructors as 'guides' to skill advancement, that fits with the goals each participant has.

In this document, **benchmarks** are a type of checkpoint in skill development, directly associated with one of the components of adaptability in the Skills for Success framework. Put another way, benchmarks are specific skills or knowledge points that participants aim to reach at different stages in skill development. There is a benchmark for achieving at level 1 (the exploring level) and at level 2 (the developing skill level) for each of the 6 components of adaptability in the Skills for Success framework (beginning page 4).

Each **training outcome** describes the skills advancement areas that will lead to achieving each benchmark. Put another way, each training outcome outlines what participants should know, understand, or be able to do at this Level to achieve the corresponding benchmark.

Each training outcome is also divided into two parts. These two parts are:

- an outcome statement written for the facilitators and instructors, phrased as “Participants can...”, and
- a self-assessment statement of the same content, phrased as though it is the participant speaking.

## **Self-Assessment as a Tool for Working with Multiple Skill Levels**

When working with multiple skill levels, having participants engage in self-directed learning is important and helpful. Self-assessments help each participant recognize their existing strengths and, at the same time, identify a personalized learning plan. This personalized learning plan outlines what skills a participant needs or wants to enhance to reach their goals. This resource is not a set ‘curriculum’ to follow as a group; instead, powerful learning and skill development is happening within the personalized learning plans of each participant. The next page outlines how and why self-assessment as pre-assessment is important, both in itself and for the adaptability skill specifically.

## **Skill Map**

To help visualize how the parts of this resource are interconnected, we have built a skill map for each level. These are addressed later and can be found on page 13 (level 1) and page 59 (level 2). Each skill map contains:

- **6 Benchmarks**
- **12 “Participants can...” statements**, 2 for each training outcome directly associated with each benchmark
- **12 Self-assessment statements** that directly correspond with the “Participants can...” statements
- **Activity numbers** for advancing each skill area

You can click or tap on this icon to go to the relevant map in this section.

## Self-Assessment as ‘Pre-Assessment’ for Facilitators or Instructors)

This resource is designed so that participants lead their own learning, toward their individual goals. This approach allows facilitators or instructors to work alongside participants as guides in skill advancement.

Why start with a self-assessment as a ‘pre-assessment’ for participants? This is an accessible and inclusive way to recognize and value existing skills and knowledge, and to identify potential areas of skill development. Self-assessment serves as a foundational step in ensuring that skills training is focused, efficient, and aligned with individual goals and needs, leading to more effective and rewarding outcomes.

- 1. Awareness of Current Skill Level.** By building awareness and identifying current proficiency levels in a particular skill, participants can recognize where they are and outline what is needed to get where they need or want to be.
- 2. Personalized Learning Path.** Participants create tailored learning plans that address their specific goals while drawing on their strengths. This personalized approach allows for more efficient training plans.
- 3. Support Goal Setting.** Self-assessment provides the foundation for participants to set realistic, achievable goals based on their current skill levels, giving a clear target to work towards.
- 4. Self-Motivation, Responsibility, and Confidence.** Self-assessment encourages participants to take responsibility for and guide their training, based on what is important to them. This helps participants build confidence in their ability to enhance their skills.
- 5. Monitoring Progress.** Initial self-assessments provide a baseline for measuring progress. This allows for adjustments to be made to the training and learning plan as needed and helps demonstrate and celebrate improvement over time.
- 6. Efficient Use of Time and Resources.** By identifying specific areas for improvement, participants can allocate their time, effort, and resources effectively, while recognizing areas where they are already proficient.
- 7. Reflective Learning.** Self-assessment promotes reflection, an essential component of adult learning. Reflecting on one’s skills, learning process, and training progress deepens understanding and connection with the material and its relevancy to personal goals, and builds a practice of continuous learning and self-improvement.

### Why self-assessment matters for adaptability:

**For facilitators or instructors:** Self-assessment is important for adaptability because self-awareness and reflection enable each of us to recognize our strengths, weaknesses, and areas for improvement. By understanding our capabilities and limitations, we can adapt our approach to tasks, navigate challenges, and proactively seek opportunities for growth. Self-assessment also promotes accountability and ownership of one’s actions, which are essential qualities for effectively responding to changes and setbacks in various situations. Overall, self-assessment serves as a foundational tool for developing adaptability skills, empowering each of us to thrive in dynamic environments and achieve our goals.

**For participants:** Self-assessment is important for adaptability because it helps you understand yourself better. By knowing what you’re good at and what you need to work on, you can adjust how you do things and handle challenges. It’s like having a map to guide you through changes and setbacks. Self-assessment also helps you take responsibility for your actions and make smart choices. It’s like a life hack that lets you get the most out of different situations and helps you reach your goals.

## Level 1: Exploring Adaptability

The six adaptability skill components as outlined in the Skills for Success framework (page 4) form the basis for the content in this section, including a benchmark at skill level 1 for each component, and associated training outcomes for each benchmark. The benchmarks are designed so participants and facilitators can gauge progress and understanding within the adaptability skill at level 1.

By starting with a participant-led self-assessment as a pre-assessment, a participant and facilitator each recognize the existing knowledge and experience of the participant. Related activities create opportunities for participants to investigate and practice using the skill. A post-assessment utilizing the same metrics as the pre-assessment provides a means for participants, facilitators and instructors, and programs to recognize the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 9, below)
- Adaptability skill map (page 13)
- Self-assessment (beginning page 16; designed for both pre- and post-assessment)
- Activities (beginning page 29)
  - Activities include scenarios and case studies, reflective and self-assessment prompts, guided discussion, and more.

### Benchmarks and Training Outcomes

For a description of what **benchmarks** and **training outcomes** are and how we are using them in this resource, go to pages 6 and 7.

**Benchmark 1:** Focus on each task and identify what could distract from completing it.

**Benchmark 2:** Know when to keep trying and know that sometimes plans need to change.

**Benchmark 3:** Stay positive and calm, even when facing setbacks.

**Benchmark 4:** Set goals by knowing what is available to help reach those goals.

**Benchmark 5:** Identify how long a task will take and which tasks are important to do first.

**Benchmark 6:** Be aware of own strengths and which areas to improve on next.

Go to the next page for training outcomes with each of the benchmarks.

## Adaptability Level 1 Benchmarks and Training Outcomes

**Benchmark 1:** Focus on each task and identify what could distract from completing it.

**Training Outcome 1:**

Manage distractions to effectively complete tasks, including building flexibility into regular or daily routines to accommodate for unexpected events.

**Benchmark 2:** Know when to keep trying and know that sometimes plans need to change.

**Training Outcome 2:**

Recognize minor changes and disruptions in personal routines or plans and when it is important to try again or try a different way, while demonstrating understanding that setbacks or mistakes can provide positive learning experiences.

**Benchmark 3:** Stay positive and calm, even when facing setbacks.

**Training Outcome 3:**

Show resilience when facing minor setbacks and challenges, such as unexpected changes by exhibiting flexibility and adjusting plans when these unexpected situations occur.

**Benchmark 4:** Set goals by knowing what is available to help reach those goals.

**Training Outcome 4:**

Demonstrate ownership of personal goals and actions to achieve these goals, including recognizing the need to choose which actions to focus on since time and resources are limited.

**Benchmark 5:** Identify how long a task will take and which tasks are important to do first.

**Training Outcome 5:**

Prioritize tasks, especially by identifying which task is important to complete first, including the ability to outline which tasks will take more time than others.

**Benchmark 6:** Be aware of own strengths and which areas to improve on next.

**Training Outcome 6:**

Demonstrate an open-minded approach to new ideas and alternative solutions, including skill development, participants self-define strengths and possible skill areas to improve on next.

## Adaptability Level 1 Training Outcomes as a List of Statements

As a facilitator or instructor, you can use this list to gauge the level and progress of your participants. Each statement in the list below is one half of a training outcome above. If a participant has demonstrated all or most of these capabilities, progress to the next level (level 2 in the next section). If the participant's goals require more development in these areas, then exploring more of the associated activities can help advance these skill points (the skill map is on the next page, and the activities are listed further in this section).

By completing the activities outlined in this section, participants will be able to do the following:

### Participants can...

Benchmark 1	<p>1a. Manage distractions to effectively complete tasks.</p> <hr/> <p>1b. Incorporate flexibility into daily routines to accommodate unexpected events.</p>
Benchmark 2	<p>2a. Recognize minor changes and disruptions in personal routines or plans.</p> <hr/> <p>2b. Demonstrate understanding that plans can still be effective even if there are setbacks.</p>
Benchmark 3	<p>3a. Show resilience in facing minor setbacks and challenges, such as unexpected changes.</p> <hr/> <p>3b. Exhibit flexibility by adjusting plans when unexpected situations arise.</p>
Benchmark 4	<p>4a. Demonstrate ownership of personal goals and actions to achieve them.</p> <hr/> <p>4b. Outline the need to choose actions based on limited time and resources.</p>
Benchmark 5	<p>5a. Prioritize tasks, especially in identifying which task is important to complete first.</p> <hr/> <p>5b. Outline which tasks will take more time than others.</p>
Benchmark 6	<p>6a. Define strengths and possible skill areas to improve on next.</p> <hr/> <p>6b. Demonstrate an open-minded approach to new ideas and alternative solutions.</p>

## Adaptability Skill Map

Participants, facilitators or instructors, and program coordinators can use the skill map to identify which skill points participants will advance within this level. The skill map shows how all parts of this chapter fit together to support each learning journey.

Here is what each skill map includes:

- Activity number for advancing each skill point
- Self-assessment statements
- Individual training outcome statements (as “Participants can...” statements)
- Benchmarks

Here are some examples of how you can use the skill map:

- As participants, you can use this map to choose which areas of this skill chapter you want to focus on next to reach your goals, including which activity could support your progress.
- As facilitators or instructors, you can use this map to adapt your program sessions to meet these benchmarks, ensuring that they cover all necessary topics effectively.
- At the program level, anyone can use the map to track progress more accurately, individually and as a program, and identify areas that may need support or adjusted strategies.

The skill map is for everyone. You can find it on the next page.



## Level 1 Adaptability Skill Map – A1

Activity A1-#	Self-Assessment (for participants) (p. 16) When you read each statement, think: "I can... stay focused" (for example)	Participants can... (for facilitators/instructors) (p. 11) Each statement connects to training outcomes for each benchmark	Benchmark (p. 9) Each benchmark connects at level 1
1a	<b>Stay Focused:</b> I can stay on task and not get distracted.	Manage distractions to effectively complete tasks.	<b>Benchmark 1:</b> Focus on each task and identify what could distract from completing it.
1b	<b>Manage My Time:</b> I manage the time I need to complete tasks.	Incorporate flexibility into daily routines to accommodate unexpected events.	
2a	<b>Handle Changes:</b> I know that sometimes plans need to change, and that can be ok.	Recognize minor changes and disruptions in personal routines or plans.	<b>Benchmark 2:</b> Know when to keep trying and know that sometimes plans need to change.
2b	<b>Adjust to Setbacks:</b> I know that plans can still work even if there are setbacks.	Demonstrate understanding that plans can still be effective even if there are setbacks.	
3a	<b>Resolve Conflicts:</b> I stay positive and handle small conflicts well.	Show resilience in facing minor setbacks and challenges, such as unexpected changes.	<b>Benchmark 3:</b> Stay positive and calm, even when facing setbacks.
3b	<b>Stay Calm:</b> I stay calm when things get tough.	Exhibit flexibility by adjusting plans when unexpected situations arise.	
4a	<b>Take Charge of Goals:</b> I pick goals I want to achieve, and I know I can work to reach them.	Demonstrate ownership of personal goals and actions to achieve them.	<b>Benchmark 4:</b> Set goals by knowing what is available to help reach those goals.
4b	<b>Choose My Actions:</b> I decide what to do based on the time I have and my current goal.	Outline the need to choose actions based on limited time and resources.	
5a	<b>Balance Priorities:</b> I know how to identify what is important in my life: at work and at home.	Prioritize tasks, especially in identifying which task is important to complete first.	<b>Benchmark 5:</b> Identify how long a task will take and which tasks are important to do first.
5b	<b>Estimate Time:</b> I can usually tell how long it will take me to finish a task.	Outline which tasks will take more time than others.	
6a	<b>Know My Strengths:</b> I know what I'm good at and what I want to get better at doing next.	Define strengths and possible skill areas to improve on next.	<b>Benchmark 6:</b> Be aware of own strengths and which areas to improve on next.
6b	<b>Stay Open to New Ideas:</b> I am open to new ideas and new ways of doing things.	Demonstrate an open-minded approach to new ideas and alternative solutions.	

# Why Adaptability Skills Are Important

## Facilitator or Instructor Instructions

This activity provides 10 examples of why adaptability is important at work, at home, and in the community. Participants can work through these examples, alone or as a group, to **reflect on and identify their strengths and experience related to this skill**. Each statement aligns with training outcomes and benchmarks for the adaptability skill at level 1 (starting on page 9 for benchmarks; go to page 13 for the adaptability skill map). As a first step for new participants, it can be helpful to discuss the statements together as a group or one-to-one (if applicable). This will be especially important to consider if you do not know the reading or writing comfort of the participants.

The work you do to prepare the participants for this activity will guide them through the process and provide them with transferable experience in reflective practice, including self-assessment. Focus on a few examples at a time, instead of all at once. When you take time to model how the skill is applied, and why it is important or helpful, you can also **guide participants through conversation or self-reflection**. Depending on your group or individual participants, you might start with a few examples and then let the participant(s) work on their own.

Discussing why this skill is important can help participants and you, as facilitators or instructors, determine what aspects of this skill are part of a goal for each participant. Once a goal has been outlined, it is easier to identify which skill points will help reach that goal.

To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. For any self-assessment statements that a participant identifies as ones to advance for reaching their goal, participants can add the outcomes of this writing or discussion to the self-assessment pages for those skill points.

You might find that a participant feels like they already are proficient in a skill, or do not need to work on the skill points in the pre-assessment. As facilitators and instructors, you can help by focusing on the goal of the participant: **outline how advancing these skill points supports the participant in reaching their end goal**. Use real-life examples about how these skill points apply to achieving that goal (or a step towards it). Showing the connection between these skill points and the goals of participants is key for explaining why these parts of a skill are important to advance.

### In summary:

- Show or print the next page for participants, along with the skill maps for both levels of this skill.
- Guide participants' writing or discussion through these examples, sharing more examples.
- Reference the self-assessment statements in the skill maps to identify skill points to advance toward participant goals.

## Why Adaptability Skills Are Important



Adaptability skills are part of the nine Skills for Success. These skills focus on our ability to change your plans and keep trying when things are different or hard. When you are adaptable, you can stay on task and still find ways to fix problems. Adaptability is also about learning new things from what others tell you and getting better at what you do.

Here are 10 examples that show how adaptability is important in everyday life. Do you do any of these? How else do you adapt to situations in your life?

### At Work:

#### 1. Open to New Ideas:

You are open-minded. At work, you welcome new approaches from others (your employee, coworkers, or even customers or clients) – you know that their ideas can help make things better or easier.

#### 2. Find Creative Solutions:

You search for clever ways to do things. At work, your computer stops working, you find creative solutions with help from coworkers.

#### 3. Good Communication:

You're good at talking with others. At work, when things get busy, you talk to your coworkers and listen to your boss about how to handle the workload and make sure you know what needs to be done.

#### 4. Teamwork:

You work well with others. At work, you help your team reach its goals, even when things change unexpectedly, by adjusting and working together.

#### 5. Flexibility:

You adjust to changes well. At work, if your hours change suddenly, you can adapt your plans and make sure you can still do your job, showing you can handle new work hours or tasks.

### At Home:

#### 6. Adapt Family Plans:

You search for different ways to do things! Maybe you can't afford to go out as a family. You know how to adapt, so you plan a game night at home.

#### 7. Flexibility in Routines:

You are caring and adaptable. When your child gets sick, you change your daily routine to take care of them while handling chores.

#### 8. Effective Communication:

You connect with others. If there are two things you need to do at the same time, you ask a neighbour, Elder, or friend for help and adjust your plans to make things work.

### In the Community:

#### 9. Community Resilience:

You care about your community. When weather disrupts plans, you adapt, make adjustments, and help ensure community events happen.

#### 10. Gardening Flexibility:

You value gardening at your community garden. When it starts to rain, you involve your community to reschedule the weeding you were going to do together.

## Sample Self-Assessment for a Single Skill Point

This sample page gives ideas for completing the self-assessments. Inside the circle, write the goal you are focusing on. Outside the circle, mark dates and achievements as you advance in this skill point.

Using this self-assessment sheet builds your portfolio of skill achievements. Remember, making time to take care of yourself and to celebrate your success is important - this is your journey!



### Stay Focused:

I can stay on task and not get distracted.



This gear shows the skill, level, and number of each self-assessment.

**A1** – Adaptability level 1  
**1a** – Self-assessment "a" for benchmark 1

### Start my journey

January 20

#### Why this skill point matters to me:

*This matters to me so I can finish what I want to do faster.*

Fill in the circle to show your progress; write important dates around the outside. Write examples in the "What have I done already in this skill?" section to build your skill portfolio.

January 31

#### What will success look like in this skill point?

*I can finish cleaning up faster, so I can scroll social media after.*

#### What have I done already in this skill?

Date:	Example:
<i>Jan 20</i>	<i>I finished folding laundry without looking at social media.</i>
<i>Jan 31</i>	<i>I waited to message someone back until after I finished washing the dishes.</i>

#### Every journey takes time and energy. What will I do to take care of myself on my journey?

*I will go for a walk if I feel frustrated.*

#### How will I celebrate when I achieve this skill point?

*I will spend 30 minutes watching reels.*



# Stay Focused:

I can stay on task and not get distracted.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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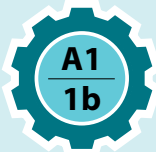
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**How will I celebrate when I achieve this skill point?**

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# Manage My Time:

I manage the time I need to complete tasks.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Handle Changes:

I know that sometimes plans need to change, and that can be ok.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Adjust to Setbacks:

I know that plans can still work even if there are setbacks.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Resolve Conflicts:

I stay positive and handle small conflicts well.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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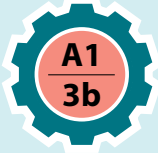
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**How will I celebrate when I achieve this skill point?**

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# Stay Calm:

I stay calm when things get tough.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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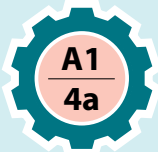
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**How will I celebrate when I achieve this skill point?**

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# Take Charge of Goals:

I pick goals I want to achieve, and I know I can work to reach them.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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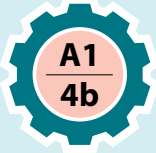
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**How will I celebrate when I achieve this skill point?**

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# Choose My Actions:

I decide what to do based on the time I have and my current goal.



Use this page to track your journey through this skill point - you got this!

## Start my journey

Why this skill point matters to me:

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What will success look like in this skill point?

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What have I done already in this skill?

Date:

Example:


Every journey takes time and energy. What will I do to take care of myself on my journey?

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How will I celebrate when I achieve this skill point?

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# Balance Priorities:

I know how to identify what is important in my life: at work and at home.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Estimate Time:

I can usually tell how long it will take me to finish a task.



Use this page to track your journey through this skill point - you got this!

## Start my journey

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Know My Strengths:

I know what I'm good at and what I want to get better at doing next.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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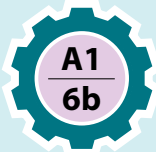
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**How will I celebrate when I achieve this skill point?**

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# Stay Open to New Ideas:

I am open to new ideas and new ways of doing things.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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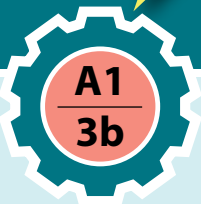

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# Level 1 Adaptability Activities – A1

## Activity Template

This section gives an overview of the activity format used in this resource. The headings in this template are used in each activity, where appropriate. Using this template will help facilitators and instructors effectively understand, prepare, and adapt activities to suit their program context and the goals of their participants.


The activity number reflects the skill, level, and number of each activity: **A1** – Adaptability level 1  
**3b** – Activity "b" for benchmark 3

	<b>Activity: Adaptability</b>	<b>Level 1</b>	<b>Benchmark 3b</b>
	<b>Activity title:</b>		
	This will have the name of the activity, based on the self-assessment statement that goes with it.		

### Training outcome:

This is the associated training outcome for this activity and self-assessment statement.

You can adapt any activity to fit your participants. This icon shows that we designed this activity for 2 or more people to work together.

	<b>Time estimate in minutes:</b> 25 minutes	This time estimate is for planning only; it is not an assessment of proficiency.
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### Description (for facilitator or instructor):

This section provides facilitators or instructors with an overview of the activity, including its purpose, goals, and any necessary background information.

To help you plan your sessions, we included a time estimate of how long we think it might take to finish the activity (this does not include preparation time).

It might take participants more time or less time to complete, and this is expected. Time to complete is not a reflection of participant proficiency.

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**Sample description (to use with participants):**

This is a description in clear language that you, as a facilitator or instructor, can use to describe the activity and its objectives for participants.

**Instructions (for facilitator or instructor):**

- This section outlines the steps that the facilitator or instructor can follow to guide the activity successfully.
- This section may include how to introduce the activity, manage time, or provide additional support to participants.

**Sample:**

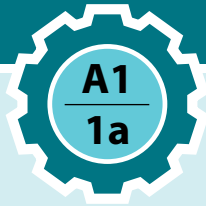
- This section can include sample materials, scenarios, or examples to show how the activity could go.

**Adaptations:**

- In this section, facilitators or instructors will find suggestions for how to adapt the activity to different settings, participant contexts, or skill training objectives.
- This section might include variations on the activity, modifications for participants with diverse abilities, or alternative ways to achieve the activity's objectives.

**Resources:**

- For some activities, this section provides some suggested supplementary resources to implement or extend on this activity.



## **Stay Focused:**

I can stay on task and not get distracted.



### **Training outcome:**

Participants can manage distractions to effectively complete tasks.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

In this session, participants learn how to stay focused for the task. This exercise encourages concentration on a work task while minimizing distractions.

### **Sample description (to use with participants):**

In this session, we will focus on how to stay on task in the workplace. For the activity, we will be given a task to complete in a certain amount of time.

### **Materials:**

- Fake files to sort
- Computer that participants can use to input data
- Have three emails to proofread: one for a customer, one for a coworker, and one for a manager
- List of items around the room for participants to inventory

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**Instructions (for facilitator or instructor):**

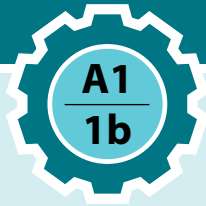
- Introduce the topic of staying focused. Explain that staying focused during a task helps complete the task. Have participants come up with tasks where distractions happen a lot. For example, helping customers at work, or helping more than one child at a time.
- Next explain the activity to the participants. Let them know they will be given a work-related task that they need to complete within a specific time limit.
  - Provide each participant with a work task. Ensure that the tasks are manageable but require attention to detail.
  - Set a timer for the specified time limit and start it when everyone begins the work-related task.
- After the activity, gather the group for a discussion. Ask participants about the challenges they faced while trying to stay focused on their work task. Discuss strategies for managing distractions in a workplace setting.

**Sample:**

- Filing Documents, Data Entry, Assembly, Sorting and Organizing, Proofreading, Inventory Check.

**Adaptations:**

- To address concerns about participants potentially losing confidence if they cannot perform the task as well as others or are feeling like they are letting their coworkers down, consider the following adaptation:
  - Emphasize that this activity is a learning opportunity. It is not a competition, and everyone has different strengths and areas for improvement.
  - Encourage participants to share their experiences and any distractions they encountered. Highlight that facing challenges is a normal part of the learning process and something that happens in every workplace.
  - Offer support to individuals who may be struggling and suggest alternative approaches to the task. Create an atmosphere of support and understanding.



## **Manage My Time:**

I manage the time I need to complete tasks.



### **Training outcome:**

Participants can incorporate flexibility into daily routines to accommodate unexpected events.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will develop skills in managing time effectively through discussions and hands-on exercises.

### **Sample description (to use with participants):**

In this session, we will explore the importance of managing our time effectively to complete tasks efficiently. Whether it is at work, home, or in personal projects, time management plays a crucial role in our daily lives. We will explore strategies to help us complete tasks on time and adapt to unexpected events that may arise.

### **Materials:**

- Fake files to sort.
- Paper
- Writing utensils.

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**Instructions (for facilitator or instructor):**

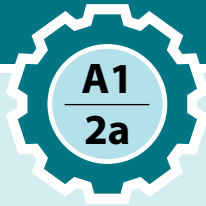
- Introduce the topic of managing time effectively. Explain how these skills can help reduce stress and improve productivity. Give examples of situations where good time management is essential. For example, balancing work and personal responsibilities, or handling unexpected events.
- Activity: Time Management. Explain the task to the group from the Sample section below.
  - Time Management Challenge
    - Have the participants predict how long the task will take (they will compare this to the actual time).
    - Instruct participants to work on completing the task while being timed.
    - Discussion: Ask participants to share their experiences during the time management challenge and if the predicted time was close to the actual time it took to finish the task.

**Sample:**

- Task examples: Organizing files alphabetically or by category. Responding to a customer inquiry email. Writing a summary of a meeting or presentation. Doing safety inspections and completing reports. Communicating with clients or team members about project progress.

**Adaptations:**

- Modify the discussion prompts and examples to be more relevant to participants' specific job roles, industries, or location.
- Offer guidance and support to participants who may need assistance with understanding the tasks or scenarios.



## **Handle Changes:**

I know that sometimes plans need to change, and that can be ok.



### **Training outcome:**

Participants can recognize minor changes and disruptions in personal routines or plans.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will discuss that plans often change and that can be okay.

### **Sample description (to use with participants):**

In this activity, we will be discussing changes of plans. The first step in handling any change in plans is being able to identify that a change did happen, and then we can work to describe that change.

### **Instructions (for facilitator or instructor):**

- Introduce the activity by having participants remember a time where there was a change in plans.
- Provide participants with a worksheet or journaling prompts to guide their reflection. Sample prompts could include:
  - Think of a time when you faced a challenge or obstacle in your personal life where you had to change your plans. “What was the challenge?”  
“What happened next?”

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- Encourage participants to write down detailed responses to each prompt, drawing from specific examples in life.
- Invite participants to share and discuss responses with the group so participants can learn from each other.

**Adaptations:**

- Provide alternative modes of expression for reflection, such as storytelling or artistic expression, for participants who may prefer non-written forms of communication.
- If participants are uncomfortable sharing their ideas with the whole group, explain that participants only share if comfortable.



## **Adjust to Setbacks:**

I know that plans can still work even if there are setbacks.



### **Training outcome:**

Participants can demonstrate understanding that plans can still be effective even if there are setbacks.



#### **Time estimate in minutes:**

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants understand that setbacks are a normal part of life, and their original plans can still be useful despite these setbacks. Through discussions and reflective exercises, participants will learn to identify setbacks and recognize the continuation of their plans.

### **Sample description (to use with participants):**

In this session, we will learn that setbacks are a natural part of life, and even when things do not go as planned, our original plans can still be helpful. Throughout this workshop, we will explore how to recognize setbacks and understand that they do not mean we have to start over from scratch.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of setbacks. Explain that setbacks happen and sometimes we do not have to create new plans but can adjust our plans for the setback.

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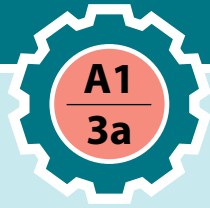
- Next discuss what setbacks are. Present participants with various scenarios or stories outlining setbacks in different contexts. For examples, check Sample section below.
- Have a group discussion to come up with ideas to identify and move past the setback while keeping the main plan in focus.
- Lead a final discussion focusing on the key takeaway: setbacks are part of life, but our plans can still be valuable even in the face of setbacks. Encourage participants to reflect on how they can apply this understanding to future challenges they may encounter.

### **Sample:**

- Scenarios or stories outlining setbacks in different contexts.
  - An employee is assigned a project with a tight deadline. They diligently work on it but encounter technical issues with their computer, causing delays.
  - A volunteer is organizing a community event but faces unexpected bad weather on the day of the event.
  - A retail associate is tasked with setting up a promotional display for a new product launch. However, upon unpacking the merchandise, they realize that some items are missing or damaged.
  - A retail store manager plans a sales event to promote a new product line. However, on the day of the event, the shipment of the new products is delayed, and will not arrive in time for the planned promotion.

### **Adaptations:**

- Offer support and guidance during the reflective activity to ensure all participants can effectively express their thoughts and experiences.



**Activity: Adaptability**

**Level 1**

**Benchmark 3a**

## **Resolve Conflicts:**

I stay positive and handle small conflicts well.



### **Training outcome:**

Participants can show resilience in facing minor setbacks and challenges, such as unexpected changes.



#### **Time estimate in minutes:**

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will engage in discussion and role-playing exercises to practice staying positive during conflicts. The goal is to equip participants with strategies to maintain a positive attitude and effectively handle small conflicts.

### **Sample description (to use with participants):**

In this session, we will explore strategies to stay positive and handle small conflicts effectively. Through discussions, we will learn strategies to resolve conflicts in different scenarios.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of staying positive, explaining why it is important to stay positive during conflicts.
- Lead a group discussion on ways to stay positive in tricky situations.

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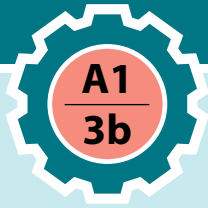
- Introduce techniques on how to stay positive: **Practice Self-Compassion:** Be kind to yourself and recognize that setbacks happen to everyone. **Maintain Perspective:** Remind yourself that setbacks are temporary and often provide valuable learning opportunities. **Seek Support:** Reach out to friends, Elders, family members, or coworkers for emotional support and encouragement. **Practice Mindfulness:** Stay present in the moment and practice mindfulness techniques to help calm your mind and reduce stress. **Stay Active:** Engage in activities that bring you joy and fulfillment, whether it is exercise, hobbies, or spending time with friends or family.
- Divide participants into groups. Provide each group with issues or challenges and potential list of ways to stay positive from the Sample section below.
  - Have the group choose an item(s) on the positive list they would use.
  - Offer support as needed, focusing on reinforcing positive behaviors.
- After the exercise, gather the participants for a brief reflection. Ask each group to share what was learned from the exercise and how useful the positive techniques were.

### Sample:

- **Issues or challenges: Heavy Workload:** When you are overwhelmed with tasks and responsibilities, it is easy to feel stressed and unmotivated. **Conflict with Colleagues:** Conflicts with coworkers can create a tense atmosphere in the workplace. **Burnout:** Long hours, high pressure, and constant stress can lead to burnout.
- **Positive solutions:** Practice self-compassion, maintain perspective, seek support, practice mindfulness, stay active.

### Adaptations:

- For a more individualized approach, participants can create issues or challenges for the group's personal or work-related tasks.



**Activity: Adaptability**

**Level 1**

**Benchmark 3b**

## **Stay Calm:**

I stay calm when things get tough.



### **Training outcome:**

Participants can exhibit flexibility by adjusting plans when unexpected situations arise.



#### **Time estimate in minutes:**

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will practice regulating their emotions by recognizing and discussing different emotional states.

### **Sample description (to use with participants):**

In this session, we are going to explore how to stay calm when we face challenges.

### **Instructions (for facilitator or instructor):**

- Establish group guidelines as to what information is okay to share, that information shared within the group does not get shared outside the group, the right to 'pass', and more that you might come up with together.
- Present participants with a situation where it might be difficult to stay calm (difficult customers, instruction changes from a boss, complicated forms).
- Have participants share how someone might react and how a person could stay calm in that situation.
- Discuss how staying calm in challenging situations can be positive and productive, personally, and professionally. Focus on how a person could stay calm during similar future situations.

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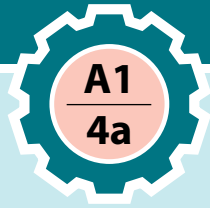




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**Adaptations:**

- Often with scenarios, people will have personal experiences to share as well. At times, this can be traumatic, it is important to approach this sharing with care and sensitivity. This can be a time to bring in outside support to your program – for example, someone who can work through positive approaches to reflecting on past experiences.
- If there are times when a group is comfortable sharing, but there is not time in the program or session, you might consider setting additional times for discussion. This is something you can outline in your group guidelines also: what to do if people need or want more time to share.



**Activity: Adaptability**

**Level 1**

**Benchmark 4a**

## **Take Charge of Goals:**

I pick goals I want to achieve, and I know I can work to reach them.



### **Training outcome:**

Participants can demonstrate ownership of personal goals and actions to achieve them.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will practice taking charge of goals. The activity focuses on helping participants achieve the skill of identifying goals.

### **Sample description (to use with participants):**

In this activity, we will have the opportunity to take charge of our goals. We will identify goals that are important and learn how to work towards achieving them. By the end of this activity, we will have a clearer understanding of goals and the steps we can take to reach them.

### **Materials:**

- Paper
- Writing utensil.

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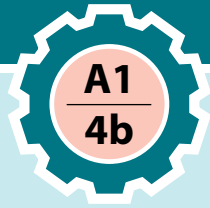
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### **Instructions (For facilitator or instructor):**

- Introduce the topic of taking charge of goals. Explain that taking charge of a goal means setting it and working towards completing it.  
A goal can be anything from being more physically active to starting a new job.
- Facilitate a discussion on the concept of goal setting. Ask participants to share examples of goals from the past or goals they would like to achieve in the future. Encourage participants to think about both short-term and long-term goals.
- Provide each participant with a piece of paper and writing utensils. Ask participants to write at least three goals the participants want to achieve and then why each goal is important. Give participants the opportunity to share goals with the group. Provide positive feedback and encouragement to each participant.

### **Adaptations:**

- Offer one-on-one guidance for participants who require extra help in setting and planning their goals.
- Use visual aids or real-life examples to help illustrate the concept of goal setting.



## Choose My Actions:

I decide what to do based on the time I have and my current goal.



### Training outcome:

Participants can outline the need to choose actions based on limited time and resources.



#### Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will practice outlining steps for finishing the goal.

### Sample description (to use with participants):

In this session, we will practice taking charge of our goals.

### Instructions (for facilitator or instructor):

- Introduce the topic of choosing actions based on time needed to complete a goal.
- Facilitate a discussion on the goals that the participants have.
- Explain the activity: using the goals discussed, create steps to reach those goals.
- Next guide participants through the process of creating action plans for each goal.
  - Help break down goals into smaller, manageable steps.
  - Encourage the participants to identify potential obstacles and think of solutions to overcome them.
- Give participants the opportunity to share goals and action plans with the group.
- Provide positive feedback and encouragement to each participant.

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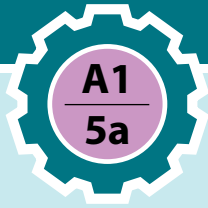




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**Adaptations:**

- Provide additional support for participants who may need assistance with breaking down a goal.
- Offer one-on-one guidance for participants who require extra help in setting and planning their goals.
- Use visual aids or real-life examples to help illustrate the concept of goal setting.



**Activity: Adaptability**

**Level 1**

**Benchmark 5a**

## **Balance Priorities:**

I know how to identify what is important in my life: at work and at home.



### **Training outcome:**

Participants can prioritize tasks, especially in identifying which task is important to complete first.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will learn how to prioritize tasks at home or at work.

### **Sample description (to use with participants):**

In this session, we will practice identifying what is important in our life at work or at home.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of balancing priorities. Explain that some things are important to do first, depending on the situation. For example, if you are folding laundry when your cat spills some milk, do you keep folding or do you clean up the milk?
- Explain how the activity is sorting eight work-related tasks from most to least important.
- Provide each participant with eight work tasks relevant to their level and job type (or a job type that they are interested in entering).
- During the activity, observe how participants are sorting the tasks.

Continued on next page





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- After the activity, gather the group for a discussion. Ask participants about the challenges while trying to sort the work tasks. Discuss strategies for sorting tasks in a workplace setting.

### Sample:

- **Task examples:** Answer the phone and pass on messages, update price tags, clean work area, restock items on the shelves, help customers find what they need, accept deliveries, count inventory, “face” the shelves.
- **OR rate these from 1-5 of importance**
  - Answer the phone and pass on messages
  - Update price tags
  - Clean work area
  - Restock items on the shelves
  - Help customers find what they need
  - Accept deliveries
  - Count inventory
  - **“Face” the shelves\***

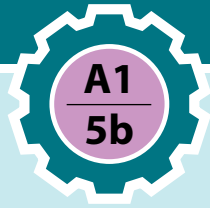


#### Face the Shelves

**Face the shelves** means to make sure all products on a shelf are facing forward, visible, and at the front of the shelf. “Facing” helps encourage sales.

### Adaptations:

- Modify the discussion prompts and examples to be more relevant to participants’ specific job roles, industries, or location.



**Activity: Adaptability**

**Level 1**

**Benchmark 5b**

## **Estimate Time:**

I can usually tell how long it will take me to finish a task.



## **Training outcome:**

Participants can outline which tasks will take more time than others.



**Time estimate in minutes:**  
20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

## **Description (for facilitator or instructor):**

Participants will discuss estimating and managing time for tasks.

## **Sample description (to use with participants):**

In this session, we will explore how to manage time for your work-related tasks.

## **Instructions (for facilitator or instructor):**

- Introduce time blocking to participants. Explain that time blocking involves splitting up your day into 'blocks' of time that you dedicate to specific tasks or activities.
- Pre-activity: As a group, discuss why it is important to time block and estimate how long tasks will take.
  - Option: Give out sticky notes or index cards, and markers to participants. Provide a large wall calendar or poster paper for each group to use as a visual aid. Sticky notes or index cards give another way for people to engage if they are not comfortable speaking in a group.

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- Provide participants with example tasks from the Sample section below. Ask participants to estimate or guess how long they need for each task.
- After the activity, discuss as a group (or in pairs): what are some insights or challenges they encountered while time blocking? What are some strategies for overcoming time management obstacles?

### **Sample:**

Breaking up the day for a sales associate - how long should each task take?

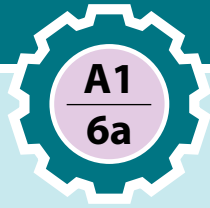
- Opening duties (1 hour), customer service (3 hours), restocking inventory (2 hours), lunch break (30 minutes), cleaning and maintenance (1 hour), inventory check (1 hour), closing duties (1 hour).
- Note that sometimes tasks are done simultaneously (at the same time).

Household chores

- Everyone's home situation is different, but what are common tasks you do? Doing the laundry? Taking out the garbage? Preparing lunch for work or school? Others?

### **Adaptations:**

- Consider the size of your group and their comfort in working together. Adjust the amount of time you might spend on the time blocking or on the discussion, as needed. You can also provide additional or more complex examples of tasks if the group moves through the activity quickly.
- Provide additional guidance and support to participants who need time to think through responses before they provide them out loud. Providing example tasks and sticky notes ahead of time can help with this.
- For a more individualized approach, participants can create their own time-blocking schedules for their personal or work-related tasks.



**Activity: Adaptability**

**Level 1**

**Benchmark 6a**

## **Know My Strengths:**

I know what I'm good at and what I want to get better at doing next.



### **Training outcome:**

Participants can define strengths and possible skill areas to improve on next.



**Time estimate in minutes:**  
20 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will reflect on abilities and identify potential skill areas to enhance.

### **Sample description (to use with participants):**

In this session, we will discuss and practice recognizing our strengths and set goals for future development.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of strengths and improvement areas. Explain that everyone has things they are good at, and there are always opportunities to learn and grow.
- Lead a discussion on the concept of strengths. Ask participants to share examples of things they feel they are good at, whether it is a specific skill, trait, or talent.
  - Provide examples of different types of strengths, such as creativity, and practical skills like cooking or fixing things.
- Introduce the idea of improvement areas. Explain that these are areas where people may not feel as confident or skilled, but with practice and effort, these areas can improve.

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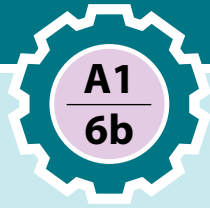


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- Guide participants through a reflection exercise. Participants will write down three things the participant consider strengths and three areas the participant would like to improve.
  - Encourage participants to share reflections with a partner or in small groups. Allow time for discussion and feedback.
- After the discussion, as a group, have participants create a list of ways to develop skills in the identified improvement areas. Encourage participants to think creatively and consider resources available to them.

### **Adaptations:**

- Help with writing or drawing for participants who may have difficulty expressing themselves through written language or art.



## **Stay Open to New Ideas:**

I am open to new ideas and new ways of doing things.



### **Training outcome:**

Participants can demonstrate an open-minded approach to new ideas and alternative solutions.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

This activity aims to help participants understand the importance of being open to new ideas in the workplace and how it can lead to different outcomes.

### **Sample description (to use with participants):**

In this session we will explore new ideas and new ways of doing things. We will review a work scenario and two examples of possible responses. Our task is to find which response shows being open to new ideas and which response shows being less open to exploring new ideas. After, have a group discussion about each option and the concept of being open to new ideas.

### **Materials:**

- Cue cards with a sample scenario on each

### **Instructions (for facilitator or instructor):**

- Introduce the topic of staying open to new ideas. Explain that trying new things helps us learn and grow. For example, trying new activities, foods or games.

Continued on next page





Continued from previous page

- Present the work scenario from the Sample section below.
- After presenting the scenario and both responses, lead a discussion with either of the following:
  - Ask the participants: "What differences do you notice between the two responses (open or not) in this work situation?"
  - Discuss the Outcomes: Encourage participants to think about how each response affected the employee's job performance and the customer experience.
- Lead a group discussion comparing the two responses to the work scenario. Encourage participants to share thoughts on the importance of openness in the workplace.
- Summarize the key points, emphasizing that being open can lead to more positive outcomes in the workplace. Encourage participants to consider how they can be open either at work or in life.

### **Sample:**

- Work Scenario: "Imagine you work in customer service and your company has a new customer service software system. The system is different from the old one, and you are required to use it to assist customers."
  - Openness Response: "You decide to learn the new software. You go to training, ask for help when you need it, and practice using the new system. Soon, you become good at it, and your work gets easier. You can help customers quickly and make them happy."
  - Not open Response: "You do not like the new software, so you do not want to learn it. You skip the training and keep using the old way, even though it's not the best. This makes it hard to help customers, and your work becomes difficult."

### **Adaptations:**

- Modify the discussion prompts and examples to be more relevant to participants' specific job roles, industries, or location.
- Additionally, providing written scenarios in advance can allow participants to prepare thoughts before group discussions.

## Level 2: Developing Adaptability

The six adaptability skill components as outlined in the Skills for Success framework (page 4) form the basis for the content in this section, including a benchmark at skill level 2 for each component, and associated training outcomes for each benchmark. The benchmarks are designed so participants and facilitators can gauge progress and understanding within the adaptability skill at level 2.

By starting with a participant-led self-assessment as a pre-assessment, a participant and facilitator each recognize the existing knowledge and experience of the participant. Related activities create opportunities for participants to investigate and practice using the skill. A post-assessment utilizing the same metrics as the pre-assessment provides a means for participants, facilitators and instructors, and programs to recognize the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 55, below)
- Adaptability skill map (page 59)
- Self-assessment (beginning page 62; designed for both pre- and post-assessment)
- Activities (beginning page 75)
  - Activities include scenarios and case studies, reflective and self-assessment prompts, guided discussion, and more.

### Benchmarks and Training Outcomes

For a description of what **benchmarks** and **training outcomes** are and how we are using them in this resource, go to pages 6 and 7.

<b>Benchmark 1:</b>	Know how to effectively manage distractions so as to arrive early and complete tasks when they are due.
<b>Benchmark 2:</b>	Reflect on changes that have happened or might be coming, changing plans if needed.
<b>Benchmark 3:</b>	Use different strategies to stay positive and optimistic, and to return to being calm even after feeling upset or angry.
<b>Benchmark 4:</b>	Set or change goals based on own skills and supports available; and outline clear steps to reach those goals.
<b>Benchmark 5:</b>	Determine the steps to finish tasks and use strategies to choose which steps are most important to complete right now.
<b>Benchmark 6:</b>	Reflect on skill strengths and on what to get better at; look for ways to improve and learns from mistakes.

Go to the next page for training outcomes with each of the benchmarks.

## Adaptability Level 2 Benchmarks and Training Outcomes

**Benchmark 1:** Knows how to effectively manage distractions so as to arrive early and complete tasks when they are due.

### **Training Outcome 1:**

Identify personal distractions and apply strategies to manage them effectively, including through developing and implementing strategies to start and complete tasks on time.

**Benchmark 2:** Reflect on changes that have happened or might be coming, changing plans if needed.

### **Training Outcome 2:**

Recognize how past and potential changes impact current plans and actions, and through observing changes in situations or circumstances, adapt plans accordingly.

**Benchmark 3:** Use different strategies to stay positive and optimistic, and to return to being calm even after feeling upset or angry.

### **Training Outcome 3:**

Apply techniques to stay positive and resilient in challenging situations, including methods for returning to feeling calm after experiencing anger or frustration.

**Benchmark 4:** Set or change goals based on own skills and supports available; and outline clear steps to reach those goals.

### **Training Outcome 4:**

Identify and access available resources, including people, to help achieve goals; this process includes distinguishing between which goal tasks to accomplish independently and which ones need support.

**Benchmark 5:** Determine the steps to finish tasks and use strategies to choose which steps are most important to complete right now.

### **Training Outcome 5:**

Prioritize tasks, recognizing when changing circumstances means changing priorities, and also understand how completing smaller tasks contributes to achieving long-term goals.

**Benchmark 6:** Reflect on skill strengths and on what to get better at; look for ways to improve and learn from mistakes.

### **Training Outcome 6:**

Identify personal areas of strength and improvement, and seek ways to enhance skills, including through strategies for constructive learning from mistakes and all types of feedback.

## Adaptability Level 2 Training Outcomes as a List of Statements

As a facilitator or instructor, you can use this list to gauge the level and progress of your participants. Each statement in the list below is one half of a training outcome above. If a participant has demonstrated all or most of these capabilities, they can progress to the action plan in the next section. If the participant's goals require more development in these areas, then exploring more of the associated activities can help advance these skill points (the skill map is on the next page, and the activities are listed further in this section).

By completing the activities outlined in this section, participants will be able to do the following:

### Participants can...

Benchmark 1	<p>1a. Identify personal distractions and apply strategies to manage them effectively.</p> <hr/> <p>1b. Develop and implement planning strategies to start and complete tasks on time.</p>
Benchmark 2	<p>2a. Recognize how past and potential changes impact current plans and actions.</p> <hr/> <p>2b. Observe changes in situations or circumstances and adapt plans accordingly.</p>
Benchmark 3	<p>3a. Apply techniques to stay positive and resilient in challenging situations.</p> <hr/> <p>3b. Demonstrate methods for returning to feeling calm after experiencing anger or frustration.</p>
Benchmark 4	<p>4a. Identify and access available resources, including people, to help achieve goals.</p> <hr/> <p>4b. Distinguish between tasks to accomplish independently and supported tasks.</p>
Benchmark 5	<p>5a. Prioritize tasks, recognizing when changing circumstances means changing priorities.</p> <hr/> <p>5b. Understand how completing smaller tasks contributes to achieving long-term goals.</p>
Benchmark 6	<p>6a. Identify personal areas of strength and improvement, and seek ways to enhance skills.</p> <hr/> <p>6b. Employ strategies for constructive learning from mistakes and all types of feedback.</p>

## Adaptability Skill Map

Participants, facilitators or instructors, and program coordinators can use the skill map to identify which skill points participants will advance within this level. The skill map shows how all parts of this chapter fit together to support each learning journey.

Here is what each skill map includes:

- Activity number for advancing each skill point
- Self-assessment statements
- Individual training outcome statements (as “Participants can...” statements)
- Benchmarks

Here are some examples of how you can use the skill map:

- As participants, you can use this map to choose which areas of this skill chapter you want to focus on next to reach your goals, including which activity could support your progress.
- As facilitators or instructors, you can use this map to adapt your program sessions to meet these benchmarks, ensuring that they cover all necessary topics effectively.
- At the program level, anyone can use the map to track progress more accurately, individually and as a program, and identify areas that may need support or adjusted strategies.

The skill map is for everyone. You can find it on the next page.



## Level 2 Adaptability Skill Map – A2

Activity A2-#	Self-Assessment (for participants) (p. 62) When you read each statement, think: "I can... adjust plans" (for example)	Participants can... (for facilitators/instructors) (p. 57) Each statement connects to training outcomes for each benchmark	Benchmark (p. 55) Each benchmark connects at level 2
1a	<b>Manage Distractions:</b> I know what distracts me and how to deal with it to finish my tasks.	Identify personal distractions and apply strategies to manage them effectively.	<b>Benchmark 1:</b> Know how to effectively manage distractions so as to arrive early and complete tasks when they are due.
1b	<b>Plan My Time:</b> I make plans so I can start early and finish tasks on time.	Develop and implement planning strategies to start and complete tasks on time.	
2a	<b>Reflect on Changes:</b> I think about changes that happened and that might happen.	Recognize how past and potential changes impact current plans and actions.	<b>Benchmark 2:</b> Reflect on changes that have happened or might be coming, changing plans if needed.
2b	<b>Adjust Plans:</b> I notice what is different and can change my plans to fit the new situation.	Observe changes in situations or circumstances and adapt plans accordingly.	
3a	<b>Stay Positive:</b> I use different ways to stay hopeful and happy, even when things aren't easy or simple.	Apply techniques to stay positive and resilient in challenging situations.	<b>Benchmark 3:</b> Use different strategies to stay positive and optimistic, and to return to being calm even after feeling upset or angry.
3b	<b>Get Back to Calm:</b> I know how to get back to feeling calm, even after I've been upset or angry.	Demonstrate methods for returning to feeling calm after experiencing anger or frustration.	
4a	<b>Plan for My Goals:</b> I know how to figure out what people or resources can help me reach my goals.	Identify and access available resources, including people, to help achieve goals.	<b>Benchmark 4:</b> Set or changes goals based on own skills and supports available; and outlines clear steps to reach those goals.
4b	<b>Choose My Steps:</b> I can choose which steps of a goal are things I can do, and I know which steps I need support for.	Distinguish between tasks to accomplish independently and supported tasks.	
5a	<b>Prioritize Tasks:</b> I know how to choose which tasks are important to do first, and how that might change if the situation changes.	Prioritize tasks, recognizing when changing circumstances means changing priorities.	<b>Benchmark 5:</b> Determine the steps to finish tasks and use strategies to choose which steps are most important to complete right now.
5b	<b>Work Towards Goals:</b> I work hard at doing smaller tasks because I know each one helps complete long-term goals or larger work tasks.	Understand how completing smaller tasks contributes to achieving long-term goals.	
6a	<b>Build My Skills:</b> I look for ways to improve on things I can get better at, and I build on my strengths.	Identify personal areas of strength and improvement, and seek ways to enhance skills.	<b>Benchmark 6:</b> Reflect on skill strengths and on what to get better at; looks for ways to improve, and learn from mistakes.
6b	<b>Learn from Feedback:</b> I have strategies to help me learn from mistakes and process feedback (even negative feedback) in positive ways.	Employ strategies for constructive learning from mistakes and all types of feedback.	

# Why Adaptability Skills Are Important

## Facilitator or Instructor Instructions

This activity provides 10 examples of why adaptability is important at work, at home, and in the community. Participants can work through these examples, alone or as a group, to **reflect on and identify their strengths and experience related to this skill**. Each statement aligns with training outcomes and benchmarks for the adaptability skill at level 2 (starting on page 55 for benchmarks; go to page 59 for the adaptability skill map). As a first step for new participants, it can be helpful to discuss the statements together as a group or one-to-one (if applicable). This will be especially important to consider if you do not know the reading or writing comfort of the participants.

The work you do to prepare the participants for this activity will guide them through the process and provide them with transferable experience in reflective practice, including self-assessment. Focus on a few examples at a time, instead of all at once. When you take time to model how the skill is applied, and why it is important or helpful, you can also **guide participants through conversation or self-reflection**. Depending on your group or individual participants, you might start with a few examples and then let the participant(s) work on their own.

Discussing why this skill is important can help participants and you, as facilitators or instructors, determine what aspects of this skill are part of a goal for each participant. Once a goal has been outlined, it is easier to identify which skill points will help reach that goal.

To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. For any self-assessment statements that a participant identifies as ones to advance for reaching their goal, participants can add the outcomes of this writing or discussion to the self-assessment pages for those skill points.

You might find that a participant feels like they already are proficient in a skill, or do not need to work on the skill points in the pre-assessment. As facilitators and instructors, you can help by focusing on the goal of the participant: **outline how advancing these skill points supports the participant in reaching their end goal**. Use real-life examples about how these skill points apply to achieving that goal (or a step towards it). Showing the connection between these skill points and the goals of participants is key for explaining why these parts of a skill are important to advance.

### In summary:

- Show or print the next page for participants, along with the skill maps for both levels of this skill.
- Guide participants' writing or discussion through these examples, sharing more examples.
- Reference the self-assessment statements in the skill maps to identify skill points to advance toward participant goals.

# Why Adaptability Skills Are Important



Adaptability skills are part of the nine Skills for Success. These skills focus on our ability to change your plans and keep trying when things are different or hard. When you are adaptable, you can stay on task and still find ways to fix problems. Adaptability is also about learning new things from what others tell you and getting better at what you do.

Here are 10 examples that show how adaptability is important in everyday life. Do you do any of these? How else do you adapt to situations in your life?

## At Work:

### 1. Different Work Times:

If your boss changes when you work, you figure out how to rearrange your plans so you can still do a great job.

### 2. Learn New Tools:

When your workplace gets new computers or programs, taking the time to learn them so you can keep doing your work well.

### 3. New Team Members:

When there are new people at work, you find the best ways to work together to get your tasks done well.

### 4. Different Customer Wishes:

You help customers the way they like, even when they want things done differently.

### 5. Earlier Deadlines:

When a work task needs to be done sooner than you thought, because the plans changed, you are adaptive and figure out how to finish the task on time.

## At Home:

### 6. Changing Family Plans:

You can change plans when needed. When something unexpected happens at home, like someone getting sick or the weather changing, you make new plans quickly.

### 7. Money Changes:

If you have to spend money on something you did not expect, you figure out how to make plans for your other expenses.

### 8. New Daily Plans:

You can change your everyday schedule if something new comes up, like your kids having different school times or your partner working at different hours.

## In the Community:

### 9. Neighbourhood Changes:

When there are new rules or changes where you live, like a new stop sign or community clean-up days, you get used to the changes, change any plans you need to, and still enjoy your neighborhood.

### 10. Event and Help Changes:

If a community event like a bingo night gets canceled, you think of something else fun to do. If you were going to help at the event, you are ready to help in a new way.

# Sample Self-Assessment for a Single Skill Point

This sample page gives ideas for completing the self-assessments. Inside the circle, write the goal you are focusing on. Outside the circle, mark dates and achievements as you advance in this skill point.

Using this self-assessment sheet builds your portfolio of skill achievements. Remember, making time to take care of yourself and to celebrate your success is important - this is your journey!



## Plan My Time:

I make plans so I can start early and finish tasks on time.



This gear shows the skill, level, and number of each self-assessment.  
**A2** – Adaptability level 2  
**1b** – Self-assessment "b" for benchmark 1

**Start my journey**

January 15

**Why this skill point matters to me:**  
 I want to have more time for my family and friends.

February 1

Fill in the circle to show your progress; write important dates around the outside. Write examples in the "What have I done already in this skill?" section to build your skill portfolio.

### What will success look like in this skill point?

I can plan for an event and have things ready, so I can enjoy the event.

### What have I done already in this skill?

Date:	Example:
Jan 15	I filled in this self-assessment page as soon as I got it.
Feb 1	I gave myself lots of travel time to get to my appointment, and I was on time!

### Every journey takes time and energy. What will I do to take care of myself on my journey?

I will play a game with my son.

### How will I celebrate when I achieve this skill point?

I will have a picnic in the park with my son.



# Manage Distractions:

I know what distracts me and how to deal with it to finish my tasks.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Plan My Time:

I make plans so I can start early and finish tasks on time.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Reflect on Changes:

I think about changes that happened and that might happen.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

---



---

**How will I celebrate when I achieve this skill point?**

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## Adjust Plans:

I notice what is different and can change my plans to fit the new situation.



Use this page to track your journey through this skill point - you got this!

### Start my journey

Why this skill point matters to me:

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What will success look like in this skill point?

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What have I done already in this skill?

Date:

Example:


Every journey takes time and energy. What will I do to take care of myself on my journey?

---



---

How will I celebrate when I achieve this skill point?

---



---



## Stay Positive:

I use different ways to stay hopeful and happy, even when things aren't easy or simple.



Use this page to track your journey through this skill point - you got this!

### Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

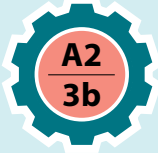
Table with two columns and multiple rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



# Get Back to Calm:

I know how to get back to feeling calm, even after I've been upset or angry.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

---



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**How will I celebrate when I achieve this skill point?**

---



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# Plan for My Goals:

I know how to figure out what people or resources can help me reach my goals.



Use this page to track your journey through this skill point - you got this!

## Start my journey

Why this skill point matters to me:

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What will success look like in this skill point?

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What have I done already in this skill?

Date:	Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

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How will I celebrate when I achieve this skill point?

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# Choose My Steps:

I can choose which steps of a goal are things I can do, and I know which steps I need support for.



Use this page to track your journey through this skill point - you got this!

## Start my journey

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

Date:	Example:

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Prioritize Tasks:

I know how to choose which tasks to do first, and how that might change if the situation changes.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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## Work Towards Goals:

I work hard at doing smaller tasks because I know each one helps complete long-term goals or larger work tasks.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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## Build My Skills:

I look for ways to improve on things I can get better at, and I build on my strengths.



Use this page to track your journey through this skill point - you got this!

### Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and multiple rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



# Learn from Feedback:

I have strategies to help me learn from mistakes and process feedback (even negative feedback) in positive ways.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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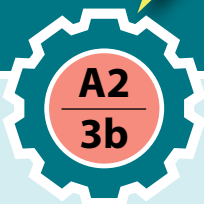
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## Level 2 Adaptability Activities – A2

### Activity Template

This section gives an overview of the activity format used in this resource. The headings in this template are used in each activity, where appropriate. Using this template will help facilitators and instructors effectively understand, prepare, and adapt activities to suit their program context and the goals of their participants.

The activity number reflects the skill, level, and number of each activity: **A2** – Adaptability level 2  
**3b** – Activity "b" for benchmark 3



**Activity: Adaptability**   **Level 2**   **Benchmark 3b**

#### Activity title:

This will have the name of the activity, based on the self-assessment statement that goes with it.



#### Training outcome:

This is the associated training outcome for this activity and self-assessment statement.

You can adapt any activity to fit your participants. This icon shows that we designed this activity for 2 or more people to work together.



#### Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

#### Description (for facilitator or instructor):

This section provides facilitators or instructors with an overview of the activity, including its purpose, goals, and any necessary background information.

To help you plan your sessions, we included a time estimate of how long we think it might take to finish the activity (this does not include preparation time).

It might take participants more time or less time to complete, and this is expected. Time to complete is not a reflection of participant proficiency.

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**Sample description (to use with participants):**

This is a description in clear language that you, as a Facilitator or Instructor, can use to describe the activity and its objectives for participants.

**Instructions (for facilitator or instructor):**

- This section outlines the steps that the facilitator or instructor can follow to guide the activity successfully.
- This section may include how to introduce the activity, manage time, or provide additional support to participants.

**Sample:**

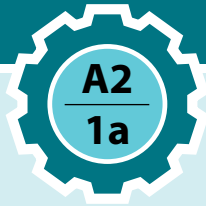
- This section can include sample materials, scenarios, or examples to show how the activity could go.

**Adaptations:**

- In this section, facilitators or instructors will find suggestions for how to adapt the activity to different settings, participant contexts, or skill training objectives.
- This section might include variations on the activity, modifications for participants with diverse abilities, or alternative ways to achieve the activity's objectives.

**Resources:**

- For some activities, this section provides some suggested supplementary resources to implement or extend on this activity.



## **Manage Distractions:**

I know what distracts me and how to deal with it to finish my tasks.



### **Training outcome:**

Participants can identify personal distractions and apply strategies to manage them effectively.



**Time estimate in minutes:**  
15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will explore and deal with distractions while trying to get a task done.

### **Sample description (to use with participants):**

In this activity, we will think of things that distract us. Once we know what distracts us, it is easier to manage these so that we can finish what we need to do.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of distractions and how they make it hard to get things done. Ask participants to share things that are distracting (for example: phones, noise, or worrying about other things in life).
- Discuss why distractions can make it tough to finish tasks, and how distractions can make us feel overwhelmed. Explain different ways to deal with distractions (for example: setting goals, finding a quiet place to work, or taking breaks).

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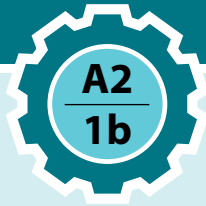
- Split into small groups or pairs and have each group choose a task to work on. This task can be one that is common to a workplace like the examples from the Sample section below.
  - The goal in the group is to discuss the task using questions like “How long should it take?” “What distractions may happen?” “What strategies would help eliminate these distractions?”
  - As the group is working, explain how managing distractions also involves knowing the difference between a distraction and what is important to the task. Sometimes this also means pausing a task so we can address something new that needs immediate attention. Give the participants an example: What should someone do if a customer or the manager requests something different?
- Bring the group back and discuss challenges and strategies for eliminating distractions.

### Sample:

- Task examples:
  - While stocking shelves a customer asks you a question.
  - When folding laundry your phone rings.

### Adaptation:

- Provide additional guidance and support to participants who need time to think through responses before discussing.
- Providing example tasks and sticky notes could help people who are uncomfortable sharing in large groups.



## **Plan My Time:**

I make plans so I can start early and finish tasks on time.



### **Training Outcome:**

Participants can develop and implement planning strategies to start and complete tasks on time.



#### **Time estimate in minutes:**

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will reflect on time management habits and learn new techniques to prioritize tasks, set goals, and allocate time efficiently.

### **Sample description (to use with participants):**

In this session, we will explore strategies for planning our time effectively to start early and finish tasks on time. By thinking about how we manage time, it helps us learn new ways to help us choose goals, pick which tasks to do first, and use our time well.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of time management. Explain the importance of planning ahead to start early and finish tasks on time.
- Give out paper or journals to the participants.

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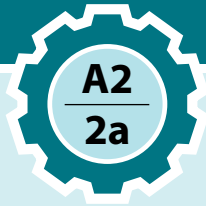


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- Ask participants to reflect on time management habits and write down observations. Some prompts may include:
  - “How do you plan your day or week?”
  - “What challenges do you face in having the time you need to get things done?”
  - “Do you often find yourself starting tasks early? Do you finish them when you need to?”
- Lead a group discussion based on the reflections. Encourage participants to share experiences and challenges related to time management. Guide the discussion towards identifying common issues and effective strategies for planning time.
  - Introduce various time management strategies such as:
    - Prioritizing tasks using a to-do list.
    - Breaking tasks into smaller, manageable steps.
    - Using time-blocking or scheduling tools.
    - Setting alarms or reminders.
  - Summarize the key points discussed during the session. Encourage participants to apply the planning strategies in daily life.

### **Adaptations:**

- Provide additional one-on-one support for participants who may require it.
- Use visual aids or illustrations to reinforce key concepts.



## Reflect on Changes:

I think about changes that happened and that might happen.



### Training outcome:

Participants can recognize how past and potential changes impact current plans and actions.



#### Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will practice handling workplace changes. Through scenarios and discussions, participants will learn how to prepare for and reflect on those changes.

### Sample description (to use with participants):

In this session, we will practice dealing with typical workplace changes we might face in our jobs. We will act out scenarios and talk about solutions together.

### Instructions (for facilitator or instructor):

- Discuss the things that can change in a workplace and how these changes impact individuals. Emphasize the importance of being prepared to adapt to changes.
- Discuss common changes that individuals might face in the workplace (for example, scheduling conflicts, using a new technology, shifts in job responsibilities). Encourage participants to share any changes the group has experienced or could experience based on current jobs or hoped-for jobs.

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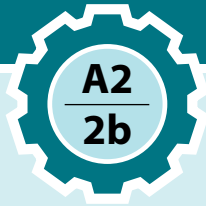
- Give the scenario from the Sample section below out to the group.
  - Have participants work through the scenario in pairs or in small groups.
  - Each group must decide what to change and reflect on the solution.
- After the group finishes the exercise, lead a discussion on what was learned.
- Provide participants with time to think about potential changes in the workplace. Encourage participants to consider how they have responded to changes in the past and what strategies they could use to prepare for future changes.

### Sample:

- **Scenario:** Your employer announces changes to everyone's work schedule, including new shift patterns and adjustments to break times. As an employee, you need to adapt to these changes while ensuring your work responsibilities are met.
  - **Role-Playing:** Participants can role-play conversations with supervisors or colleagues to discuss the impact of the schedule changes on their work routines and home life. Practicing negotiating break times, coordinating tasks with team members, and adjusting personal schedules.

### Adaptations:

- Modify the prompts to be more relevant to participants' specific job roles, industries, or location.
- Incorporate visual aids or multimedia elements to enhance engagement and understanding.
- If participants do not want to role-play, have them discuss as a group how they would deal with the scenario.



## Activity: Adaptability Level 2 Benchmark 2b

### Adjust Plans:

I notice what is different and can change my plans to fit the new situation.



### Training outcome:

Participants can observe changes in situations or circumstances and adapt plans accordingly.



**Time estimate in minutes:**  
25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will learn how to adjust to plans.

### Sample description (to use with participants):

In this session, we will focus on how to adjust plans in the workplace.

### Instructions (for facilitator or instructor):

- Introduce the topic of adjusting plans. Explain that sometimes plans change, and that is okay. Adjusting plans is important in these types of situations. For example, if you are planning to go outside, but it starts raining, or you are going to an event and there is construction blocking the way, you need to adjust your plans.
- Next, explain the activity to the participants. Participants will be given a task to complete in a certain amount of time. Throughout the activity, things like rules or items will change.
- Provide an activity from the Sample section on the next page.
- During the activity, observe how well participants adapt to the changes in the task.

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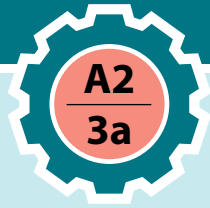
- After the activity, gather the group for a discussion. Ask participants about the challenges faced while trying to complete the tasks. Discuss strategies for being flexible in a workplace setting.

### Sample:

- Give each group a set of building blocks or materials and a specific task, like building a tower, to complete within a time limit. Introduce unexpected obstacles or changes halfway through the challenge (for example, remove certain materials, change the rules (you must use 3 short pieces for every layer)) and observe how the groups adjust their plans.
- Role play as office coworkers trying to schedule a meeting with multiple team members. Challenges in this task include conflicting availability, time zone differences, and last-minute changes in schedules. Participants must demonstrate flexibility in finding meeting times, utilizing scheduling tools, and adjusting plans to accommodate everyone's availability.
- Participants take on the roles of receptionists, greeting and assisting visitors to an office. Create a scenario where each receptionist will face challenges managing multiple arrivals, unexpected visitor requests, and maintaining professionalism during busy periods. The participants who are not the receptionist will be acting as the people coming in and needing help. Each receptionist must multitask effectively, provide helpful assistance to visitors, and adapt to changing circumstances to ensure a positive experience.
  - Distractions to have:
    - Phone ringing, when another participant is asking a question.
    - A long line of participants waiting to ask questions.
    - Someone spills water on the floor.

### Adaptations:

- Consider your group size and familiarity with each other. Adjust the amount of time you might spend on the activity or on the discussion, as needed. You can also provide more complex activities or tasks if the group moves through the activity quickly.



## Activity: Adaptability Level 2 Benchmark 3a

### Stay Positive:

I use different ways to stay hopeful and happy, even when things aren't easy or simple.



### Training outcome:

Participants can apply techniques to stay positive and resilient in challenging situations.



#### Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will look at different work situations and choose the best ways to stay positive within these situations.

### Sample description (to use with participants):

In this session, we will review a challenging work situation together.

### Instructions (for facilitator or instructor):

- Discuss the topic of staying positive in challenging job-related situations. Explain the importance of maintaining a positive mindset for personal well-being and professional success.
- Possible methods to stay positive (more examples are on page 87):
  - Prioritize tasks and communicate with the team to find solutions.
  - Focus on the situation and the change, instead of on the people in it.
  - Listen to feedback from others with an open mind and use it as an opportunity for growth.

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- Read through the scenarios together and discuss which method from the list would be the best way to stay positive in each situation.
- Have participants share choices with the group and explain decisions.
- Lead a discussion about why staying positive at work is important and what we can learn from these situations.

### **Sample:**

- Tasks needing positive emotions: Meeting Tight Deadlines, Dealing with Criticism, Handling Conflict, Facing Workload Challenges, and Handling Difficult Customers.

### **Adaptations:**

- Offer additional support or one-on-one guidance for participants who may struggle with understanding or articulating their thoughts during the activity.
- Modify the tasks to be more relevant to participants' specific job roles, industries, or location.

### **Resources:**

- On the next page, there is a list of extra examples on possible methods to stay positive.

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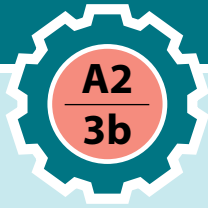
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## Staying Positive During Workplace Changes: A Guide to Adaptability

This is a set of tips for people at work to help stay happy and positive when things change. It's for those who are getting used to changes at work and want to handle them even better. Use these ideas to keep feeling good, learn from new situations, and get better at dealing with changes at work.

This list of strategies can help anyone stay more positive in the face of changes.

- **Stay Informed:** Keep updated with changes happening in the workplace. Understanding the reasons behind changes can help in accepting and adapting to them more positively.
- **Seek Clarity:** If changes are unclear or confusing, ask supervisors for more information to understand how these changes affect your work and what is expected.
- **Focus on the Controllable:** Concentrate on aspects of the change that can be controlled, like adjusting your attitude or learning new skills, instead of worrying about the uncontrollable parts.
- **Adopt a Learning Mindset:** View changes as opportunities to learn and grow professionally. Embrace new challenges as chances to expand your skills and knowledge.
- **Find the Positive:** Think about positive aspects of the change. Maybe the change brings new opportunities for professional development or streamlines old processes.
- **Share Feelings and Thoughts:** Talk about your feelings and thoughts on the changes with trusted colleagues. Sharing can provide new perspectives and reduce feelings of isolation.
- **Set Short-Term Goals:** In times of change, set small, achievable goals to help maintain a sense of progress and purpose.
- **Practice Self-Care:** Stress from change can be overwhelming, so it's important to practice self-care. Ensure adequate rest, nutrition, exercise, and leisure activities.
- **Seek Support:** If the change is difficult to manage, seek support from a mentor, supervisor, or a support group within the workplace.
- **Reflect on Past Successes:** Remember past instances when you successfully navigated change. This can boost confidence and provide a roadmap for handling current changes.



**Activity: Adaptability**

**Level 2**

**Benchmark 3b**

## Get Back to Calm:

I know how to get back to feeling calm, even after I've been upset or angry.



### Training outcome:

Participants can demonstrate methods for returning to feeling calm after experiencing anger or frustration.



#### Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will learn methods for returning to a calm state after experiencing anger or frustration. The focus is on practical techniques that can be applied in job-related scenarios to manage emotions effectively.

### Sample description (to use with participants):

In this activity, we will explore how to return to a calm state after feeling upset or angry, in situations related to our jobs. We will learn strategies that can help us manage our emotions effectively and stay focused on our work.

### Instructions (for facilitator or instructor):

- Introduce the importance of staying calm in the workplace and how it can positively impact job performance.
- Discuss and demonstrate methods for returning to calm.

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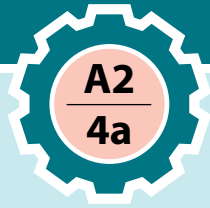
- Sample methods: deep breathing exercises, taking a short break, or practicing positive self-talk.
- Demonstrate each technique and explain its application in job-related scenarios.
- Divide participants into small groups and assign each group a technique to practice. Encourage them to role-play a workplace situation where they can apply the technique effectively. The Sample section below has example scenarios.
- As a group, discuss the strategies used to return to calm. Encourage participants to share their experiences and insights.
- Conclude the activity by asking participants to reflect on one strategy they found most helpful and how they plan to use it in their job settings.

### **Sample:**

- **Scenarios:**
  - Customer Complaint: A customer expresses dissatisfaction with a service, causing frustration.
  - Team Tension: Disagreements arise within a project team, leading to tension and frustration.

### **Adaptations:**

- Offer additional support or one-on-one guidance for those who may need assistance in understanding and practicing the strategies.
- If participants do not want to role-play, have them discuss as a group how they would deal with the scenario.



## Plan for My Goals:

I know how to figure out what people or resources can help me reach my goals.



### Training outcome:

Participants can identify and access available resources, including people, to help achieve goals.



#### Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will learn how to apply the strategy of SMART goals (SMART as an acronym for the strategy components) to help create clear and achievable goals.

### Sample description (to use with participants):

In this session, we will explore our goals and create plans using the strategy of SMART goals. They are called SMART goals because each letter stands for a part of the strategy: by making our goals Specific, Measurable, Achievable, Relevant, and Time-bound, it is easier to plan for our goals.

### Instructions (for facilitator or instructor):

- Discuss the importance of setting clear and achievable goals. Guide participants in identifying their goals. Encourage each person to think about both short-term and long-term goals.
- Next, explain the concept of SMART goals and how it is an acronym to help remember this helpful strategy.

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- Start by playing the video from the Resource section below. The title is **“LearnStorm Growth Mindset: How to write a SMART goal.”**
- It is important to note that tracking progress and making necessary adjustments along the way is still needed with SMART goals.
- Help participants turn goals into SMART goals. Aid them in breaking down goals into manageable tasks, establishing timelines and checkpoints.
- Invite participants to volunteer to share SMART goals with the group.
- Encourage participants to start working towards their SMART goals.

### Sample:

Specific: I want to get better at talking to unhappy customers.

Measurable: I will practice with five practice complaints every week.

Achievable: I'll use tips from my boss and our staff manual to improve each time.

Relevant: Getting better helps solve customer problems and makes them happy.

Time-bound: I'll work on this for the next month.

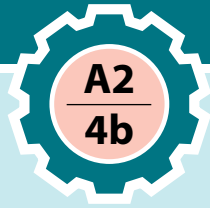
### Adaptations:

- Offer one-on-one assistance or additional time for participants who may require support in completing their SMART goals.
- Incorporate storytelling to illustrate how others have successfully achieved similar goals.

### Resource:

[www.youtube.com/watch?v=U4IU-y9-J8Q](http://www.youtube.com/watch?v=U4IU-y9-J8Q)





## **Choose My Steps:**

I can choose which steps of a goal are things I can do, and I know which steps I need support for.



### **Training outcome:**

Participants can distinguish between tasks to accomplish independently and supported tasks.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will learn to distinguish between tasks they can accomplish independently and those requiring support.

### **Sample description (to use with participants):**

In this session, we will identify tasks we can handle on our own and those where we might need some support.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of knowing which steps need support and which do not. Explain to participants that sometimes when we are completing our goals, support is needed. Knowing which steps need support helps complete goals faster. For example, you are painting your room and cannot reach the top of the wall. Before painting, you ask a friend who has a step stool, for help.
- Explain that participants will be presented with goal-related tasks and will need to decide if each task is something that can be done independently or it requires support.

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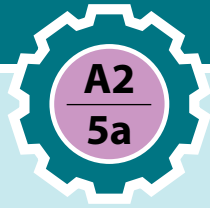
- Give each participant a goal from the Sample section below. For example: if a goal was to ride a city bus to a dentist appointment.
  - Each participant identifies the tasks needed to accomplish the goal.
  - Instruct participants to review each task and discuss whether the goal can be completed independently or if it requires support.
  - Encourage participants to provide reasoning for their decisions.
  - As a large group discuss:
    - The tasks identified to accomplish the goal.
    - The tasks that can be done independently or ones that require support.
  - Conclude the activity by summarizing key takeaways and encouraging participants to apply an understanding of independent versus supported steps to goal-setting process.

### **Sample:**

- **Goal related tasks**
  - Try a new baking recipe.
  - Doing laundry.
  - Label the box with the correct shipping information.

### **Adaptations:**

- Offer additional support or one-on-one guidance for participants who may struggle with understanding or articulating their thoughts during the activity.
- Modify the goals to be more relevant to participants' specific job roles, industries, or location.



## Prioritize Tasks:

I know how to choose which tasks to do first, and how that might change if the situation changes.



### Training outcome:

Participants can prioritize tasks, recognizing when changing circumstances means changing priorities.



#### Time estimate in minutes:

10 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will understand the steps needed to complete larger tasks effectively. Focusing on developing strategies for prioritizing tasks based on their importance and urgency.

### Sample description (to use with participants):

In this session, we will learn how to decide which task to do first and understand that because of many different situations the priority might change.

### Instructions (for facilitator or instructor):

- Discuss why it is important to decide what tasks to do first. Use everyday examples that participants can relate to. For example, what to do first for chores, or morning routines.
- Lead a discussion about deciding what is important. Encourage everyone to share their ideas and experiences. If the group does not want to share, give out sticky notes to give everyone the opportunity to share ideas.

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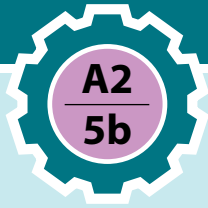


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- Divide the group into groups and ask participants to decide what is most important to do first for the current task being discussed. Emphasize there is no right or wrong answer.
  - Here are some situations where someone may need to shift priorities:
    - Customer asks you a question, but the phone is ringing. Which one is the higher priority?
    - The manager assigns a different task.
    - Unexpected company comes while you are watching a movie.
- Lead a group discussion and ask participants how they prioritized tasks during the activity.

### **Adaptation:**

- For participants who may struggle with written communication, provide alternative methods for organizing ideas, such as verbal discussion or visual aids like mind maps.
- Modify the situations to be more relevant to participants' specific job roles, industries, or location.



**Activity:** Adaptability

**Level 2**

**Benchmark 5b**

**Work Towards Goals:** I work hard at doing smaller tasks because I know each one helps complete long-term goals or larger work tasks.



## Training outcome:

Participants can understand how completing smaller tasks contributes to achieving long-term goals.



**Time estimate in minutes:**  
20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

## Description (for facilitator or instructor):

Participants will understand that small tasks work towards completing long-term goals or larger work tasks.

## Sample description (to use with participants):

In this session, we will be looking at long term goals or larger work tasks and the benefit of breaking them down into smaller manageable tasks. We will learn that sometimes our actions might not be noticeable in the end results, but are just as important.

## Instructions (for facilitator or instructor):

- Introduce the topic of breaking down larger tasks into smaller more manageable tasks. Explain that even if the smaller tasks may not seem important, they are needed to complete a larger task. (For example: In baking, the ingredients do not go straight into the oven. The wet and dry ingredients are mixed in separate bowls. Next, they are combined and placed into a pan. Lastly, the mixed ingredients are placed into a preheated oven. The result does not show every ingredient, but they were necessary for the finished product.)

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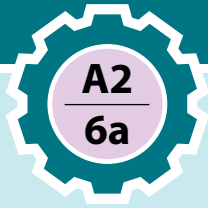


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- Next, divide participants into groups. Ask each group to come up with a long-term goal or a large work-related task.
- Instruct groups to list all the steps they believe are necessary to complete the goal or task. They must explain why each step is important and is needed for the long-term goal or a large work-related task.
- Group Presentation and Discussion:
  - Invite each group to present the long-term goal or a large work-related task with the relevant steps to the whole group.
  - Ask each group to explain the process and reasoning behind individual steps that were used, while also sharing the challenges faced.

**Adaptation:**

- For participants who may struggle with written communication, provide alternative methods for organizing ideas, such as visual aids like mind maps.



## **Build My Skills:**

I look for ways to improve on things I can get better at, and I build on my strengths.



### **Training outcome:**

Participants can identify personal areas of strength and improvement, and seek ways to enhance skills.



#### **Time estimate in minutes:**

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will acknowledge skill strength and areas of improvement.

### **Sample description (to use with participants):**

In this session, we will recognize our skill strength and areas of improvement.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of strengths and improvements. Emphasize the importance of acknowledging both strengths and the value of continuous improvement. For example, you love to cook but you always wanted to try planning and prepping meals for the week on Sundays.
- Facilitate a discussion on strengths. Encourage participants to reflect on their own strengths and share examples with the group. Ask the group if the skill was always a strength.

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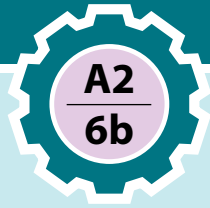


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- Guide participants to reflect on approaches to improving skills. Discuss different strategies such as seeking help and practicing the skill(s).
  - Encourage participants to set small, achievable goals related to improving skills. Emphasize the importance of patience and perseverance.
- Conclude the activity by highlighting the importance of self-awareness and self-improvement. Encourage participants to continue recognizing and developing strengths while working on areas for improvement.

**Adaptation:**

- Offer one-on-one support for participants who may need additional assistance.
- For participants who need help coming up with strengths, use this prompt.
  - What do you like to do?



## Activity: Adaptability Level 2 Benchmark 6b

**Learn from Feedback:** I have strategies to help me learn from mistakes and process feedback (even negative feedback) in positive ways.



### Training outcome:

Participants can employ strategies for constructive learning from mistakes and all types of feedback.



**Time estimate in minutes:**  
20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will explore strategies for learning from mistakes and processing feedback.

### Sample description (to use with participants):

In this session, we will uncover strategies for turning feedback into opportunities for learning.

### Instructions (for facilitator or instructor):

- Introduce what feedback is and how one can use it to learn. Explain how constructive criticism is important in a career journey. This type of feedback is specific advice that is meant to help improve a situation, or your skills or understanding.
- Divide participants into small groups or pairs, depending on the group size. Provide a brief overview of the scenario from the Sample section below.
  - Guide participants through a series of reflection prompts during the scenario:
    - “How would you respond to the feedback provided in the scenario?”

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- “What strategies would you use to process the feedback and learn from it?”
- “What could have been done differently to improve the feedback exchange?”
- Lead a group discussion on how the participants reflected on the scenario. Have the group identify best practices for giving and receiving feedback.

### Sample:

- Background: Sarah recently started working as a restaurant server at a busy downtown cafe. During her first week on the job, she encountered challenges in managing multiple tables and ensuring timely service. At the end of her shift, her supervisor, Alex, provided feedback on her performance.
- **Feedback Provided by Alex:**
  - Positive Feedback:
    - "Sarah, you demonstrated excellent communication skills with customers. Your friendly demeanor and approachability were noted by several guests."
    - "You showed initiative in addressing customer needs promptly and efficiently."
  - Areas for Improvement:
    - "During peak hours, it seemed like you were overwhelmed with multiple tables. It's important to prioritize tasks and manage your time effectively to ensure all guests receive timely service."
    - "There were instances where you could have been more attentive to specific customer requests. Remember to listen actively and confirm orders to avoid misunderstandings."

### Adaptations:

- Modify the prompts and scenario to be more relevant to participants' specific job roles, industries, or location.

# Levels 3 and 4: Action Plan for Adaptability



## Levels 3 and 4

For **levels 3 and 4**, adaptability training are more advanced. Facilitators or instructors guide participants in applying adaptability skills in work-related contexts, through complex situations with competing timelines, and leading by example in adapting to changing environments. and At these levels, participants should also learn to set and adjust their goals based on their evolving skill sets, available resources, workplace situations, and lifelong opportunities.

The Government of Canada’s Skills for Success framework outlines an advanced level of this skill: “You can adjust plans, tasks, and goals independently. You can do this in response to expected and unexpected complex changes requiring significant adjustment or learning that is self-directed using diverse resources. You can:

- stay positive
- persist, and
- manage emotions in response to high stress”

There are many pathways through the Skills for Success. Each of us follows our own path - our own learning journey - including beyond the levels 1 and 2 in this resource. Congratulations on your work through these levels!

**For next steps, consider using the action plan available on pages 308 and 309.**

**Skills for Success**

### Action Plan

Circle the gear for the skill or skills this action plan is for.

There are so many paths for your learning journey. Now that you have come this far in exploring and developing your Skills for Success, take some time to celebrate. This is a big achievement!

You have an amazing set of skills! Reflect on your achievements in each skill point or go to your self-assessments (the "What have I already done in this skill point" section) to add to this plan.

**My goal and why it matters to me**

**My skill achievements:**

**How do these achievements support my goal?**

How can my knowledge and experience help me be a resource to my home, my community, or my work?

Continued on next page

**Skills for Success**

Continued from previous page

Think about where you want to go next in your journey.

**My next steps:**  
What do I still want to know how to do?

**What will help me reach my goal?**  
(This could be people, courses, and certifications)

**How will I know I'm making progress?**

**How will I celebrate when I reach my goal?**

**What will I do if I face a challenge?**

Every journey takes time and energy. We achieve more when we take care of ourselves. What will I do to take care of myself?

## References

Government of Canada. (2024, June 27). *Skill components and proficiency levels: Adaptability*. Retrieved January 31, 2025, from Skills for Success: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#adaptability>

Government of Canada. (2024, July 18). *Skills for Success*. Retrieved January 31, 2025, from Government of Canada: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>

Palameta, B., Nguyen, C., Lee, W., Que, H., & Gyar, D. (2021). *Research Report to Support the Launch of Skills for Success: Structure, Evidence, and Recommendations: Final Report*. Ottawa: Social Research and Demonstration Corporation.

Saskatchewan Literacy Network. (2016). *Intake and Assessment: Learner Centred Intake and Assessment for Literacy Programs in Saskatchewan*. Saskatoon: Saskatchewan Literacy Network.



# Collaboration

This resource is for program facilitators and instructors, working with adult participants. There are parts of this resource that are directly for your participants; these will be identified with an icon (circle icon with an image of either one person or two people), so you can use them for participants in your program.



## What are the Skills for Success?

The [Skills for Success from the Government of Canada](#) provide people in Canada with “everyday skills needed for work, learning, and life” to “help you succeed in today’s and tomorrow’s workplace.”<sup>1</sup> Everyone, at any level, can improve their Skills for Success. This resource gives ideas and sample activities to help enhance the “Collaboration” Skill for Success for adult participants, emphasizing employability through work-relevant activities.

## What Is Collaboration?

**Collaboration:** Your ability to contribute and support others to achieve a common goal. For example, at work we use this skill to provide meaningful support to team members while completing a project.

### Why this skill is important:

Today people are more connected within communities, across the country, and around the world. Modern workplaces are more diverse, and many jobs require you to work with others from different backgrounds and cultures to complete tasks and solve problems. It is important to be able to work respectfully with people who have different professions, experiences, cultures, and backgrounds.

Collaboration skills help you perform better in a team by understanding how to support and value others, manage difficult interactions and contribute to the team’s work.

Strong collaboration skills help you build and maintain positive relationships with others at work, in school, and in other parts of your life.

- [Find tools to improve your collaboration skills.](#)

*This section is from the Government of Canada’s “Learn about the Skills” webpage.*



This resource is based on the Skills for Success model, released in 2021, from the Government of Canada. It replaces the previous Essential Skills model. Scan the code to visit the Government of Saskatchewan website and access free resources.



Funded in part by the Government of Canada’s Skills for Success Program



<sup>1</sup> (Government of Canada, 2024) [www.canada.ca/en/services/jobs/training/initiatives/skills-success](http://www.canada.ca/en/services/jobs/training/initiatives/skills-success)



# Collaboration Components from the Government of Canada

Expanding on the definitions provided above, the Government of Canada outlines these components for Collaboration<sup>2</sup>:

Benchmark 1	<p><b>1. Work well with other people</b></p> <ul style="list-style-type: none"><li>• Engage in trust building behaviors</li><li>• Adhere to social and organizational rules. For example: • Be on time</li><li>• Encourage supportive and cooperative behaviors, language, attitudes, and approaches</li><li>• Assess strengths and weaknesses of yourself and others</li></ul>
Benchmark 2	<p><b>2. Value diversity and inclusivity of others</b></p> <ul style="list-style-type: none"><li>• Understand that people from different cultures, backgrounds, and abilities can have different customs, values, and ways of thinking and acting</li><li>• Acknowledge and accept differences among people, for example:<ul style="list-style-type: none"><li>• characteristics</li><li>• cultures</li><li>• values</li><li>• abilities</li><li>• religions</li></ul></li><li>• Respond without judging people for their different:<ul style="list-style-type: none"><li>• opinions</li><li>• ideas, and</li><li>• views</li></ul></li><li>• Adapt to people's different styles of interaction when possible and appropriate</li></ul>
Benchmark 3	<p><b>3. Manage difficult interactions with other people</b></p> <ul style="list-style-type: none"><li>• Engage in productive discussions</li><li>• Anticipate and address interpersonal barriers</li><li>• Discuss, negotiate, and resolve difficult interactions in a sensitive and helpful manner</li></ul>
Benchmark 4	<p><b>4. Facilitate an environment where you can collaborate with others</b></p> <ul style="list-style-type: none"><li>• Acknowledge roles of yourself and others</li><li>• Understand and adapt to needs, strengths, and weaknesses of others</li><li>• Support others through:<ul style="list-style-type: none"><li>• coaching</li><li>• mentoring, and</li><li>• motivating</li></ul></li></ul>
Benchmark 5	<p><b>5. Achieve a common goal with others</b></p> <ul style="list-style-type: none"><li>• Take responsibility to make contributions and complete tasks</li><li>• Consult and share with others when needed and appropriate</li><li>• Ensure opportunities for others to contribute</li><li>• Assess and mitigate risks and manage resources. For example: • via system thinking</li></ul>
Benchmark 6	<p><b>6. Reflect and improve on teamwork</b></p> <ul style="list-style-type: none"><li>• Reflect on team performance</li><li>• Make constructive suggestions for improvement</li><li>• Use feedback constructively</li></ul>

<sup>2</sup> The components on this page are from the "Skill components and proficiency levels" webpage from the Government of Canada (2025) <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#collaboration> and all of this is also embedded in the "Research Report to Support the Launch of Skills for Success: Structure, Evidence, and Recommendations: Final Report" from SRDC. <https://srdc.org/project/Research-report-to-support-the-launch-of-Skills-for-Success-Structure-evidence-and-recommendations-Final-report>

## Development for Multiple Skill Levels

In adult training and education, development for multiple skill levels acknowledges the diverse backgrounds, experiences, and strengths of adult participants. These skill levels refer to each of the Skills for Success, with level 1 as the exploration of this skill, advancing to level 2 and above, depending on each adult participant's goals. Different from the K-12 system, where learners typically progress through a structured curriculum, adult education encompasses a wide range of learners, with unique starting points, goals, and challenges.

As adults, we are always learning - as facilitators, instructors, and participants. When we are learning as adults, we generally want more control over our learning, guided by self-assessment and through peer-level relationships, including with facilitators and instructors. Adults have diverse knowledge and experience to draw upon for learning: this is an important asset for both the participants and the facilitators. Adult learning is usually self-motivated and voluntary, driven by practical goals for using the skills we want to acquire: this leads to focusing on 'why' learning something is important or useful, instead of on only the 'how'. Different than for most children and youth, being a 'learner' is a secondary role for us adults, and we must fit this role and its work into the existing demands of our lives. As adults, our learning patterns also change as we age. The speed of learning may decrease as we get older, but our depth of learning tends to increase: we may learn less rapidly, but what we learn is at a deeper and more integrative level.<sup>3</sup>

This section recognizes that adults enter a program with varying skill levels and diverse life experiences. As instructors or facilitators, your role is to meet adult participants where they are and provide tailored learning experiences that empower their progress.

When facilitators and programs are flexible, adaptable, and responsive to the specific needs and strengths of adult participants at different levels, adult training and education are most effective. Whether a participant is at level 1, 2, 3, or 4, in any skill, this section (which includes the suggestions for working with multiple skill levels on the next page and the examples that follow it) provides guidance on how to frame instruction, differentiate content, and create a supportive learning environment.

It is always important to remember that any adult participant at a certain level in one skill may be at a different level in another skill. A skill level is also different from academic attainment: someone can be at a level 1 in collaboration skills and be a college graduate, while someone else might have not finished high school and is beyond a level 2 in collaboration skills.

Facilitators and instructors are encouraged to recognize the richness of the adult education landscape, where participants bring their life experiences, unique challenges and strengths, and personal goals into the program. By understanding and appreciating this diversity, facilitators and instructors can create a learning environment that fosters inclusivity, respect, and growth for all participants. Drawing on this richness, training and education programs can be enhanced by incorporating real-life examples and potential, workable solutions while also building toward skill advancement.

<sup>3</sup> Paragraph adapted from "Characteristics of Adult Learners" section from "Intake and Assessment: Learner Centred Intake and Assessment for Literacy Programs in Saskatchewan," 2016, Saskatchewan Literacy Network.

## Suggestions for working with multiple skill levels

- Incorporate varying degrees of complexity, including in use of the skill.
- Provide adaptable content to suit the different learning paces of each level.
- Ensure group work or collaborative activities are inclusive and adjustable for all levels.

### For facilitators or instructors:

#### ■ Level 1

**At level 1**, you may have participants who are just beginning to work well with individuals or small groups they are familiar with. The goal is to create a supportive environment where they can focus on learning to complete tasks with other people while maintaining respectful and cooperative behaviors. As a facilitator or instructor, you can provide guidance and encouragement, outlining with participants how their existing experience and previous knowledge demonstrate their skill strengths, next steps for advancement, and what this means for their goals. This is the focus of the section Level 1: Exploring Collaboration.

#### ■ Level 2

**At level 2**, Participants at this level can work well with familiar and unfamiliar individuals or groups. They are able to work with others to achieve well defined goals while adapting to opinions and suggestions of others and managing conflict when needed. As a facilitator or instructor, you can introduce more complex (workplace) scenarios and challenges that require participants to expand their abilities. At this level, we are working alongside participants while they advance their collaboration skills through the activities and reflective practices highlighted in this resource. This is the focus of the section Level 2: Developing Collaboration.

#### ■ Levels 3 and 4

Levels 1 and 2 are the focus of this resource. For some additional context, **outlines for levels 3 and 4** are provided at the end of this document, in the section Levels 3 and 4: Action Plan for Collaboration.



## Using this resource as a tool for working with participants at multiple skill levels

### Benchmarks and Training Outcomes

Having both benchmarks and training outcomes allows participants and facilitators or instructors to work together to align an individualized skill advancement plan, outline assessment, and recognize achievement. Benchmarks offer clear, manageable goals at each stage, allowing instructors and facilitators to track progress, provide timely support, and adjust program activities as needed. Participants also can use these to build a plan, together with facilitators or instructors as 'guides' to skill advancement, that fits with the goals each participant has.

In this document, **benchmarks** are a type of checkpoint in skill development, directly associated with one of the components of collaboration in the Skills for Success framework. Put another way, benchmarks are specific skills or knowledge points that participants aim to reach at different stages in skill development. There is a benchmark for achieving at level 1 (the exploring skill level) and at level 2 (the developing skill level) for each of the six components of collaboration in the Skills for Success framework (beginning page 105).

Each **training outcome** describes the skills advancement areas that will lead to achieving each benchmark. Put another way, each training outcome outlines what participants should know, understand, or be able to do at this level to achieve the corresponding benchmark.

Each training outcome is also divided into two parts. These two parts are:

- an outcome statement written for the facilitators and instructors, phrased as “Participants can...”, and
- a self-assessment statement of the same content, phrased as though it is the participant speaking.

## **Self-Assessment as a Tool for Working with Multiple Skill Levels**

When working with multiple skill levels, having participants engage in self-directed learning is important and helpful. Self-assessments help each participant recognize their existing strengths and, at the same time, identify a personalized learning plan. This personalized learning plan outlines what skills a participant needs or wants to enhance to reach their goals. This resource is not a set ‘curriculum’ to follow as a group; instead, powerful learning and skill development is happening within the personalized learning plans of each participant. The next page outlines how and why self-assessment as pre-assessment is important, both in itself and for the collaboration skill specifically.

## **Skill Map**

To help visualize how the parts of this resource are interconnected, we have built a skill map for each Level. These are addressed later, and can be found on page 114 (level 1) and page 160 (level 2). Each skill map contains:

- **6 Benchmarks**
- **12 “Participants can...” statements**, 2 for each training outcome directly associated with each benchmark
- **12 Self-assessment statements** that directly correspond with the “Participants can...” statements
- **Activity numbers** for advancing each skill area

You can click or tap on this icon to go to the relevant map in this section.

## Self-Assessment as ‘Pre-Assessment’ for Facilitators or Instructors

This resource is designed so that participants lead their own learning, toward their individual goals. This approach allows facilitators or instructors to work alongside participants as guides in skill advancement.

Why start with a self-assessment as a ‘pre-assessment’ for participants? This is an accessible and inclusive way to recognize and value existing skills and knowledge, and to identify potential areas of skill development. Self-assessment serves as a foundational step in ensuring that skills training is focused, efficient, and aligned with individual goals and needs, leading to more effective and rewarding outcomes.

- 1. Awareness of Current Skill Level.** By building awareness and identifying current proficiency levels in a particular skill, participants can recognize where they are and outline what is needed to get where they need or want to be.
- 2. Personalized Learning Path.** Participants create tailored learning plans that address their specific goals while drawing on their strengths. This personalized approach allows for more efficient training plans.
- 3. Support Goal Setting.** Self-assessment provides the foundation for participants to set realistic, achievable goals based on their current skill levels, giving a clear target to work towards.
- 4. Self-Motivation, Responsibility, and Confidence.** Self-assessment encourages participants to take responsibility for and guide their training, based on what is important to them. This helps participants build confidence in their ability to enhance their skills.
- 5. Monitoring Progress.** Initial self-assessments provide a baseline for measuring progress. This allows for adjustments to be made to the training and learning plan as needed and helps demonstrate and celebrate improvement over time.
- 6. Efficient Use of Time and Resources.** By identifying specific areas for improvement, participants can allocate their time, effort, and resources effectively, while recognizing areas where they are already proficient.
- 7. Reflective Learning.** Self-assessment promotes reflection, an essential component of adult learning. Reflecting on one’s skills, learning process, and training progress deepens understanding and connection with the material and its relevancy to personal goals, and builds a practice of continuous learning and self-improvement.

### Why self-assessment matters for collaboration:

**For facilitators and instructors:** Self-assessment in collaboration is important because self-awareness and reflection enable each of us to recognize our strengths, weaknesses, and areas for improvement. By understanding our capabilities and limitations, we can contribute while working with others. Self-assessment also promotes understanding of our collaboration style and strengths, allowing us to explore additional strategies for ourselves and participants in our programming to improve on teamwork.

**For participants:** Self-assessment is important for collaboration because it helps you explore what strengths you bring to a group, how you work with unfamiliar people, and manage tricky situations with others. It’s all about getting to know your collaboration style inside and out, so you can become even better at working with others. Plus, the more you learn about what works best for you, the more confident and ready you’ll feel to take on bigger goals.

## Level 1: Exploring Collaboration

The six collaboration skill components as outlined in the Skills for Success framework (page 105) form the basis for the content in this section, including a benchmark at skill level 1 for each component, and associated training outcomes for each benchmark. The benchmarks are designed so participants and facilitators can gauge progress and understanding within the collaboration skill at level 1.

By starting with a participant-led self-assessment as a pre-assessment, a participant and facilitator each recognize the existing knowledge and experience of the participant. Related activities create opportunities for participants to investigate and practice using the skill. A post-assessment utilizing the same metrics as the pre-assessment provides a means for participants, facilitators and instructors, and programs to recognize the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 110, below)
- Collaboration map (page 114)
- Self-assessment (beginning page 117; designed for both pre- and post-assessment)
- Activities (beginning page 130)
  - Activities include scenarios and case studies, reflective and self-assessment prompts, guided discussion, and more.

### Benchmarks and Training Outcomes

For a description of what **benchmarks** and **training outcomes** are and how we are using them in this resource, go to pages 107 and 108.

**Benchmark 1:** Learn the rules around you, and follow them as best as possible.

**Benchmark 2:** Show respect for different backgrounds, abilities, and opinions.

**Benchmark 3:** Stay calm and respectful, and solve interpersonal problems together.

**Benchmark 4:** Understand that everyone has different strengths and weaknesses.

**Benchmark 5:** Do your tasks and share updates to help reach group goals.

**Benchmark 6:** Reflect on your work as a group and suggest ways to improve.

Go to the next page for training outcomes with each of the benchmarks.

## Collaboration Level 1 Benchmarks and Training Outcomes

**Benchmark 1:** Learn the rules around you, and follow them as best as possible.

**Training Outcome 1:**

Ask questions to learn the rules and follow them to contribute positively to a group or role.

**Benchmark 2:** Show respect for different backgrounds, abilities, and opinions.

**Training Outcome 2:**

Listen to others' opinions and respect their different backgrounds and abilities.

**Benchmark 3:** Stay calm and respectful, and solve interpersonal problems together.

**Training Outcome 3:**

Stay calm and respectful, and discuss to solve problems when it is difficult to work with others.

**Benchmark 4:** Understand that everyone has different strengths and weaknesses.

**Training Outcome 4:**

Identify personal strengths and understand that everyone is good at different tasks.

**Benchmark 5:** Do your tasks and share updates to help reach group goals.

**Training Outcome 5:**

Complete tasks to help reach group goals and share updates if tasks are done or help is needed.

**Benchmark 6:** Reflect on your work as a group and suggest ways to improve.

**Training Outcome 6:**

Reflect on the group's work and what went well, and make suggestions to improve it.

## Collaboration Level 1 Training Outcomes as a List of Statements

As a facilitator or instructor, you can use this list to gauge the level and progress of your participants. Each statement in the list below is one half of a training outcome above. If a participant has demonstrated all or most of these capabilities, progress to the next level (level 2 in the next section). If the participant's goals require more development in these areas, then exploring more of the associated activities can help advance these skill points (the skill map is on the next page, and the activities are listed further in this section).

By completing the activities outlined in this section, participants will be able to do the following:

### Participants can...

Benchmark 1	<p><b>1a.</b> Ask questions to learn about the rules of a group or role.</p> <hr/> <p><b>1b.</b> Follow the rules to contribute positively to the group or role.</p>
Benchmark 2	<p><b>2a.</b> Listen to others' opinions, and respect that opinions can be different.</p> <hr/> <p><b>2b.</b> Understand and accept that everyone has different backgrounds and abilities.</p>
Benchmark 3	<p><b>3a.</b> Stay calm and respectful, even when working with others is difficult.</p> <hr/> <p><b>3b.</b> Discuss to solve the problem together with someone, even when it is difficult to work with them.</p>
Benchmark 4	<p><b>4a.</b> Know what personal strengths can support the group or role.</p> <hr/> <p><b>4b.</b> Understand that some people will be better at some tasks, and some people will not.</p>
Benchmark 5	<p><b>5a.</b> Complete tasks to help reach group goals.</p> <hr/> <p><b>5b.</b> Share updates if your task is completed or if you need help.</p>
Benchmark 6	<p><b>6a.</b> Reflect on the group's work and what went well.</p> <hr/> <p><b>6b.</b> Make suggestions to improve the group's work.</p>

## Collaboration Skill Map

Participants, facilitators or instructors, and program coordinators can use the skill map to identify which skill points participants will advance within this level. The skill map shows how all parts of this chapter fit together to support each learning journey.

Here is what each skill map includes:

- Activity number for advancing each skill point
- Self-assessment statements
- Individual training outcome statements (as “Participants can...” statements)
- Benchmarks

Here are some examples of how you can use the skill map:

- As participants, you can use this map to choose which areas of this skill chapter you want to focus on next to reach your goals, including which activity could support your progress.
- As facilitators or instructors, you can use this map to adapt your program sessions to meet these benchmarks, ensuring that they cover all necessary topics effectively.
- At the program level, anyone can use the map to track progress more accurately, individually and as a program, and identify areas that may need support or adjusted strategies.

The skill map is for everyone. You can find it on the next page.



## Level 1 Collaboration Skill Map – C1

Activity C1-#	Self-Assessment (for participants) (p. 117) When you read each statement, think: "I can... learn the rules" (for example)	Participants can... (for facilitators/instructors) (p. 112) Each statement connects to training outcomes for each benchmark	Benchmark (p. 110) Each benchmark connects at level 1
1a	<b>Learn the Rules:</b> I ask questions to learn the rules of a group or role.	Ask questions to learn about the rules of a group or role.	<b>Benchmark 1:</b> Learn the rules around you, and follow them as best as possible.
1b	<b>Follow the Rules:</b> I try to follow the rules of the group or role I am in.	Follow the rules to contribute positively to the group or role.	
2a	<b>Listen to Ideas:</b> I listen to others' ideas, even if they are not the same as mine.	Listen to others' opinions, and respect that opinions can be different.	<b>Benchmark 2:</b> Show respect for different backgrounds, abilities, and opinions.
2b	<b>Accept Others:</b> I accept that everyone has different backgrounds and abilities.	Understand and accept that everyone has different backgrounds and abilities.	
3a	<b>Be Respectful:</b> I stay calm and respectful, even when it is tough to work with someone.	Stay calm and respectful, even when working with others is difficult.	<b>Benchmark 3:</b> Stay calm and respectful, and solve interpersonal problems together.
3b	<b>Discuss with Others:</b> I solve the problem together with someone, even when it is tough to work with them.	Discuss to solve the problem together with someone, even when it is difficult to work with them.	
4a	<b>Add my Strengths:</b> I know my strengths, so I know how to best help the group.	Know what personal strengths can support the group or role.	<b>Benchmark 4:</b> Understand that everyone has different strengths and weaknesses.
4b	<b>Understand Differences:</b> I know that some people will be better at some tasks, and some people will not.	Understand that some people will be better at some tasks, and some people will not.	
5a	<b>Help Reach Group Goals:</b> I finish my tasks to help the group finish its goals.	Complete tasks to help reach group goals.	<b>Benchmark 5:</b> Do your tasks and share updates to help reach group goals.
5b	<b>Share Updates:</b> I share when I am done a task or if I need help.	Share updates if your task is completed or if you need help.	
6a	<b>Reflect on Work:</b> I think about the work we finished and what we can do better next time.	Reflect on the group's work and what went well.	<b>Benchmark 6:</b> Reflect on your work as a group and suggest ways to improve.
6b	<b>Make Suggestions:</b> I give ideas about how to improve the group's work next time.	Make suggestions to improve the group's work.	

# Why Collaboration Skills Are Important

## Facilitator or Instructor Instructions

This activity provides 10 examples of why collaboration is important at work, at home, and in the community. Participants can work through these examples, alone or as a group, to **reflect on and identify their strengths and experience related to this skill**. Each statement aligns with training outcomes and benchmarks for the collaboration skills at level 1 (starting on page 110 for benchmarks; go to page 114 for the collaboration skill map). As a first step for new participants, it can be helpful to discuss the statements together as a group or one-to-one (if applicable). This will be especially important to consider if you do not know the reading or writing comfort of the participants.

The work you do to prepare the participants for this activity will guide them through the process and provide them with transferable experience in reflective practice, including self-assessment. Focus on a few examples at a time, instead of all at once. When you take time to model how the skill is applied, and why it is important or helpful, you can also **guide participants through conversation or self-reflection**. Depending on your group or individual participants, you might start with a few examples and then let the participant(s) work on their own.

Discussing why this skill is important can help participants and you, as facilitators or instructors, determine what aspects of this skill are part of a goal for each participant. Once a goal has been outlined, it is easier to identify which skill points will help reach that goal.

To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. For any self-assessment statements that a participant identifies as ones to advance for reaching their goal, participants can add the outcomes of this writing or discussion to the self-assessment pages for those skill points.

You might find that a participant feels like they already are proficient in a skill, or do not need to work on the skill points in the pre-assessment. As facilitators and instructors, you can help by focusing on the goal of the participant: **outline how advancing these skill points supports the participant in reaching their end goal**. Use real-life examples about how these skill points apply to achieving that goal (or a step towards it). Showing the connection between these skill points and the goals of participants is key for explaining why these parts of a skill are important to advance.

### In summary:

- Show or print the next page for participants, along with the skill maps for both levels of this skill.
- Guide participants' writing or discussion through these examples, sharing more examples.
- Reference the self-assessment statements in the skill maps to identify skill points to advance toward participant goals.

# Why Collaboration Skills Are Important



Collaboration skills are part of the nine Skills for Success. These skills focus on our ability to work with and support others to complete goals. People with strong collaboration abilities can respect people's ideas even if they are different from your own, handle difficult issues with a group, and reflect on how the group did during a task.

Here are 10 examples that show how collaboration is important in everyday life. Do you do any of these? How do you work with and support others?

## At Work:

### 1. Welcome New Ideas:

You enjoy hearing different ideas from your coworkers, knowing they can make work better.

### 2. Solve Problems Together:

When something goes wrong at work, you and your coworkers work together to find new ways to fix it.

### 3. Listen Well:

Even when work gets busy, you update your coworkers and listen to your employer, so you know what to do.

### 4. Working as a Team:

You are good at working with others. When things change at work, you and your coworkers help each other to finish the job.

### 5. Respect Everyone:

You accept that people are different, and you treat them kindly and fairly.

## At Home:

### 6. Manage Family Plans:

When things change at home, like a new activity or work schedules, you figure out with family how to handle it together.

### 7. DIY Home Improvements:

You work with family members on home improvement projects, dividing tasks and splitting efforts to complete renovation.

### 8. Family Recipe Creation:

You and family members create a new family recipe, trying different ingredients and cooking to develop a dish that everyone enjoys.

## In the Community:

### 9. Community Improvement:

You and your neighbours notice that the playground in your community needs to be improved. A meeting is organized, and you attend to listen and share ideas.

### 10. Coach Local Sports

You notice that your child's sports team needs help. You volunteer and work together with other parents to make the team successful.

# Sample Self-Assessment for a Single Skill Point

This sample page gives ideas for completing the self-assessments. Inside the circle, write the goal you are focusing on. Outside the circle, mark dates and achievements as you advance in this skill point.

Using this self-assessment sheet builds your portfolio of skill achievements. Remember, making time to take care of yourself and to celebrate your success is important - this is your journey!



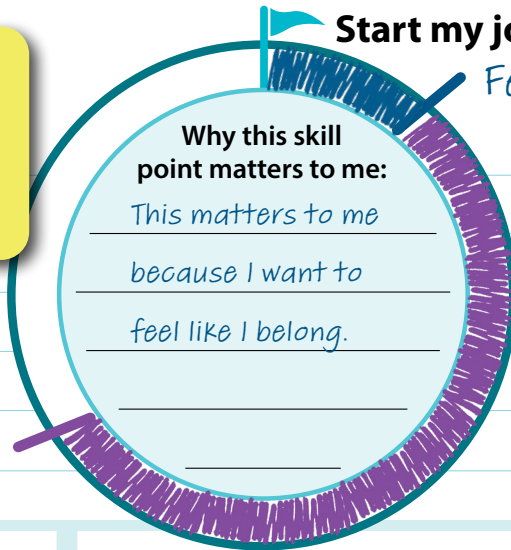
## Learn the Rules:

I ask questions to learn the rules of a group or role.



This gear shows the skill, level, and number of each self-assessment.  
**C1** – Collaboration level 1  
**1a** – Self-assessment "a" for benchmark 1

## Start my journey



February 1

February 15

Fill in the circle to show your progress; write important dates around the outside. Write examples in the "What have I done already in this skill?" section to build your skill portfolio.

### What will success look like in this skill point?

I can ask and learn the rules so I feel comfortable in a group.

### What have I done already in this skill?

Date:	Example:
Feb 1	I listened to what to do from my instructor.
Feb 15	I didn't know if I could use my phone at work, so I asked.

### Every journey takes time and energy. What will I do to take care of myself on my journey?

I'll have game night with my favourite games.

### How will I celebrate when I achieve this skill point?

I'll have game night with my favourite games.



# Learn the Rules:

I ask questions to learn the rules of a group or role.



Use this page to track your journey through this skill point - you got this!

## Start my journey

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and multiple rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



## Follow the Rules:

I try to follow the rules of the group or role I am in.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Listen to Ideas:

I listen to others' ideas, even if they are not the same as mine.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Accept Others:

I accept that everyone has different backgrounds and abilities.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

---



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**How will I celebrate when I achieve this skill point?**

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# Be Respectful:

I stay calm and respectful, even when it is tough to work with someone.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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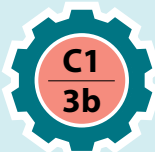
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**How will I celebrate when I achieve this skill point?**

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## Discuss with Others:

I solve the problem together with someone, even when it is tough to work with them.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

Why this skill point matters to me:

Large circular area with horizontal lines for writing.

What will success look like in this skill point?

Horizontal lines for writing.

What have I done already in this skill?

Date:

Example:

Table with two columns and multiple rows for writing.

Every journey takes time and energy. What will I do to take care of myself on my journey?

Horizontal lines for writing.

How will I celebrate when I achieve this skill point?

Horizontal lines for writing.



# Add my Strengths:

I know my strengths, so I know how to best help the group.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Understand Differences:

I know that some people will be better at some tasks, and some people will not.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Help Reach Group Goals:

I finish my tasks to help the group finish its goals.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Share Updates:

I share when I am done a task or if I need help.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

Large circular graphic with a flag on top and horizontal lines for writing.

**What will success look like in this skill point?**

Horizontal lines for writing.

**What have I done already in this skill?**

*Date:*

*Example:*

Table with two columns and multiple rows for writing.

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

Horizontal lines for writing.

**How will I celebrate when I achieve this skill point?**

Horizontal lines for writing.



# Reflect on Work:

I think about the work we finished and what we can do better next time.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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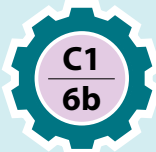
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**How will I celebrate when I achieve this skill point?**

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# Make Suggestions:

I give ideas about how to improve the group's work next time.



Use this page to track your journey through this skill point - you got this!

## Start my journey

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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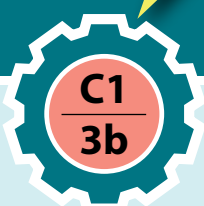
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## Level 1 Collaboration Activities – C1

### Activity Template

This section gives an overview of the activity format used in this resource. The headings in this template are used in each activity, where appropriate. Using this template will help facilitators and instructors effectively understand, prepare, and adapt activities to suit their program context and the goals of their participants.

The activity number reflects the skill, level, and number of each activity: **C1** – Collaboration level 1  
**3b** – Activity "b" for benchmark 3



**Activity: Collaboration**    **Level 1**    **Benchmark 3b**

#### Activity title:

This will have the name of the activity, based on the self-assessment statement that goes with it.



#### Training outcome:

This is the associated training outcome for this activity and self-assessment statement.

You can adapt any activity to fit your participants. This icon shows that we designed this activity for 2 or more people to work together.



#### Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

#### Description (for facilitator or instructor):

This section provides facilitators or instructors with an overview of the activity, including its purpose, goals, and any necessary background information.

To help you plan your sessions, we included a time estimate of how long we think it might take to finish the activity (this does not include preparation time).

It might take participants more time or less time to complete, and this is expected. Time to complete is not a reflection of participant proficiency.

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### **Sample description (to use with participants):**

This is a description in clear language that you, as a facilitator or instructor, can use to describe the activity and its objectives for participants.

### **Instructions (for facilitator or instructor):**

- This section outlines the steps that the facilitator or instructor can follow to guide the activity successfully.
- This section may include how to introduce the activity, manage time, or provide additional support to participants.

### **Sample:**

- This section can include sample materials, scenarios, or examples to show how the activity could go.

### **Adaptations:**

- In this section, facilitators or instructors will find suggestions for how to adapt the activity to different settings, participant contexts, or skill training objectives.
- This section might include variations on the activity, modifications for participants with diverse abilities, or alternative ways to achieve the activity's objectives.

### **Resources:**

- For some activities, this section provides some suggested supplementary resources to implement or extend on this activity.



### Learn the Rules:

I ask questions to learn the rules of a group or role.



### Training outcome:

Participants can ask questions to learn about the rules of a group or role.



**Time estimate in minutes:**  
15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will understand that asking questions help to learn the rules of a group or role.

### Sample description (to use with participants):

In this session, we will practice asking questions to help us learn the rules of a group or role.

### Materials:

- In advance, prepare scenarios from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Introduce the topic of learning the rules of a group or of a role. Explain that when you are new to a group or role it is helpful to learn what to do or not to do. Asking questions can help you learn the rules quicker.
- Next, divide participants into groups, and ask these questions below. The sample section on the next page has possible participant responses.
  - “What things can you think of where you might need to ask about the rules?”  
Give groups time to discuss and come up with a list together.

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- Next, ask the groups, "What questions would help you learn the rules in these situations?" and give them time to discuss in their groups.
- Once the activity is complete, have participants share the questions the group came up with in the activity.

### Sample:

- **New job**
  - **Example:** You need to learn about safety, break times, and how to use the equipment.
  - **Questions to Ask:** "What are the safety rules?", "When are break times?", "How do I operate this machine?", "Who do I ask if I have a question about my tasks?", "How do I handle returns or complaints?"
- **Learning a new game or activity**
  - **Example:** You need to learn how to play, when the practice times are and if there is anything you can't do.
  - **Questions to ask:** "What do I have to do to play this game?", "When and where do we meet to practice?" "What are rules I cannot break and what happens if I do them?", "When does the game end?", "How do we know when someone wins?"
- **Prepping for Family Events or Holidays**
  - **Example:** You need to learn what the plan is for the event, what everyone's task is and when we should start getting ready for it.
  - **Questions to ask:** "What is the plan for the event or holiday?", "Who is cooking, decorating, or inviting guests?", "Who should I ask when I have questions about my role in the event?" "When should we start preparing?"

### Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.
- Introduce a new card game or board game to participants. This will give them hands-on experience learning new rules.



**Activity:** Collaboration

**Level 1**

**Benchmark 1b**

## **Follow the Rules:**

I try to follow the rules of the group or role I am in.



### **Training outcome:**

Participants can follow the rules to contribute positively to the group or role.



#### **Time estimate in minutes:**

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will learn how to follow the rules of a group or role.

### **Sample description (to use with participants):**

In this session, we will learn how to follow the rules of a group or role we are in.

### **Materials:**

- In advance, prepare scenarios from Sample section on cue cards or paper.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of following the rules and the positive impact it can have on a group or role.
- As a group, ask participants to share examples of rules from different situations.
  - Possible responses: "Safety rules at work", "Stopping at a stop sign" and "Following the rules of a card game".

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- Next, divide participants into groups.
  - Give each group a scenario from the Sample section below.
    - Have each group discuss why the rules are important and what happens when they are not followed.
- Once the activity is complete, have participants share the importance of these rules the group came up in the activity.

### Sample:

- Work Scenario:
  - **Scenario:** Starting a new job.
  - **Possible participant responses:** Arrive before work starts, dress for the work day (personal protective equipment PPE), be respectful to customers and other employees, and follow other rules.
  - **Discussion:** Why is it important to follow these rules? How do they help the group, business and customers? What happens when they are not followed?
- Home Scenario:
  - **Scenario:** Living with roommates.
  - **Possible participant responses:** Clean up after using the kitchen, respect quiet hours, share household chores and other rules.
  - **Discussion:** How do these rules help everyone live together? What happens when they are not followed?

### Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



**Activity:** Collaboration

**Level 1**

**Benchmark 2a**

## **Listen to Ideas:**

I listen to others' ideas, even if they are not the same as mine.



### **Training outcome:**

Participants can listen to others' opinions, and respect that opinions can be different.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will learn how to listen to different ideas when working alongside others.

### **Sample description (to use with participants):**

In this session, we will learn how listening to others' ideas and opinions can improve group work.

### **Materials:**

- In advance, prepare scenarios from Sample section on cue cards or paper.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of listening to others' ideas and opinions, even if they are different from ours. Explain that ideas help us learn and grow. Sometimes these ideas come from you and sometimes they will come from others. A good idea is a good idea no matter where it comes from.
- Next, divide participants into groups.

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- Give each group a scenario from the Sample section below.
  - Each person provides ideas. This can be through talking or writing on sticky notes, so every participant has opportunity to give ideas.
  - The groups will give the ideas to another group to review.
    - The groups will now review the new ideas and check if any are similar or different.
- Once the activity is complete, have the group discuss why an idea that is different from theirs is also a good idea.

### Sample:

- **Scenario:** Planning a weekend activity. What will you do for fun?
- **Scenario:** You just started a job packing groceries at a grocery store. What is the best way to pack groceries?

### Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



**Activity:** Collaboration

**Level 1**

**Benchmark 2b**

## **Accept others:**

I accept that everyone has different backgrounds and abilities.



### **Training outcome:**

Participants can understand and accept that everyone has different backgrounds and abilities.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will practice demonstrating acceptance and understanding.

### **Sample description (to use with participants):**

In this session, we will discuss and practice demonstrating acceptance and understanding of others.

### **Materials:**

- In advance, prepare scenarios from Sample section on cue cards or paper.

### **Instructions (for facilitator or instructor):**

- Introduce the topics of acceptance and understanding. Explain that if someone is different than you, that is okay. Knowing this helps with understanding why someone does something differently than you.

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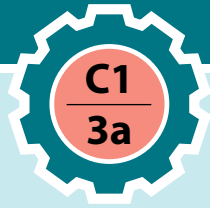
- Divide participants into groups.
  - Give each group a scenario from the Sample section below.
  - Each group will outline a respectful way to respond to the scenario.
- Once the activity is complete, have participants share what each group outlined.

### Sample:

- **Scenario 1:** At a community event, you meet someone whose language you do not understand.
- **Scenario 2:** In a group, one member has a physical requirement that affects that member's participation.
- **Scenario 3:** During a discussion, someone gives an opinion that is different from yours.
- **Scenario 4:** Your new colleague celebrates holidays that you don't celebrate.

### Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



**Activity:** Collaboration

**Level 1**

**Benchmark 3a**

## **Be Respectful:**

I stay calm and respectful, even when it is tough to work with someone.



### **Training outcome:**

Participants can stay calm and respectful, even when working with others is difficult.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will practice remaining calm and respectful when dealing with others' actions and opinions that are different from their own.

### **Sample description (to use with participants):**

In this session, we will practice staying calm during tough situations.

### **Materials:**

- Blank paper for each participant.
- Pen or pencil.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of staying calm and respectful during tough situations.
- Have participants write down a situation where the participant was involved in

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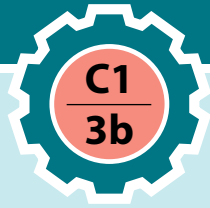
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a difficult situation while working with others. This could be a situation at work, home, or in the community.

- After the activity is complete, participants can share to the whole group, if comfortable.

### **Adaptations:**

- If a participant is having trouble thinking of a situation, here are some examples to write about:
  1. Your coworker is not being safe at work, and this impacts you and your work.
  2. Your coworker misplaced an important item, and you need it to complete your work.
  3. Your roommate or sibling does not do their share of the chores, and this leaves more work for you.



**Activity:** Collaboration

**Level 1**

**Benchmark 3b**

## **Discuss with Others:**

I solve the problem together with someone, even when it is tough to work with them.



### **Training outcome:**

Participants can discuss to solve the problem together with someone, even when it is difficult to work with them.



#### **Time estimate in minutes:**

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will practice working with someone even when it's difficult to work together.

### **Sample description (to use with participants):**

In this session, we will practice working with someone even when it is tough to work with them.

### **Materials:**

- In advance, prepare scenarios from Sample section on cue cards or paper.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of working with someone even when it is tough to work with them. Explain that because people are different, they may not all act the same. This can make it difficult to work with some people. This does not mean you do not have to work with them. Sometimes you will have to adjust to others, and that is okay.

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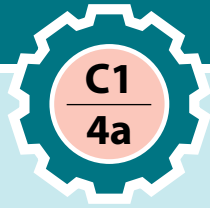
- Divide participants into groups
  - Give each group a scenario from the Sample section below.
  - Each group will outline a plan of how to work with others in the scenario.
- Once the activity is complete, have participants share what the group outlined.

### Sample:

- **Scenario 1:** Your coworker often comments about your work in a way that makes you feel bad.
- **Scenario 2:** Your coworker is always late for work, and you have to cover for them until they get to work.
- **Scenario 3:** Your coworker is very talkative and interrupts you when you're trying to focus on your tasks.
- **Scenario 4:** Your coworker is negative and complains a lot, which affects the group's mood.

### Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.
- Depending on your group and on how well they know each other, you could replace the word "coworker" with "friend" or "spouse".



**Activity:** Collaboration

**Level 1**

**Benchmark 4a**

## **Add my Strengths:**

I know my strengths, so I know how to best help the group.



### **Training outcome:**

Participants can know what personal strengths can support the group or role.



#### **Time estimate in minutes:**

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will identify which of their personal strengths support a group or role.

### **Sample description (to use with participants):**

In this session, we will find what strengths we have and how we can use them to support a group.

### **Materials:**

- Blank paper for each participant.
- Pen or pencil.
- Optional: have a handout of the list of prompt questions to give to participants.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of knowing our strengths to support a group or role.

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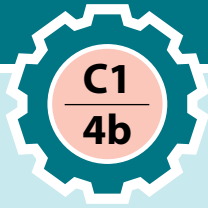


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- Explain to participants the two activities for the session.
  - The first activity is each participant writes one to three strengths about the participant to the right. This will make sure each participant is included.
    - Depending on the group, you may want to give examples for participants to use.
      - Participants strength examples:
        - “I like your shirt.”
        - “I think you are kind.”
        - “You have a nice smile.”
    - The second activity is each participant will think about and identify personal skills and explain how those skills can support a group.
      - To help identify these skills and strengths, discuss these prompts.
        - **Prompt 1:** Think about something you do well in your daily life.
        - **Prompt 2:** Remember a time when you helped someone, and it went well.
        - **Prompt 3:** Think about a task at work that you are good at.
        - **Prompt 4:** Think about a skill or hobby you enjoy.
  - Once the activity is complete, have participants share the skills identified.
  - After participants are done sharing, ask “How will the skills you or another participant identified contribute to the success of the group?”
    - Have participants share answers, if comfortable.

### **Adaptations:**

- Modify the prompts to be more relevant to participants’ specific job roles, industries, or location.
- If participants do not want to share, an option is to have them write answers on sticky notes to share anonymously.



**Activity:** Collaboration

**Level 1**

**Benchmark 4b**

## **Understand Differences:**

I know that some people will be better at some tasks, and some people will not.



### **Training outcome:**

Participants can understand that some people will be better at some tasks, and some people will not.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will understand that people have different strengths.

### **Sample description (to use with participants):**

In this session, we will recognize that people have different strengths.

### **Materials:**

- In advance, prepare scenarios from Sample section on cue cards or paper.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of the different levels of strengths people have. Explain that there are many skills out there, and it is okay to not be good at all of them. Sometimes you will be better at some skills than others and sometimes others will be better than you at skills, and that is okay.

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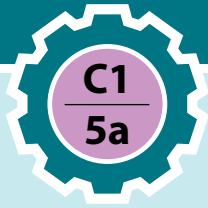
- Divide participants into groups.
  - Have groups think of situations that have happened where a group member (this could be the participant) is skilled at doing something and that skill helped the group complete the task.
    - If the group is having trouble coming up with a scenario, the Sample section below has possible examples.
  - Have the groups discuss how the different strengths contribute to the success of the group.
- Once the activity is complete, have participants share responses and compare differences.

### Sample:

- **Scenario 1:** Your supervisor asks you and a coworker to clean the store. One of you is very good at organizing and the other is better at lifting heavy items.
- **Scenario 2:** The store you work at is preparing for a big sale. Some people are good at talking to customers and others are better at arranging displays.
- **Scenario 3:** You have a plot at your community garden, and the weather channel is predicting a frost coming. You notice that some community members pick fruit very quickly but sometimes miss some, while others work more slowly but collect more fruit from each plant.
- **Scenario 4:** Your group needs to solve a problem at work. Some people have great ideas but have trouble explaining them, while others are good at communicating but do not have as many ideas.

### Adaptations:

- Modify the prompts to be more relevant to participants' specific job roles, industries, or location.



**Activity:** Collaboration

**Level 1**

**Benchmark 5a**

## Help Reach Group Goals:

I finish my tasks to help the group finish its goals.



### Training outcome:

Participants can complete tasks to help reach group goals.



**Time estimate in minutes:**  
20 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

### Description (for facilitator or instructor):

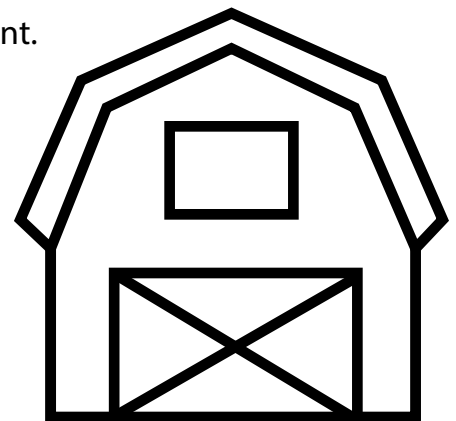
Participants will learn that finishing tasks contributes to the success of the group.

### Sample description (to use with participants):

In this session, we will learn that when we complete our tasks, this helps the group complete their goal.

### Materials:

- Each group will need a simple picture printed on paper – cut the picture into 4 equal quadrants.
  - A simple flower, or a stick figure, or a barn.
- 8½" by 11" blank paper, one sheet for each participant.
- Coloured pencils or pencil crayons, pencils.



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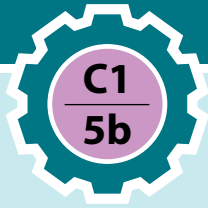
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### Instructions (for facilitator or instructor):

- Introduce the idea that finishing individual tasks contributes to group success. Explain that a goal is not complete until every part of the goal is finished. If one person does not do their part of a task, the task will not be complete.
- Explain the activity: each group will receive a picture that has been cut into four equal pieces. Each group member will have one quarter of the picture, and one blank paper. The goal is to draw a copy of the quarter piece of the printed picture onto the blank paper.
- Divide participants into groups of four.
  - Each group receives one printed picture (cut into four pieces), and one piece of blank paper for each group member.
  - Each group member picks one of the picture pieces and draws a copy of the picture piece on to their blank paper.
  - Once members have finished the tasks, the group will line up the drawn copies together to check how well it resembles the original picture.
- Once the activity is complete, have participants share how well the drawn pictures lined up. Ask “What could be done to make the picture line up better?”

### Adaptations:

- Give each group the printed picture before it is cut, this will allow groups to decide how to cut the picture before the activity starts.
- Use graph paper instead of blank paper, and encourage participants to discuss how to collaborate to line up the drawings.
- If the groups are a different number, like a group of three. Modify the activity to match the number of participant in each group.



**Activity:** Collaboration

**Level 1**

**Benchmark 5b**

## **Share Updates:**

I share when I am done a task or if I need help.



### **Training outcome:**

Participants can share updates if your task is completed or if you need help.



**Time estimate in minutes:**  
30 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will practice sharing updates with group members.

### **Sample description (to use with participants):**

In this session, we will practice sharing updates when we are done or need help with the task we are assigned too.

### **Materials:**

- 30 to 50 piece Jigsaw puzzles (one per group)

### **Instructions (for facilitator or instructor):**

- Introduce the topic of sharing updates with group members. Explain that when working with others, it is helpful to give small updates. This prevents a task being done twice or someone waiting for you. Asking for help when you need it is important, because it keeps things running smoothly and creates a trusting environment.

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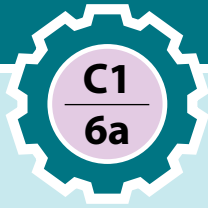


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- Divide participants into groups. Explain that each group will be solving a jigsaw puzzle. Each member of the group will be assigned a task for the puzzle. Each task will have specific updates they need to give to the group.
  - Assign tasks:
    - Piece Finder:
      - Your job is to find certain puzzle pieces. For example: group edges or colour.
      - When you find one, tell the person putting the puzzle together.
      - If you cannot find a piece, ask for help.
    - Assembler:
      - Your job is to put the puzzle pieces together.
      - Listen when someone finds a piece and use suggestions of where it belongs.
      - If you need help putting a piece in place, ask for help.
    - Helper:
      - Your job is to help everyone else.
      - Listen to updates and offer to help.
      - Work together with the group to finish the puzzle.
  - Once the activity is complete, have participants share the updates that happened during the puzzle building process and if the updates helped with completion of the puzzle.

### **Adaptations:**

- Group size: if there are more than three people in the training, have more than one participant assigned to a task.



## Reflect on Work:

I think about the work we finished and what we can do better next time.



### Training outcome:

Participants can reflect on the group's work and what went well.



**Time estimate in minutes:**  
20 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

**Note:** This activity can be a standalone session, or it can be extended with the next activity on page 154.

### Description (for facilitator or instructor):

Participants will practice reflecting on work done as a group, and suggest changes that will benefit next time.

### Sample description (to use with participants):

In this session, we will practice reflecting on the work we did together to complete a goal, and discuss what we can change to make it better next time.

### Materials:

- Each group will need:
  - Blank letter sized paper - 8 pieces per group.
  - Tape
  - Scissors

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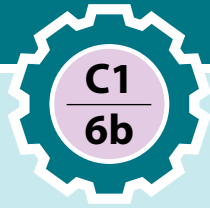
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**Instructions (for facilitator or instructor):**

- Introduce the process of reflecting on the work the group completed.
- Divide participants into groups. Explain the activity: build the tallest tower using only the materials given.
  - Each group will only get 8 pieces of paper to build their tallest tower.
  - Each group can change the paper in any way to build the tower. For example: cut, roll, or fold.
- After the activity, have the groups reflect on what went well and what could be improved.

**Adaptations:**

- Alter the amount of material for each group: for example, give more or less paper.
- Adjust the amount of time given for the activity: for example, increase or decrease the time.



**Activity:** Collaboration

**Level 1**

**Benchmark 6b**

## **Make Suggestions:**

I give ideas about how to improve the group's work next time.



### **Training outcome:**

Participants can make suggestions to improve the group's work.



**Time estimate in minutes:**  
25 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

**Note:** This activity can be a standalone session, or extending from the previous activity on page 152.

### **Description (for facilitator or instructor):**

Participants will practice giving ideas on how to improve group work next time.

### **Sample description (to use with participants):**

In this session, we will practice coming up with ideas that improve group work for next time.

### **Materials:**

- Blank letter sized paper - 8 pieces per group.
- Tape
- Scissors

Continued on next page





Continued from previous page

**Instructions (for facilitator or instructor):**

- Introduce the topic of giving suggestions on how to improve group work.
- Divide participants into groups. Explain the activity: build the tallest tower using only the materials given.
  - Each group will only get eight pieces of paper. Change the paper in any way to build the tower. For example, cut, roll, or fold.
- A suggested time limit of 15 minutes for the activity.
- After the activity, have the groups reflect on how the group worked together. Example reflection questions: “Was there a leader?”, “Did someone take over?”, “Were everyone’s ideas heard?”, “Did anyone ask questions throughout the activity?”, “Did everyone have a role?”, “Did everyone feel included?”
  - After the group reflects, the next step is to come up with three ideas on what the group would change for next time.
- Redo the activity with the participants using the list of three new ideas.
- After the activity is complete, have the groups share if the list of three ideas helped.

**Adaptations:**

- Give more or less paper and time if needed.
- Try the activity as a whole group instead of a few smaller groups. Identify if collaboration within the group changes.

## Level 2: Developing Collaboration

The six collaboration skill components as outlined in the Skills for Success framework (page 105) form the basis for the content in this section, including a benchmark at skill level 2 for each component, and associated training outcomes for each benchmark. The benchmarks are designed so participants and facilitators can gauge progress and understanding within the collaboration skill at level 2.

By starting with a participant-led self-assessment as a pre-assessment, a participant and facilitator each recognize the existing knowledge and experience of the participant. Related activities create opportunities for participants to investigate and practice using the skill. A post-assessment utilizing the same metrics as the pre-assessment provides a means for participants, facilitators and instructors, and programs to recognize the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 156, below)
- Collaboration skill map (page 160)
- Self-assessment (beginning page 163; designed for both pre- and post-assessment)
- Activities (beginning page 176)
  - Activities include scenarios and case studies, reflective and self-assessment prompts, guided discussion, and more.

### Benchmarks and Training Outcomes

For a description of what **benchmarks** and **training outcomes** are and how we are using them in this resource, go to pages 107 and 108.

**Benchmark 1:** Follow the rules consistently and support the group or role.

**Benchmark 2:** Understand and respect diverse perspectives and contributions.

**Benchmark 3:** Discuss issues respectfully to resolve interpersonal conflicts together.

**Benchmark 4:** Be patient working with others when they are learning something already familiar to you.

**Benchmark 5:** Ask for ideas to support others to reach group goals.

**Benchmark 6:** Use feedback to make positive changes to the group's work.

Go to the next page for training outcomes with each of the benchmarks.

## Collaboration Level 2 Benchmarks and Training Outcomes

**Benchmark 1:** Follow the rules consistently and support the group or role.

**Training Outcome 1:**

Consistently follow the rules of the group or role and actively support how it works together.

**Benchmark 2:** Understand and respect diverse perspectives and contributions.

**Training Outcome 2:**

Show respect for the views and opinions of others and value diverse contributions toward group goals.

**Benchmark 3:** Discuss issues respectfully to resolve interpersonal conflicts together.

**Training Outcome 3:**

Have respectful discussions to address conflicts in the group and work together to resolve issues.

**Benchmark 4:** Be patient working with others when they are learning something already familiar to you.

**Training Outcome 4:**

Understand that someone might learn differently and share knowledge and strengths to help others learn.

**Benchmark 5:** Ask for ideas to support others to reach group goals.

**Training Outcome 5:**

Ask for ideas to help others reach group goals and use information to support their tasks.

**Benchmark 6:** Use feedback to make positive changes to the group's work.

**Training Outcome 6:**

Reflect on feedback and make suggestions that improve how the group works together.

## Collaboration Level 2 Training Outcomes as a List of Statements

As a facilitator or instructor, you can use this list to gauge the level and progress of your participants. Each statement in the list below is one half of a training outcome above. If a participant has demonstrated all or most of these capabilities, they can progress to the action plan in the next section. If the participant's goals require more development in these areas, then exploring more of the associated activities can help advance these skill points (the skill map is on the next page, and the activities are listed further in this section).

By completing the activities outlined in this section, participants will be able to do the following:

### Participants can...

Benchmark 1	<p><b>1a.</b> Consistently follow the rules of the group or role.</p> <hr/> <p><b>1b.</b> Actively support the group and how it works together.</p>
Benchmark 2	<p><b>2a.</b> Show respect for the views and opinions of others.</p> <hr/> <p><b>2b.</b> Include others and value diverse contributions toward group goals.</p>
Benchmark 3	<p><b>3a.</b> Have respectful discussions to address interpersonal conflicts.</p> <hr/> <p><b>3b.</b> Work together with people to resolve issues between each other.</p>
Benchmark 4	<p><b>4a.</b> Understand that others might learn differently than you do.</p> <hr/> <p><b>4b.</b> Share their knowledge and strengths to help others learn.</p>
Benchmark 5	<p><b>5a.</b> Ask for ideas so you can help others reach group goals.</p> <hr/> <p><b>5b.</b> Use information to help others in their tasks to reach group goals.</p>
Benchmark 6	<p><b>6a.</b> Reflect on feedback to understand what might improve the work of the group.</p> <hr/> <p><b>6b.</b> Make suggestions that improve how the group works together.</p>

## Collaboration Skill Map

Participants, facilitators or instructors, and program coordinators can use the skill map to identify which skill points participants will advance within this level. The skill map shows how all parts of this chapter fit together to support each learning journey.

Here is what each skill map includes:

- Activity number for advancing each skill point
- Self-assessment statements
- Individual training outcome statements (as “Participants can...” statements)
- Benchmarks

Here are some examples of how you can use the skill map:

- As participants, you can use this map to choose which areas of this skill chapter you want to focus on next to reach your goals, including which activity could support your progress.
- As facilitators or instructors, you can use this map to adapt your program sessions to meet these benchmarks, ensuring that they cover all necessary topics effectively.
- At the program level, anyone can use the map to track progress more accurately, individually and as a program, and identify areas that may need support or adjusted strategies.

The skill map is for everyone. You can find it on the next page.



## Level 2 Collaboration Skill Map – C2

Activity C2-#	Self-Assessment (for participants) (p. 163) When you read each statement, think: "I can... follow the rules every time" (for example)	Participants can... (for facilitators/instructors) (p. 158) Each statement connects to training outcomes for each benchmark	Benchmark (p. 156) Each benchmark connects at level 2
1a	<b>Follow Rules Every Time:</b> I always follow the group's rules.	Consistently follow the rules of the group or role.	<b>Benchmark 1:</b> Follow the rules consistently and support the group or role.
1b	<b>Support the Group:</b> I support the group and how it works together.	Actively support the group and how it works together.	
2a	<b>Respect Opinions:</b> I respect other people's views and opinions.	Show respect for the views and opinions of others.	<b>Benchmark 2:</b> Understand and respect diverse perspectives and contributions.
2b	<b>Include Everyone:</b> I include everyone and value what they add to the group.	Include others and value diverse contributions toward group goals.	
3a	<b>Address Issues Together:</b> I talk respectfully to address interpersonal conflicts together.	Have respectful discussions to address interpersonal conflicts.	<b>Benchmark 3:</b> Discuss issues respectfully to resolve interpersonal conflicts together.
3b	<b>Fix Problems with Others:</b> I work with others to fix problems between us.	Work together with people to resolve issues between each other.	
4a	<b>Understand Differences:</b> I know that people can learn differently than I do.	Understand that others might learn differently than you do.	<b>Benchmark 4:</b> Be patient working with others when they are learning something already familiar to you.
4b	<b>Share Knowledge:</b> I share what I know to help others learn.	Share their knowledge and strengths to help others learn.	
5a	<b>Ask for Ideas:</b> I ask for ideas about how I can support the group's goals.	Ask for ideas so you can help others reach group goals.	<b>Benchmark 5:</b> Ask for ideas to support others to reach group goals.
5b	<b>Help with Tasks:</b> I use information to help others with their tasks.	Use information to help others in their tasks to reach group goals.	
6a	<b>Think about Feedback:</b> I think about feedback for how to improve our work.	Reflect on feedback to understand what might improve the work of the group.	<b>Benchmark 6:</b> Use feedback to make positive changes to the group's work.
6b	<b>Suggest Improvements:</b> I suggest ways to help the group work better.	Make suggestions that improve how the group works together.	

# Why Collaboration Skills Are Important

## Facilitator of Instructor Instructions

This activity provides 10 examples of why collaboration is important at work, at home, and in the community. Participants can work through these examples, alone or as a group, to **reflect on and identify their strengths and experience related to this skill**. Each statement aligns with training outcomes and benchmarks for the collaboration skill at level 2 (starting on page 156 of benchmarks; go to page 160 for the collaboration skill map). As a first step for new participants, it can be helpful to discuss the statements together as a group or one-to-one (if applicable). This will be especially important to consider if you do not know the reading or writing comfort of the participants.

The work you do to prepare the participants for this activity will guide them through the process and provide them with transferable experience in reflective practice, including self-assessment. Focus on a few examples at a time, instead of all at once. When you take time to model how the skill is applied, and why it is important or helpful, you can also **guide participants through conversation or self-reflection**. Depending on your group or individual participants, you might start with a few examples and then let the participant(s) work on their own.

Discussing why this skill is important can help participants and you, as facilitators or instructors, determine what aspects of this skill are part of a goal for each participant. Once a goal has been outlined, it is easier to identify which skill points will help reach that goal.

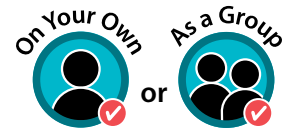
To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. For any self-assessment statements that a participant identifies as ones to advance for reaching their goal, participants can add the outcomes of this writing or discussion to the self-assessment pages for those skill points.

You might find that a participant feels like they already are proficient in a skill, or do not need to work on the skill points in the pre-assessment. As facilitators and instructors, you can help by focusing on the goal of the participant: **outline how advancing these skill points supports the participant in reaching their end goal**. Use real-life examples about how these skill points apply to achieving that goal (or a step towards it). Showing the connection between these skill points and the goals of participants is key for explaining why these parts of a skill are important to advance.

### In summary:

- Show or print the next page for participants, along with the skill maps for both levels of this skill.
- Guide participants' writing or discussion through these examples, sharing more examples.
- Reference the self-assessment statements in the skill maps to identify skill points to advance toward participant goals.

# Why Collaboration Skills Are Important



Collaboration skills are part of the nine Skills for Success. These skills focus on our ability to work with and support others to complete goals. People with strong collaboration abilities can respect people's ideas even if they are different from their own, handle difficult issues with a group, and reflect on the group's performance during a task.

Here are 10 examples that show how collaboration is important in everyday life. Do you do any of these? How else do you work with and support others?

## At Work:

### 1. Help when needed:

You are responsible for collecting carts at a grocery store. You notice the lines at the check out are busy, so you help your coworkers by helping bag groceries.

### 2. Handle Shift Changes:

At work, you organize with your coworkers to cover shifts when someone is sick or has an emergency.

### 3. Finish your Task Efficiently:

You work with your team to restock shelves quickly and efficiently during inventory days.

### 4. Work with Many Languages:

You work in a paving crew. Everyone speaks a different language. You help explain the tasks, and check for understanding, so the work can get done.

### 5. Reflect on Teamwork:

You and your coworkers are making food for catering. After the job is completed, you and your team discuss how they could be made more efficiently next time.

## At Home:

### 6. Meal Prep:

You and your family members work together to prepare meals, with each person taking on different tasks like chopping vegetables, cooking, or setting the table.

### 7. Homework Help:

You help your children with their homework, giving support when they ask questions and work through problems.

### 8. Handle Conflicts:

When issues happen in the family, you sit down together to discuss things calmly, finding solutions that work for everyone's needs.

## In the Community:

### 9. Book Club Member:

You attend a community book club where members take turns selecting books and leading discussions. You learn about different perspectives while attending.

### 10. Neighborhood Watch:

You help with a neighborhood watch program where community members work together to keep the area safe by sharing information and looking out for each other.

# Sample Self-Assessment for a Single Skill Point

This sample page gives ideas for completing the self-assessments. Inside the circle, write the goal you are focusing on. Outside the circle, mark dates and achievements as you advance in this skill point.

Using this self-assessment sheet builds your portfolio of skill achievements. Remember, making time to take care of yourself and to celebrate your success is important - this is your journey!



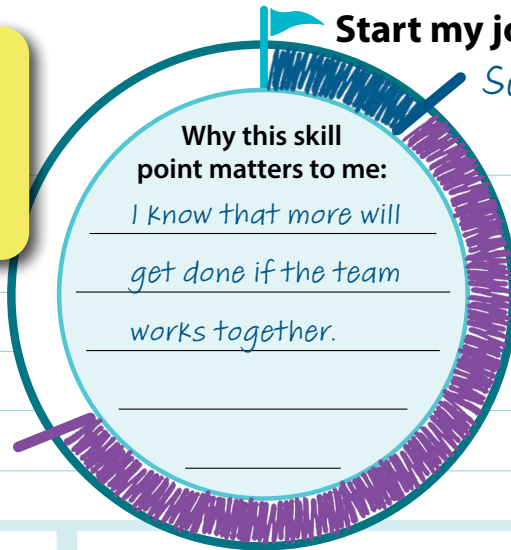
## Support the Group:

I support the group and how it works together.



This gear shows the skill, level, and number of each self-assessment.  
**C2** – Collaboration level 2  
**1b** – Self-assessment "b" for benchmark 1

## Start my journey



### Why this skill point matters to me:

*I know that more will get done if the team works together.*

Fill in the circle to show your progress; write important dates around the outside. Write examples in the "What have I done already in this skill?" section to build your skill portfolio.

### What will success look like in this skill point?

*I felt like a part of a team when the job was finished.*

### What have I done already in this skill?

Date:	Example:
<i>Sept 22</i>	<i>I learned the names of the other people in my group.</i>
<i>Oct 1</i>	<i>I finished my part of the task and helped my teammate with theirs.</i>

### Every journey takes time and energy. What will I do to take care of myself on my journey?

*Have a bath.*

### How will I celebrate when I achieve this skill point?

*I will try the new bath salts I got for my birthday.*



# Follow Rules Every Time:

I always follow the group's rules.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

---



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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

---



---

**How will I celebrate when I achieve this skill point?**

---



---



## Support the Group:

I support the group and how it works together.



Use this page to track your journey through this skill point - you got this!

### Start my journey

Why this skill point matters to me:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What will success look like in this skill point?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What have I done already in this skill?

Date:

Example:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Every journey takes time and energy. What will I do to take care of myself on my journey?

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\_\_\_\_\_

How will I celebrate when I achieve this skill point?

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# Respect Opinions:

I respect other people's views and opinions.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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## Include Everyone:

I include everyone and value what they add to the group.



Use this page to track your journey through this skill point - you got this!

### Start my journey

Why this skill point matters to me:

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What will success look like in this skill point?

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What have I done already in this skill?

Date:

Example:


Every journey takes time and energy. What will I do to take care of myself on my journey?

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How will I celebrate when I achieve this skill point?

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# Address Issues Together:

I talk respectfully to address interpersonal conflicts together.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Fix Problems with Others:

I work with others to fix problems between us.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Understand Differences:

I know that people can learn differently than I do.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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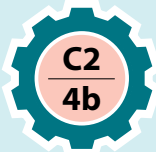
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**How will I celebrate when I achieve this skill point?**

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# Share Knowledge:

I share what I know to help others learn.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Ask for Ideas:

I ask for ideas about how I can support the group's goals.



Use this page to track your journey through this skill point - you got this!

## Start my journey

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Help with Tasks:

I use information to help others with their tasks.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Think about Feedback:

I think about feedback for how to improve our work.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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## Suggest Improvements:

I suggest ways to help the group work better.



Use this page to track your journey through this skill point - you got this!

 **Start my journey**

**Why this skill point matters to me:**

Large circular area with horizontal lines for writing.

**What will success look like in this skill point?**

Horizontal lines for writing.

**What have I done already in this skill?**

*Date:*

*Example:*

Table with two columns and five rows for writing.

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

Horizontal lines for writing.

**How will I celebrate when I achieve this skill point?**

Horizontal lines for writing.

## Level 2 Collaboration Activities – C2

### Activity Template

This section gives an overview of the activity format used in this resource. The headings in this template are used in each activity, where appropriate. Using this template will help facilitators and instructors effectively understand, prepare, and adapt activities to suit their program context and the goals of their participants.

The activity number reflects the skill, level, and number of each activity: **C2** – Collaboration level 2  
**3b** – Activity "b" for benchmark 3



**Activity: Collaboration**    **Level 2**    **Benchmark 3b**

#### Activity title:

This will have the name of the activity, based on the self-assessment statement that goes with it.



#### Training outcome:

This is the associated training outcome for this activity and self-assessment statement.

You can adapt any activity to fit your participants. This icon shows that we designed this activity for 2 or more people to work together.



#### Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

#### Description (for facilitator or instructor):

This section provides facilitators or instructors with an overview of the activity, including its purpose, goals, and any necessary background information.

To help you plan your sessions, we included a time estimate of how long we think it might take to finish the activity (this does not include preparation time).

It might take participants more time or less time to complete, and this is expected. Time to complete is not a reflection of participant proficiency.

Continued on next page





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### **Sample description (to use with participants):**

This is a description in clear language that you, as a facilitator or instructor, can use to describe the activity and its objectives for participants.

### **Instructions (for facilitator or instructor):**

- This section outlines the steps that the facilitator or instructor can follow to guide the activity successfully.
- This section may include how to introduce the activity, manage time, or provide additional support to participants.

### **Sample:**

- This section can include sample materials, scenarios, or examples to show how the activity could go.

### **Adaptations:**

- In this section, facilitators or instructors will find suggestions for how to adapt the activity to different settings, participant contexts, or skill training objectives.
- This section might include variations on the activity, modifications for participants with diverse abilities, or alternative ways to achieve the activity's objectives.

### **Resources:**

- For some activities, this section provides some suggested supplementary resources to implement or extend on this activity.



## Follow Rules Every Time:

I always follow the group's rules.



### Training outcome:

Participants can consistently follow the rules of the group or role.



**Time estimate in minutes:**  
5 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will practice following the rules of a group or role.

### Sample description (to use with participants):

In this session, we will practice following the rules of a group or role.

### Instructions (for facilitator or instructor):

- Introduce the topic of following rules. Explain that whether you are new or familiar with a group or role, following the rules is important because it allows things to go smoothly.
- As a group, discuss the rules for the game Rock, Paper, Scissors.
  - The group needs to decide what the rules the group will use for the session.
    - When is a winner declared?
    - When do you show your choice?
    - How many times do you “pump” your fist?
    - Any others that the group wants to add should be decided on.

Continued on next page





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- Once the rules are decided, split the group into pairs to play the game.
- Once the activity is complete, have participants share if the rules were hard to follow. If anyone had different rules, how did they adjust?

**Adaptations:**

- This activity could be any game. For example, a card or board game.



**Activity:** Collaboration

**Level 2**

**Benchmark 1b**

## **Support the Group:**

I support the group and how it works together.



### **Training outcome:**

Participants can actively support the group and how it works together.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will learn how to actively support a group and understand how the group operates.

### **Sample description (to use with participants):**

In this session, we will learn how to support our group and understand how it operates.

### **Materials:**

- In advance, prepare scenarios from Sample section on cue cards or paper.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of supporting a group while understanding how the group operates.
- Have participants think about a time when the participant was the “new person” to a group.
  - The Sample section on the next page has the prompt questions.

Continued on next page





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- Next, have the participants think about a time when the participants were in a group and a new person joined.
  - The Sample section below has the prompt questions.
- After the activity, ask participants how these questions support the group or role.

### Sample:

- **Prompt 1:** Think about a time when you were the new person in a group.
  - **Questions:**
    - Can you describe the situation?
      - **Possible participant responses:** starting a new job, joining a family, starting a new sport, attending a cultural event.
    - How do you maintain the structure of the group?
      - **Possible discussion questions:** How do you fill in the needs of the group? How do you learn your role within the group? How do you follow the rules of the group?
- **Prompt 2:** Think about a time you were in a group and someone new joined.
  - **Questions:**
    - Can you describe the situation?
      - **Possible participant responses:** How do you get to know the new person? How do you describe the group?
    - How do you share the roles of the group?

### Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



## Respect Opinions:

I respect other people's views and opinions.



### Training outcome:

Participants can show respect for the views and opinions of others.



#### Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will practice how to respect views and opinions of others in a group.

### Sample description (to use with participants):

In this session, we will practice how to respect others' views and opinions in a group.

### Instructions (for facilitator or instructor):

- Introduce the topic of respecting others' views and opinions of a group. Explain that sometimes people are going to have a different opinion on topics than you. This does not mean that the different opinion is bad.
- Choose a topic to discuss where there might be a difference of opinion from the Sample section on the next page.
  - Divide the group into two sides, based on opinion (make groups as even as possible).
  - Give each group five minutes to prepare a defence, but for the opposite opinion.

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- Give each group three minutes to present the defence they prepared.
- Have each group say how well the opposing represent the opinion.
- After the activity, have a group discussion on the activity. Here are some suggested prompts: “Did you learn something new about opinions different than yours?” or “How was it to have someone else defend your opinion, even though they had a different opinion than you?”

### **Sample:**

- Topics ideas to discuss:
  - Pineapple on pizza: Yes or no?
  - Recycling takes more energy than it saves.
  - The best comic universe: DC or Marvel?

### **Adaptations:**

- If the group is small or not comfortable sharing opinions, divide into groups and have each small group come up with ideas that support each side of the opinion. Using similar questions to the prompts above, have a large group discussion.



**Activity:** Collaboration

**Level 2**

**Benchmark 2b**

### **Include Everyone:**

I include everyone and value what they add to the group.



### **Training outcome:**

Participants can include others and value diverse contributions toward group goals.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will practice how to include others in a group.

### **Sample description (to use with participants):**

In this session, we will practice how to include and value others in a group.

### **Materials:**

- In advance, prepare scenarios from Sample section on cue cards or paper.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of including and valuing others in the group. Explain that including other members helps reach group goals because it gives more ideas and support.

Continued on next page





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- Divide participants into groups and give each group a scenario and discussion question from the Sample section below.
  - Each group will answer each question.

### **Sample:**

- **Scenario 1:** A coworker has different ideas about how to complete a task.
  - **Questions:**
    - How do you approach the situation with respect?
- **Scenario 2:** A coworker always prefers to do tasks individually and not be a part of the team.
  - **Questions:**
    - How would you include them in the roles of the group?

### **Adaptations:**

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



**Activity:** Collaboration

**Level 2**

**Benchmark 3a**

## **Address Issues Together:**

I talk respectfully to address interpersonal conflicts together.



### **Training outcome:**

Participants can have respectful discussions to address interpersonal conflicts.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will practice how to respectfully address interpersonal conflict together.

### **Sample description (to use with participants):**

In this session, we will practice how to respectfully address interpersonal conflicts together. We say 'address' instead of 'solve' because there is not always a solution to conflict between people (interpersonal conflict), but there is always something we can do to make it better.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of addressing interpersonal conflicts respectfully.
- As a group, share the table "Helpful and Unhelpful Responses to Interpersonal Conflict in the Workplace" from the Sample section on the next page.
  - Discuss the responses as a group.
  - Invite participants to add examples of either helpful or unhelpful interpersonal conflict responses.

Continued on next page





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- Ask the group, “what are characteristics of helpful responses to interpersonal conflict?”
  - **Possible participant responses:** Take time to understand the other person; focus on the action, not on the person; give positive suggestions.

### Sample:

#### Helpful and Unhelpful Responses to Interpersonal Conflict in the Workplace

Helpful	Unhelpful
“I understand why you’re doing it like that; let’s try it your way.”	“I don’t care what you think; we are doing it my way.”
“I didn’t understand that; can you explain that in a different way?”	“Never mind. I can’t understand you.”
“What you said yesterday at work upset me. Could we discuss what happened yesterday?”	Avoiding the situation and not talking to the person.
“The joke you said hurt me, and this is why.”	“You’re not funny. I’m leaving.”
“Things did not go well yesterday, could we review why and what we could do together to improve this?”	“Things did not go well yesterday, but I don’t want to think about it. You stay in your area, and I’ll stay in mine!”

### Adaptations:

- Modify the examples to be more relevant to participants’ specific job roles, industries, or location.



**Activity:** Collaboration

**Level 2**

**Benchmark 3b**

## **Fix Problems with Others:**

I work with others to fix problems between us.



### **Training outcome:**

Participants can work together with people to resolve issues between each other.



#### **Time estimate in minutes:**

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will learn how to work with others to solve group conflicts.

### **Sample description (to use with participants):**

In this session, we will learn how to solve group conflicts together.

### **Materials:**

- In advance, prepare scenarios from Sample section on cue cards or paper.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of working with others to fix group problems. Explain that when working with others, sometimes it is difficult to work together – you might have different ways of working, or different ways of understanding a situation. To work well with other people, it is important to understand their perspectives, even if you don't agree with them. Sometimes there will be things you can change, and sometimes there will be things they can change. This is okay, as long as you can agree on a solution to fix the problem between you and them.

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- Next divide participants into groups and give each group a scenario from the Sample section below.
  - Each group will answer the questions together for the scenario.
- After the activity, invite participants to share the answers to the questions.

### Sample:

- **Scenario 1:** You and your coworkers are assigned to clean up after an event. One coworker feels they are doing more work than others and complains loudly. The rest of the team feels uncomfortable.
  - **Questions:**
    - If you were a part of this group, how would you respond to the coworker?
    - How can the group work together to resolve the issue?
- **Scenario 2:** You notice that one of your coworkers prefers to work alone and doesn't share updates with the team. This makes it hard for the rest of the team to stay informed and help reach group goals.
  - **Questions:**
    - If you were a part of this group, how would you respond to the coworker?
    - How can the group work together to resolve the issue?
- **Scenario 3:** Your team has limited access to a shared computer needed for work. Two coworkers argue over who should use it first, disrupting the workflow and causing tension in the group.
  - **Questions:**
    - If you were a part of this group, how would you respond to the situation?
    - How can the group work together to resolve the issue?

### Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



## Understand Differences:

I know that people can learn differently than I do.



### Training outcome:

Participants can understand that others might learn differently than you do.



**Time estimate in minutes:**  
20 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will understand that others might learn differently.

### Sample description (to use with participants):

In this session, we will understand that I know that people can learn differently than I do.

### Instructions (for facilitator or instructor):

- Introduce the topic of understanding people can learn differently than us. Explain that people learn in different ways. Some people might take more time to think things through, other people might need to ask questions, and some might need to practice or try things out.
- Pre-activity: Ask participants, "Think about a time you learned something new at work or at home. How did you learn it? Did you ask someone questions, try it out yourself, or think about it first?"
- As a group, discuss and answer the question about the scenarios from the Sample section on the next page.
- Once the questions are complete, ask the group, "How can understanding that everyone learns differently make working with other people more successful?"

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### Sample:

- **Scenarios:**

- **A New Machine at Work:** A new coworker is learning to use a new machine and needs time to figure it out. You know how it works and want to offer help but notices the coworker prefers to keep trying things on their own.
  - Question: Why is it important to understand that everyone learns differently?
    - **Possible Participant Responses:**

Some people like to figure things out on their own and that's okay. Everyone learns at their own pace, so it's important to be patient and let them learn how they feel comfortable.
- **Group Work on a Task:** Your team is given a task to organize tools. Some team members like to ask the group their ideas first, while other members prefer to start the task and figure it out along the way.
  - Question: How do these different ways of learning help the group get the task done?
    - **Possible Participant Responses:**

People who ask for ideas first can help avoid confusion later, while others who start can help get things going faster. Both work great if the group is okay and completes the task.

### Adaptations:

- Modify the scenarios to be more relevant to participants' specific job roles, industries, or location.



**Activity:** Collaboration

**Level 2**

**Benchmark 4b**

## Share Knowledge:

I share what I know to help others learn.



### Training outcome:

Participants can share their knowledge and strengths to help others learn.



**Time estimate in minutes:**  
20 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will practice sharing knowledge to help the group learn.

### Sample description (to use with participants):

In this session, we will practice helping others learn something we already know.

### Materials:

- Hat or container
- List of everyday tasks, cut into small strips so each task is on one strip.

### Instructions (for facilitator or instructor):

- Introduce the topic of sharing knowledge to help others.
- Pre-activity: As a group, list examples of information that someone else shared with you.
  - For example, a family recipe; how to respectfully gather medicinal plants.

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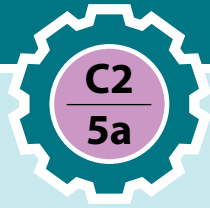
- Ask participants to pull an everyday task from a hat or container.
  - Each participant will explain to the group, in detail, how to complete the task chosen. For example, tying a shoe, making coffee, making a sandwich, taking out the trash, and putting on a bandage.
- Decide, as a group, who will go first. The participant who is explaining will tell the group every step needed in order to complete the task. The rest of the group will listen and make sure no step is missing.
  - This will repeat until each participant has gone.
- After the activity, have participants share what was challenging while explaining a common task.

### Sample:

- Sample explanation on how to tie shoes
  - First, make sure your shoe is on a flat surface or on your foot, with the laces untangled and even. Cross the left lace over the right to make an 'X'. Then pull the left lace under the right lace and tighten. Next, make a loop with the right lace by folding it towards yourself and hold it. Take the left lace and wrap it around the loop, then push it through the small hole you made, forming a second loop. Finally, pull both loops tight to secure the knot, and adjust if needed.

### Adaptations:

- Participant could discuss other methods of completing these tasks after the activity is complete.
- Participants think of familiar tasks to explain to the group.
- Bring materials for the group to actively follow along during the explanation.
  - For example: cardboard with string for tying shoes or bandages.



### Ask for Ideas:

I ask for ideas about how I can support the group's goals.



### Training outcome:

Participants can ask for ideas so you can help others reach group goals.



**Time estimate in minutes:**  
25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

**Note:** This activity can be a standalone or can be extended on the next activity on page 196.

### Description (for facilitator or instructor):

Participants will practice asking the group for ideas in order to support group goals.

### Sample description (to use with participants):

In this session, we will practice asking the group for ideas in order to complete group goals.

### Materials:

- 30-50 piece Jigsaw puzzle for each group.
- Playing cards
- Multiple pieces of letter size paper.
  - Tape
  - Scissors

Continued on next page





Continued from previous page

### Instructions (for facilitator or instructor):

- Introduce the topic of asking for ideas to help complete common goals. Explain that sometimes you might join a group task after it started and feel like you missed a step. To help you in this situation, ask for ideas on what you can focus on. This shows your group you are working to reach group goals.
- Divide participants into groups of three. Explain that each group will have a task to complete from the Sample section below.
  - One participant from each group will leave the room, so the task will be unknown. Note: It is important to make sure the task is unknown to the participant leaving.
  - The rest of the group will stay and start the task.
    - The group will outline what each member's role is for the task.
  - Halfway through, about three minutes, the participant who left will return.
    - The participant will ask questions. For example: "What are we trying to do here?" or "What is the goal of this task?" or "What does the group need right now to help complete the task?" or "What can I do to help?"
  - After the activity is complete, have participants share what was challenging.

### Sample:

- Tasks:
  - Jigsaw puzzle.
  - Build the tallest house out of playing cards.
  - Build the longest tube out of pieces of paper. The tube should still be able to hold its shape when held up horizontally.

### Adaptations:

- Send out everyone but one participant from the group. The participant who remained in the room will start the task. The participants who left will return one by one at different times. For example: A participant will return every one to two minutes. When a new participant returns to the group, they must ask questions to know where help is needed.



**Activity:** Collaboration

**Level 2**

**Benchmark 5b**

## Help with Tasks:

I use information to help others with their tasks.



### Training outcome:

Participants can use information to help others in their tasks to reach group goals.



#### Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

**Note:** This activity can be a standalone or an extension on the previous activity on page 194.

### Description (for facilitator or instructor):

Participants will practice using information to help the group complete tasks.

### Sample description (to use with participants):

In this session, we will practice using information to help others complete tasks.

### Materials:

- 30-50 piece Jigsaw puzzle for each group.
- Playing cards
- Multiple pieces of letter size paper.
  - Tape
  - Scissors

Continued on next page





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### Instructions (for facilitator or instructor):

- Introduce the topic of using information to help support others with tasks.
- Divide participant into groups, and explain that each group will work on a task from the Sample section below.
  - One participant from each group will leave the room, so the task will be unknown. Note: It is important to make sure the task is unknown to the participant leaving.
  - The rest of the group will start the task.
  - Halfway through the participant who left will return.
    - The participant will ask questions. For example: “What are we trying to do here?” or “What is the goal of this task?” or “What does the group need right now to help complete the task?” or “What can I do to help?”
  - Once the participant has asked the question about what the group needs, the participant will help based on the information gathered.
    - For example: someone might say “I am collecting the edges.” the participant could respond with “I can help you with that.”
- After the activity is complete, have participants share what was challenging.

### Sample:

- Tasks:
  - Jigsaw puzzle.
  - Build the tallest house out of playing cards.
  - Build the longest tube out of pieces of paper. The tube should still be able to hold its shape when held up horizontally.

### Adaptations:

- Send out everyone but one participant from the group. The participant who remained in the room will start the task. The participants who left will return one by one at different times. For example: A participant will return every one to two minutes. When a new participant returns to the group, they must ask questions to know where help is needed.



**Activity:** Collaboration

**Level 2**

**Benchmark 6a**

## Think about Feedback:

I think about feedback for how to improve our work.



### Training outcome:

Participants can reflect on feedback to understand what might improve the work of the group.



#### Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participant will practice reflecting when given feedback.

### Sample description (to use with participants):

In this session, we will practice getting feedback and reflecting on it.

### Materials:

- In advance, prepare scenarios from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Introduce the topic of reflecting on feedback. Feedback is information about how something is being done. This can be helpful to improve or change how something is being done.
- Divide participants into groups and give each group a scenario from the Sample section on the next page.
  - Each group will answer the questions together for the scenario.

Continued on next page





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- After the activity, have participants share the answers of the group.

### Sample:

- **Scenario 1:** You work in a warehouse where the supervisor tells your group that while inventory counts are correct, the loading and unloading processes could be made faster. The supervisor wants your group to find ways to speed things up.
  - **Questions:**
    - What does the group need to reflect about based on what the supervisor said?
    - How will this reflection lead to group success?
- **Scenario 2:** You work on a construction site where your crew is responsible for cleaning up after work is done. The supervisor wants the crew to talk about how they can work together to clean up faster and keep the site safe.
  - **Questions:**
    - What does your crew need to reflect about based on what the supervisor said?
    - How will this reflection lead to group success?
- **Scenario 3:** You and your housemates want to repaint a room. Each person has taken on a different role. For example, prepping the walls, applying primer, and painting. You start painting a wall and your roommate says: "Hey, I noticed there are streaks in the paint. To get a smoother finish, try using longer, even strokes with the roller and apply a bit more pressure."
  - **Questions:**
    - How would receiving feedback on your painting technique impact your method for the task?
    - How does getting feedback throughout a task help complete the group goal?

### Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



## **Suggest Improvements:**

I suggest ways to help the group work better.



### **Training outcome:**

Participants can make suggestions that improve how the group works together.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will practice giving suggestions to improve group work.

### **Sample description (to use with participants):**

In this session, we will practice thinking of ideas that would help the group improve.

### **Materials:**

- In advance, prepare scenarios from Sample section on cue cards or paper.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of making suggestions to improve a group's work. Explain that ideas can help change the way something is done. Sometimes these ideas are used and sometimes they are not, and that is okay. Having an idea is the first step when helping a group.

Continued on next page





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- Divide participants into groups and give each group a scenario from the Sample section below.
  - Each group will answer the questions together for the scenario.
- After the activity, have participants share the answers of the group and note any differences among the group.

### Sample:

- **Scenario 1:** Your team is organizing a warehouse. There is confusion about where items should be placed, and some items are being misplaced. The team needs a better system to make sure everything is in the right place.
  - **Questions:**
    - What ideas would help improve the group's work?
- **Scenario 2:** Your team is preparing food and serving customers in a busy restaurant. There are issues with timing and communication, leading to orders being delayed or incorrect.
  - **Questions:**
    - What ideas would help improve the crew's work?
- **Scenario 3:** Your family has a garden that everyone helps maintain. Some tasks are being overlooked, the garden is not growing well and there are weeds.
  - **Questions:**
    - What ideas would help the situation improve?

### Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.
- The questions being answered can be used for the scenarios in the previous activity: *Think about Feedback: I think about feedback for how to improve our work.* This helps build the connection when reflecting and making suggestions on feedback.

# Levels 3 and 4: Action Plan for Collaboration



## Levels 3 and 4

For **levels 3 and 4**, collaboration training is more advanced. Facilitators or instructors guide participants in applying collaboration skills in work-related contexts, projects with multiple stakeholders, and leading by example in approaching increasingly challenging interpersonal dynamics. At these levels, participants should also learn to set and adjust their goals based on their evolving skill sets, available resources, workplace situations, and lifelong opportunities.

The Government of Canada's Skills for Success framework outlines an advanced level of this skill: "You can work in large teams of diverse people to achieve complex goals that might involve unpredictable situations. You can take on responsibility for:

- integrating work
- coaching and motivating others
- managing conflicts, and
- evaluating and improving teamwork

There are many pathways through the Skills for Success. Each of us follows our own path - our own learning journey - including beyond the levels 1 and 2 in this resource. Congratulations on your work through these levels!

**For next steps, consider using the action plan available on pages 308 and 309.**

## References

Government of Canada. (2024, June 27). *Skill components and proficiency levels: ability*. Retrieved January 31, 2025, from Skills for Success: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#collaboration>

Government of Canada. (2024, July 18). *Skills for Success*. Retrieved January 31, 2025, from Government of Canada: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>

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# Problem Solving

This resource is for program facilitators and instructors, working with adult participants. There are parts of this resource that are directly for your participants; these will be identified with an icon (circle icon with an image of either one person or two people), so you can use them for participants in your program.



## What are the Skills for Success?

The [Skills for Success from the Government of Canada](#) provide people in Canada with “everyday skills needed for work, learning, and life” to “help you succeed in today’s and tomorrow’s workplace.”<sup>1</sup> Everyone, at any level, can improve their Skills for Success. This resource gives ideas and sample activities to help enhance the “Problem Solving” Skill for Success for adult participants, emphasizing employability through work-relevant activities.

## What Is Problem Solving?

**Problem Solving:** Your ability to identify, analyze, propose solutions, and make decisions. Problem solving helps you to address issues, monitor success, and learn from the experience. For example, we use this skill to make hiring decisions, select courses of action and troubleshoot technical failures.

### Why this skill is important:

Every day you use information to make decisions, solve problems, and take actions. This can include thinking about different ways to complete a task and choosing the best solution, or deciding what to do first when several activities are competing for your attention. The ability to think, make decisions, and solve problems effectively improves the way you carry out activities, and meet goals and deadlines at work or in other daily life situations. Strong problem-solving skills will help you gather the right information, identify, and solve problems, and make better decisions. As you learn from these experiences, you will strengthen your problem-solving skills and more quickly and effectively adapt to change.

- [Find tools to improve your problem solving skills.](#)

[This section is from the Government of Canada’s “Learn about the Skills” webpage.](#)



This resource is based on the Skills for Success model, released in 2021, from the Government of Canada. It replaces the previous Essential Skills model. Scan the code to visit the Government of Saskatchewan website and access free resources.



Funded in part by the  
Government of Canada’s  
Skills for Success Program



<sup>1</sup> (Government of Canada, 2024) [www.canada.ca/en/services/jobs/training/initiatives/skills-success](http://www.canada.ca/en/services/jobs/training/initiatives/skills-success)



# Problem Solving Components from the Government of Canada

Expanding on the definitions provided above, the Government of Canada outlines these components for Problem Solving<sup>2</sup>:

Benchmark 1	<p><b>1. Identify the issue to address</b></p> <ul style="list-style-type: none"><li>• Identify the nature of the issue, for example:<ul style="list-style-type: none"><li>• is it familiar or new</li><li>• is it simple or complex</li></ul></li><li>• Identify if you need to make a decision</li><li>• Identify the goals and objectives you need to achieve</li></ul>
Benchmark 2	<p><b>2. Gather information to help you address the issue</b></p> <ul style="list-style-type: none"><li>• Conduct research and collect relevant information. For example:<ul style="list-style-type: none"><li>• identify existing procedures to address similar issues in the past</li></ul></li><li>• Recognize and manage biases, pre-conceptions, and habits</li><li>• Differentiate fact from opinion</li><li>• Seek help from others if needed</li></ul>
Benchmark 3	<p><b>3. Analyze the issue</b></p> <ul style="list-style-type: none"><li>• Think critically about the issue using the information gathered</li><li>• Break down the issue into smaller parts</li><li>• Seek patterns, make connections across information</li><li>• Identify possible cause-and-effect linkages</li></ul>
Benchmark 4	<p><b>4. Develop multiple routes of action</b></p> <ul style="list-style-type: none"><li>• Create multiple options for action. For example:<ul style="list-style-type: none"><li>• based on information you have gathered</li><li>• end goals</li><li>• what has been successful in the past</li></ul></li><li>• Consider the short- and long-term implications of different options</li></ul>
Benchmark 5	<p><b>5. Address the issue</b></p> <ul style="list-style-type: none"><li>• Use thinking strategies to choose the best course of action, for example:<ul style="list-style-type: none"><li>• logical thinking</li><li>• if-then thinking</li></ul></li><li>• Apply the best course of action to make a decision or solve a problem</li><li>• Monitor and adjust the decision-making or problem-solving process to achieve the best results</li></ul>
Benchmark 6	<p><b>6. Evaluate the effectiveness of the solution or decision</b></p> <ul style="list-style-type: none"><li>• Reflect on the success of the process and the end result</li><li>• Provide opportunities for feedback from others</li><li>• Identify best practices and lessons learned from the experience</li></ul>

<sup>2</sup> The components on this page are from the "Skill components and proficiency levels" webpage from the Government of Canada (2025) <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#problem-solving> and all of this is also embedded in the "Research Report to Support the Launch of Skills for Success: Structure, Evidence, and Recommendations: Final Report" from SRDC. <https://srdc.org/project/research-report-to-support-the-launch-of-skills-for-success-structure-evidence-and-recommendations-final-report>

## Development for Multiple Skill Levels

In adult training and education, development for multiple skill levels acknowledges the diverse backgrounds, experiences, and strengths of adult participants. These skill levels refer to each of the Skills for Success, with level 1 as the exploration of this skill, advancing to level 2 and above, depending on each adult participant's goals. Different from the K-12 system, where learners typically progress through a structured curriculum, adult education encompasses a wide range of learners, with unique starting points, goals, and challenges.

As adults, we are always learning - as facilitators, instructors, and participants. When we are learning as adults, we generally want more control over our learning, guided by self-assessment and through peer-level relationships, including with facilitators and instructors. Adults have diverse knowledge and experience to draw upon for learning: this is an important asset for both the participants and the facilitators. Adult learning is usually self-motivated and voluntary, driven by practical goals for using the skills we want to acquire: this leads to focusing on 'why' learning something is important or useful, instead of on only the 'how'. Different than for most children and youth, being a 'learner' is a secondary role for us adults, and we must fit this role and its work into the existing demands of our lives. As adults, our learning patterns also change as we age. The speed of learning may decrease as we get older, but our depth of learning tends to increase: we may learn less rapidly, but what we learn is at a deeper and more integrative level.<sup>3</sup>

This section recognizes that adults enter a program with varying skill levels and diverse life experiences. As instructors or facilitators, your role is to meet adult participants where they are and provide tailored learning experiences that empower their progress.

When facilitators and programs are flexible, adaptable, and responsive to the specific needs and strengths of adult participants at different levels, adult training and education are most effective. Whether a participant is at level 1, 2, 3, or 4, in any skill, this section (which includes the suggestions for working with multiple skill levels on the next page and the examples that follow it) provides guidance on how to frame instruction, differentiate content, and create a supportive learning environment.

It is always important to remember that any adult participant at a certain level in one skill may be at a different level in another skill. A skill level is also different from academic attainment: someone can be at a level 1 in problem solving skills and be a college graduate, while someone else might have not finished high school and is beyond a level 2 in problem solving skills.

Facilitators and instructors are encouraged to recognize the richness of the adult education landscape, where participants bring their life experiences, unique challenges and strengths, and personal goals into the program. By understanding and appreciating this diversity, facilitators and instructors can create a learning environment that fosters inclusivity, respect, and growth for all participants. Drawing on this richness, training and education programs can be enhanced by incorporating real-life examples and potential, workable solutions while also building toward skill advancement.

<sup>3</sup> Paragraph adapted from "Characteristics of Adult Learners" section from "Intake and Assessment: Learner Centred Intake and Assessment for Literacy Programs in Saskatchewan," 2016, Saskatchewan Literacy Network.

## Suggestions for working with multiple skill levels

- Incorporate varying degrees of complexity and expanded uses in problem solving activities.
- Provide adaptable content to suit the different learning paces of each level.
- Ensure group work or collaborative activities are inclusive and adjustable for all levels.

### For facilitators or instructors:

#### ■ Level 1

**At level 1**, you may have participants who are just beginning to understand how to identify, gather information, and analyze an issue. The goal is to create a supportive environment where they can focus on identifying new or old issues and trying solutions out to observe outcomes. As a facilitator or instructor, you can provide guidance and encouragement, outlining with participants how their existing experience and previous knowledge demonstrate their skill strengths, next steps for advancement, and what this means for their goals. This is the focus of the section Level 1: Exploring Problem Solving.

#### ■ Level 2

**At level 2**, participants continue building problem solving by finding the root of the issue and adjusting their approaches when needed. As a facilitator or instructor, you can introduce more complex (workplace) scenarios and challenges that require participants to expand their abilities. At this level, we are working alongside participants while they advance their problem solving skills through the activities and reflective practices highlighted in this resource. This is the focus of the section Level 2: Developing Problem Solving.

#### ■ Levels 3 and 4

Levels 1 and 2 are the focus of this resource. For some additional context, **outlines for levels 3 and 4** are provided at the end of this document, in the section Levels 3 and 4: Action Plan for Problem Solving.



## Using this resource as a tool for working with participants at multiple skill levels

### Benchmarks and Training Outcomes

Having both benchmarks and training outcomes allows participants and facilitators or instructors to work together to align an individualized skill advancement plan, outline assessment, and recognize achievement. Benchmarks offer clear, manageable goals at each stage, allowing facilitators and instructors to track progress, provide timely support, and adjust program activities as needed. Also, participants can use these to build a plan, together with facilitators or instructors as 'guides' to skill advancement, that fits with the goals each participant has.

In this document, **benchmarks** are a type of checkpoint in skill development, directly associated with one of the components of problem solving in the Skills for Success framework. Put another way, Benchmarks are specific skills or knowledge points that participants aim to reach at different stages in skill development. There is a benchmark for achieving at level 1 (the exploring level) and at level 2 (the developing skill level) for each of the 6 components of problem solving in the Skills for Success framework (beginning on page 205).

Each **training outcome** describes the skills advancement areas that will lead to achieving each benchmark. Put another way, each training outcome outlines what participants should know, understand, or be able to do at this level to achieve the corresponding benchmark.

Each training outcome is also divided into two parts. These two parts are:

- an outcome statement written for the facilitators and instructors, phrased as “Participants can...”, and
- a self-assessment statement of the same content, phrased as though it is the participant speaking.

## **Self-Assessment as a Tool for Working with Multiple Skill Levels**

When working with multiple skill levels, having participants engage in self-directed learning is important and helpful. Self-assessments help each participant recognize their existing strengths and, at the same time, identify a personalized learning plan. This personalized learning plan outlines what skills a participant needs or wants to enhance to reach their goals. This resource is not a set ‘curriculum’ to follow as a group; instead, powerful learning and skill development is happening within the personalized learning plans of each participant. The next page outlines how and why self-assessment as pre-assessment is important, both in itself and for the problem solving skill specifically.

## **Skill Map**

To help visualize how the parts of this resource are interconnected, we have built a skill map for each level. These are addressed later and can be found on page 214 (level 1) and page 258 (level 2). Each skill map contains:

- **6 Benchmarks**
- **12 “Participants can...” statements**, 2 for each training outcome directly associated with each benchmark
- **12 Self-assessment statements** that directly correspond with the “Participants can...” statements
- **Activity numbers** for advancing each skill area

You can click or tap on this icon to go to the relevant map in this section.

## Self-Assessment as ‘Pre-Assessment’ for Facilitators or Instructors

This resource is designed so that participants lead their own learning, toward their individual goals. This approach allows facilitators or instructors to work alongside participants as guides in skill advancement.

Why start with a self-assessment as a ‘pre-assessment’ for participants? This is an accessible and inclusive way to recognize and value existing skills and knowledge, and to identify potential areas of skill development. Self-assessment serves as a foundational step in ensuring that skills training is focused, efficient, and aligned with individual goals and needs, leading to more effective and rewarding outcomes.

- 1. Awareness of Current Skill Level.** By building awareness and identifying current proficiency levels in a particular skill, participants can recognize where they are and outline what is needed to get where they need or want to be.
- 2. Personalized Learning Path.** Participants create tailored learning plans that address their specific goals while drawing on their strengths. This personalized approach allows for more efficient training plans.
- 3. Support Goal Setting.** Self-assessment provides the foundation for participants to set realistic, achievable goals based on their current skill levels, giving a clear target to work towards.
- 4. Self-Motivation, Responsibility, and Confidence.** Self-assessment encourages participants to take responsibility for and guide their training, based on what is important to them. This helps participants build confidence in their ability to enhance their skills.
- 5. Monitoring Progress.** Initial self-assessments provide a baseline for measuring progress. This allows for adjustments to be made to the training and learning plan as needed and helps demonstrate and celebrate improvement over time.
- 6. Efficient Use of Time and Resources.** By identifying specific areas for improvement, participants can allocate their time, effort, and resources effectively, while recognizing areas where they are already proficient.
- 7. Reflective Learning.** Self-assessment promotes reflection, an essential component of adult learning. Reflecting on one’s skills, learning process, and training progress deepens understanding and connection with the material and its relevancy to personal goals, and builds a practice of continuous learning and self-improvement.

### Why self-assessment matters for problem solving:

**For facilitators and instructors:** Self-assessment in problem solving is important because self-awareness and reflection enable each of us to recognize our strengths, weaknesses, and areas for improvement. By understanding our capabilities and limitations, we can better identify, analyze and approach an issue. Self-assessment also promotes understanding of our problem solving style and strengths, allowing us to explore additional strategies for ourselves and participants in our programming to address increasingly complex issues.

**For participants:** Self-assessment is important for problem solving because it helps you explore how you tackle challenges, spot where you’re doing great, and find those tricky bits where you might get stuck. It’s all about getting to know your problem solving style inside and out, so you can become even better at facing anything that comes your way. Plus, the more you learn about what works best for you, the more confident and ready you’ll feel to take on bigger adventures.

## Level 1: Exploring Problem Solving

The six problem solving skill components as outlined in the Skills for Success framework (page 205) form the basis for the content in this section, including a benchmark at skill level 1 for each component, and associated training outcomes for each benchmark. The benchmarks are designed so participants and facilitators can gauge progress and understanding within the problem solving skill at level 1.

By starting with a participant-led self-assessment as a pre-assessment, a participant and facilitator each recognize the existing knowledge and experience of the participant. Related activities create opportunities for participants to investigate and practice using the skill. A post-assessment utilizing the same metrics as the pre-assessment provides a means for participants, facilitators and instructors, and programs to recognize and celebrate the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 210, below)
- Problem solving map (page 214)
- Self-assessment (beginning page 217; designed for both pre- and post-assessment)
- Activities (beginning page 230)
  - Activities include scenarios and case studies, reflective and self-assessment prompts, guided discussion, and more.

### Benchmarks and Training Outcomes

For a description of what **benchmarks** and **training outcomes** are and how we are using them in this resource, go to page 207.

**Benchmark 1:** Describe if an issue is familiar or new, and if a decision needs to be made about it.

**Benchmark 2:** Ask questions to understand a problem better and to distinguish between facts and opinions.

**Benchmark 3:** Describe the problem and decide if it will take a short or long time and if it can be broken down into smaller parts.

**Benchmark 4:** Determine the desired outcome, and think of more than one way that could effectively address the issue.

**Benchmark 5:** Choose a possible solution, try it, and observe how the actions taken impact the issue.

**Benchmark 6:** Determine if the issue is resolved and describe the actions that addressed the issue.

Go to the next page for training outcomes with each of the benchmarks.

## Problem Solving Level 1 Benchmarks and Training Outcomes

**Benchmark 1:** Describe if an issue is familiar or new, and if a decision needs to be made about it.

**Training Outcome 1:**

Identify and categorize issues as familiar or new and understand if a decision is necessary to resolve an issue.

**Benchmark 2:** Ask questions to understand a problem better and to distinguish between facts and opinions.

**Training Outcome 2:**

Ask questions to clarify information and use this to determine what is a fact, opinion, or assumption.

**Benchmark 3:** Describe the problem and decide if it will take a short or long time and if it can be broken down into smaller parts.

**Training Outcome 3:**

Describe the issue, know if it will take a short or long time, and determine if it can be broken down into smaller parts to help resolve it.

**Benchmark 4:** Determine the desired outcome, and think of more than one way that could effectively address the issue.

**Training Outcome 4:**

Outline how an issue looks when it is resolved and think of possible solutions.

**Benchmark 5:** Choose a possible solution, try it, and observe how the actions taken impact the issue.

**Training Outcome 5:**

Choose a possible solution out of many, apply it, and observe how the actions of that solution impact the issue.

**Benchmark 6:** Determine if the issue is resolved and describe the actions that addressed the issue.

**Training Outcome 6:**

Use information to determine if a solution worked and outline actions that helped or did not help resolve the issue.

## Problem Solving Level 1 Training Outcomes as a List of Statements

As a facilitator or instructor, you can use this list to gauge the level and progress of your participants. Each statement in the list below is one half of a training outcome above. If a participant has demonstrated all or most of these capabilities, progress to the next level (level 2 in the next section). If the participant's goals require more development in these areas, then exploring more of the associated activities can help advance these skill points (the skill map is on the next page, and the activities are listed further in this section).

By completing the activities outlined in this section, participants will be able to do the following:

### Participants can...

Benchmark 1	<p><b>1a.</b> Identify and categorize issues as familiar or new in different situations.</p> <hr/> <p><b>1b.</b> Understand if a decision is necessary to resolve an issue.</p>
Benchmark 2	<p><b>2a.</b> Ask questions to clarify information and to understand an issue.</p> <hr/> <p><b>2b.</b> Use information to determine what is a fact, opinion, or assumption.</p>
Benchmark 3	<p><b>3a.</b> Describe issues accurately and assess if the issue will take a short time or a long time to solve.</p> <hr/> <p><b>3b.</b> Determine if an issue can be broken down into smaller parts to help resolve it.</p>
Benchmark 4	<p><b>4a.</b> Outline desired outcomes or how an issue looks when it is resolved.</p> <hr/> <p><b>4b.</b> Think of possible solutions and how they might work to address an issue.</p>
Benchmark 5	<p><b>5a.</b> Choose a possible solution out of many, and apply it.</p> <hr/> <p><b>5b.</b> Observe how the actions of that solution impact the issue.</p>
Benchmark 6	<p><b>6a.</b> Use information to determine if a solution worked.</p> <hr/> <p><b>6b.</b> Outline the actions that helped or did not help resolve the issue.</p>

## Problem Solving Skill Map

Participants, facilitators or instructors, and program coordinators can use the skill map to identify which skill points participants will advance within this level. The skill map shows how all parts of this chapter fit together to support each learning journey.

Here is what each skill map includes:

- Activity number for advancing each skill point
- Self-assessment statements
- Individual training outcome statements (as “Participants can...” statements)
- Benchmarks

Here are some examples of how you can use the skill map:

- As participants, you can use this map to choose which areas of this skill chapter you want to focus on next to reach your goals, including which activity could support your progress.
- As facilitators or instructors, you can use this map to adapt your program sessions to meet these benchmarks, ensuring that they cover all necessary topics effectively.
- At the program level, anyone can use the map to track progress more accurately, individually and as a program, and identify areas that may need support or adjusted strategies.

The skill map is for everyone. You can find it on the next page.



## Level 1 Problem Solving Skill Map – PS1

Activity PS1-#	Self-Assessment (for participants) (p. 217) When you read each statement, think: "I can... ask questions" (for example)	Participants can... (for facilitators /instructors) (p. 212) Each statement connects to training outcomes for each benchmark	Benchmark (p. 210) Each benchmark connects at level 1
1a	<b>Recognize Problems:</b> I can tell if a problem is something I have dealt with before or something new.	Identify and categorize issues as familiar or new in different situations.	<b>Benchmark 1:</b> Describe if an issue is familiar or new, and if a decision needs to be made about it.
1b	<b>Know When to Decide:</b> I know how to figure out when I need to make a decision about an issue.	Understand if a decision is necessary to resolve an issue.	
2a	<b>Ask Questions:</b> I ask questions until I understand the problem or issue.	Ask questions to clarify information and to understand an issue.	<b>Benchmark 2:</b> Ask questions to understand a problem better and to distinguish between facts and opinions.
2b	<b>Find the Facts:</b> I know how to tell the difference between a fact and what people think.	Use information to determine what is a fact, opinion, or assumption.	
3a	<b>Define the Problem:</b> I can describe a problem and tell if it will take a short time or a long time to solve.	Describe issues accurately and assess if the issue will take a short time or a long time to solve.	<b>Benchmark 3:</b> Describe the problem and decide if it will take a short or long time and if can be broken down into smaller parts.
3b	<b>Break Down the Problem:</b> I know how to tell if I can break down a problem into smaller parts.	Determine if an issue can be broken down into smaller parts to help resolve it.	
4a	<b>Outline the End Goal:</b> I can describe what it will look like when the problem is fixed.	Outline desired outcomes or how an issue looks when it is resolved.	<b>Benchmark 4:</b> Determine the desired outcome, and think of more than one way that could effectively address the issue.
4b	<b>Think of Solutions:</b> I can think of different ways to solve an issue or fix a problem.	Think of possible solutions and how they might work to address an issue.	
5a	<b>Choose and Act:</b> I can pick the solution I think is best and try it.	Choose a possible solution out of many, and apply it.	<b>Benchmark 5:</b> Choose a possible solution, try it, and observe how the actions taken impact the issue.
5b	<b>Observe a Solution:</b> I know how to watch to check how the solution is working.	Observe how the actions of that solution impact the issue.	
6a	<b>Evaluate the Solution:</b> I can figure out if the solution fixed the problem.	Use information to determine if a solution worked.	<b>Benchmark 6:</b> Determine if the issue is resolved and describe the actions that addressed the issue.
6b	<b>Describe the Process:</b> I can tell you what did and didn't work in fixing the problem.	Outline the actions that helped or did not help resolve the issue.	

# Why Problem Solving Skills Are Important

## Facilitator or Instructor Instructions

This activity provides 10 examples of why problem solving is important at work, at home, and in the community. Participants can work through these examples, alone or as a group, to **reflect on and identify their strengths and experience related to this skill**. Each statement aligns with training outcomes and benchmarks for the problem solving skill at level 1 (starting on page 210 for benchmarks; go to page 214 for the problem solving skill map). As a first step for new participants, it can be helpful to discuss the statements together as a group or one-to-one (if applicable). This will be especially important to consider if you do not know the reading or writing comfort of the participants.

The work you do to prepare the participants for this activity will guide them through the process and provide them with transferable experience in reflective practice, including self-assessment. Focus on a few examples at a time, instead of all at once. When you take time to model how the skill is applied, and why it is important or helpful, you can also **guide participants through conversation or self-reflection**. Depending on your group or individual participants, you might start with a few examples and then let the participant(s) work on their own.

Discussing why this skill is important can help participants and you, as facilitators or instructors, determine what aspects of this skill are part of a goal for each participant. Once a goal has been outlined, it is easier to identify which skill points will help reach that goal.

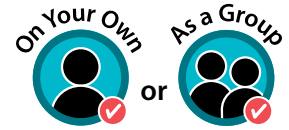
To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. For any self-assessment statements that a participant identifies as ones to advance for reaching their goal, participants can add the outcomes of this writing or discussion to the self-assessment pages for those skill points.

You might find that a participant feels like they already are proficient in a skill, or do not need to work on the skill points in the pre-assessment. As facilitators and instructors, you can help by focusing on the goal of the participant: **outline how advancing these skill points supports the participant in reaching their end goal**. Use real-life examples about how these skill points apply to achieving that goal (or a step towards it). Showing the connection between these skill points and the goals of participants is key for explaining why these parts of a skill are important to advance.

### In summary:

- Show or print the next page for participants, along with the skill maps for both levels of this skill.
- Guide participants' writing or discussion through these examples, sharing more examples.
- Reference the self-assessment statements in the skill maps to identify skill points to advance toward participant goals.

# Why Problem Solving Skills Are Important



Problem solving skills are part of the nine Skills for Success. These skills focus on our ability to recognize, examine, and solve problems efficiently. People with strong problem-solving abilities can confidently tackle complex situations, break them down into smaller parts, and come up with effective strategies to solve them.

Here are 10 examples that show how problem solving is important in everyday life. Do you do any of these? How else do you approach problems that come up in your life?

## At Work:

### 1. Fix Tools or Machines:

You know how to figure out what is wrong with a machine at work and what needs to happen to fix it. These might be areas of work like construction or farming.

### 2. Solve Customer Problems:

You help customers when there is a mix-up with their order, or when something they want to buy isn't there.

### 3. Address Problems with Coworkers:

When a problem comes up with you or your coworkers, you review it with them and think of different solutions that might work.

### 4. Make Things Faster:

You come up with ways to serve customers faster at work, like when you notice that customers could get their food faster or have a shorter wait time to get seated.

### 5. Use Equipment Right:

You know equipment can be used better. You notice when equipment can be used better.

## At Home:

### 6. Identify Household Challenges:

At home, you notice the little hiccups and larger challenges that come up. It could be a leaky faucet or a scheduling conflict – you recognize the problem and what it means for your life.

### 7. Work Together:

When there's a problem at home, you come up with a plan with your family to resolve the problem.

### 8. Set Up a Study Area:

You know how important it is to focus when you study and you make a special spot at home where kids can do their schoolwork without distractions.

## In the Community:

### 9. Learn Outside:

When an outdoor space needs some help, you know how to reorganize the space to include learning activities that respect nature and teach about the land and its history.

### 10. Support Local Business:

You notice that a small business is struggling, you encourage neighbors and friends to shop locally to hopefully help bring in new customers.

# Sample Self-Assessment for a Single Skill Point

This sample page gives ideas for completing the self-assessments. Inside the circle, write the goal you are focusing on. Outside the circle, mark dates and achievements as you advance in this skill point.

Using this self-assessment sheet builds your portfolio of skill achievements. Remember, making time to take care of yourself and to celebrate your success is important - this is your journey!



## Recognize Problems:

I can tell if a problem is something I have dealt with before or something new.



This gear shows the skill, level, and number of each self-assessment.  
**PS1** – Problem Solving level 1  
**1a** – Self-assessment "a" for benchmark 1

**Start my journey**

May 5

**Why this skill point matters to me:**  
 I don't want to feel overwhelmed by problems.

May 14

Fill in the circle to show your progress; write important dates around the outside. Write examples in the "What have I done already in this skill?" section to build your skill portfolio.

### What will success look like in this skill point?

I can tell if a problem is new to me or not.

### What have I done already in this skill?

Date:	Example:
May 5	My remote was missing, I remember my kid hid it last time in the front closet and it was there!
May 14	At work, a customer asked if I knew where an item was. I didn't know, so I asked a coworker for help.

### Every journey takes time and energy. What will I do to take care of myself on my journey?

I will take time to breathe and focus on something I already know how to do.

### How will I celebrate when I achieve this skill point?

Have a dance party with my kid!



# Recognize Problems:

I can tell if a problem is something I have dealt with before or something new.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Know When to Decide:

I know how to figure out when I need to make a decision about an issue.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Ask Questions:

I ask questions until I understand the problem or issue



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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## Find the Facts:

I know how to tell the difference between a fact and what people think.



Use this page to track your journey through this skill point - you got this!

## Start my journey

Why this skill point matters to me:

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What will success look like in this skill point?

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What have I done already in this skill?

Date:

Example:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Every journey takes time and energy. What will I do to take care of myself on my journey?

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How will I celebrate when I achieve this skill point?

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# Define the Problem:

I can describe a problem and tell if it will take a short time or a long time to solve.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Break Down the Problem:

I know how to tell if I can break down a problem into smaller parts.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Outline the End Goal:

I can describe what it will look like when the problem is fixed.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

Date:	Example:

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Think of Solutions:

I can think of different ways to solve an issue or fix a problem.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Choose and Act:

I can pick the solution I think is best and try it.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Observe a Solution:

I know how to watch to check how the solution is working.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Evaluate the Solution:

I can figure out if the solution fixed the problem.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Describe the Process:

I can tell you what did and didn't work in fixing the problem.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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## Level 1 Problem Solving Activities – PS1

### Activity Template

This section gives an overview of the activity format used in this resource. The headings in this template are used in each activity, where appropriate. Using this template will help instructors and facilitators effectively understand, prepare, and adapt activities to suit their program context and the goals of their participants.

The activity number reflects the skill, level, and number of each activity: **PS1** – Problem Solving level 1  
**3b** – Activity "b" for benchmark 3



**Activity: Problem Solving**    **Level 1**    **Benchmark 3b**

#### Activity title:

This will have the name of the activity, based on the self-assessment statement that goes with it.



#### Training outcome:

This is the associated training outcome for this activity and self-assessment statement.

You can adapt any activity to fit your participants. This icon shows that we designed this activity for 2 or more people to work together.



#### Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

#### Description (for facilitator or instructor):

This section provides facilitators or instructors with an overview of the activity, including its purpose, goals, and any necessary background information.

To help you plan your sessions, we included a time estimate of how long we think it might take to finish the activity (this does not include preparation time).

It might take participants more time or less time to complete, and this is expected. Time to complete is not a reflection of participant proficiency.

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### **Sample description (to use with participants):**

This is a description in clear language that you, as a facilitator or instructor, can use to describe the activity and its objectives for participants.

### **Instructions (for facilitator or instructor):**

- This section outlines the steps that the facilitator or instructor can follow to guide the activity successfully.
- This section may include how to introduce the activity, manage time, or provide additional support to participants.

### **Sample:**

- This section can include sample materials, scenarios, or examples to show how the activity could go.

### **Adaptations:**

- In this section, facilitators or instructors will find suggestions for how to adapt the activity to different settings, participant contexts, or skill training objectives.
- This section might include variations on the activity, modifications for participants with diverse abilities, or alternative ways to achieve the activity's objectives.

### **Resources:**

- For some activities, this section provides some suggested supplementary resources to implement or extend on this activity.



## **Recognize Problems:**

I can tell if a problem is something I have dealt with before or something new.



### **Training outcome:**

Participants can identify and categorize issues as familiar or new in different situations.



#### **Time estimate in minutes:**

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will learn the strategies to recognize and categorize problems as familiar or new in situations.

### **Sample description (to use with participants):**

In this session, we will sort different problems as either ones we are familiar with or ones that are new to us.

### **Materials:**

- In advance, prepare scenarios from Sample section on cue cards or paper.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of recognizing problems. Explain that sometimes problems happen more than once and remembering if a problem is familiar or not is the first step to solving it.

Continued on next page





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- Next, divide participants into groups. Present each group with a list of scenarios. This list can be created with the group or from the Sample section below.
- Instruct each group to discuss each problem and decide whether it is a familiar problem or if it is new to them.
  - Encourage participants to think about what aspects of the problem remind them of past experiences or make it seem new?
- Once the activity is complete, have participants share responses with the group.

### Sample:

- **Sample scenarios of familiar or new problems:**
  - *Technical Issue:* Your computer suddenly shuts down while you're in the middle of an important task.
  - *Customer Complaint:* A customer calls to complain about receiving the wrong item in their online order.
  - *Safety Concern:* You notice a spill on the floor in the workplace, but there are no caution signs nearby.
  - *Equipment Malfunction:* The printer in your office is jammed, and you need to troubleshoot the issue to get it working again.

### Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



## **Know When to Decide:**

I know how to figure out when I need to make a decision about an issue.



### **Training outcome:**

Participants can understand if a decision is necessary to resolve an issue.



**Time estimate in minutes:**  
10 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will practice recognizing when they need to make a decision in order to solve a problem.

### **Sample description (to use with participants):**

In this session, we will learn how to decide if a decision is needed to solve a problem.

### **Materials:**

- In advance, prepare scenarios from Sample section on cue cards or paper.

### **Instructions (for facilitator or instructor):**

- Introduce the topic of understanding if a decision is needed to resolve a problem. Explain that in certain situations a problem will solve itself or a decision is not needed right away.

Continued on next page





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- Divide participants into groups or pairs. Provide a brief overview of the scenario from the Sample section below.
  - Guide participants through a series of reflection prompts during the scenario like the example below.
    - “Is an action needed to solve the problem right away?”
- Lead a group discussion on how the participants reflected on the scenario. Have the group suggest strategies that could be used to decide if a decision is needed to resolve a problem.

### Sample:

- **Scenario 1:**
  - Your supervisor assigns you a new task involving data entry for a project. It's similar to tasks you've done before, but this one involves handling a larger volume of data.
- **Scenario 2:**
  - You notice that a particular product is running low in inventory, which could affect customer orders.
- **Scenario 3:**
  - You notice a pipe under the bathroom sink is leaking.
- **Scenario 4:**
  - It is 11:00 pm and a neighbour's dog is barking. This is keeping you and your children awake.

### Adaptations:

- Modify the discussion prompts and examples to be more relevant to participants' specific job roles, industries, or location.



## Activity: Problem Solving Level 1 Benchmark 2a

### Ask Questions:

I ask questions until I understand the problem or issue.



### Training outcome:

Participants can ask questions to clarify information and to understand an issue.



#### Time Estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will learn strategies to ask questions to gain a better understanding of problems or issues they encounter.

### Sample description (to use with participants):

In this session, we will practice asking questions to better understand problems or issues we may encounter at work or home.

### Materials:

- In advance, prepare scenarios from Sample section on cue cards or paper.
- Print resource “Type of Questions” on page 238 and 239.

### Instructions (for facilitator or instructor):

- Discuss the importance of asking questions. Questions can lead to improving problem-solving, and decision-making skills.

Continued on next page





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- Share the “Types of Questions” with participants. Explain that these are generic questions participants can ask when needing more information about a situation.
- Divide participants into groups or pairs, depending on the group size. Provide a brief overview of the scenario from the Sample section below for scenarios.
  - Have participants ask questions about the situation to get more information.
- Lead a group discussion on how the participants reflected on the scenario. Have the group explain the reasoning behind picking certain questions. How would this question help understand the situation?

### Sample:

- **Scenario 1:** You work as a sales associate in a retail clothing store. Your manager has assigned you the task of rearranging the display shelves to showcase new arrivals. However, you notice that you won't be able to complete the task within the given timeframe due to the volume of items and limited space.
- **Scenario 2:** You work as a cashier at a local bookstore. A customer approaches you with a book they purchased recently, claiming that it's damaged and wants to exchange it for a new copy.
- **Scenario 3:** You notice an extra charge on your cellphone bill.

### Adaptations:

- Offer guidance or prompts to assist participants who may find it challenging deciding which questions would work best.
- Modify the scenarios to be more relevant to participants' specific job roles, industries, or location.

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# Types of Questions

Asking the right questions is important for problem-solving. Different types of questions help in different situations.

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- 1. Clarifying Questions:** we use these questions to find more specific information or details so we can understand a situation or task better.

Sample Questions:

1. When do you need this done?
2. What details should I focus on for this task?
3. Are there any guidelines or rules I need to follow?

- 2. Investigating Questions:** we use these questions to explore a topic more deeply or to uncover more information.

Sample Questions:

1. How often does this happen?
2. Did anyone else have trouble with this?
3. What are some issues I should think about when I work on this task?

- 3. Solution-Focused Questions:** we ask these questions to come up with ideas or to find practical solutions to a problem or challenge.

Sample Questions:

1. What else can we try?
2. What do you suggest for improving this task?
3. What's the most important thing to do first?

Continued on next page





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## Types of Questions

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- 4. Open-Ended Questions:** these are questions that we can't answer with a 'yes' or a 'no'. These questions encourage discussion and bring out detailed responses from the person we ask.

Example Questions:

1. Why is this important for our goal?
2. What do customers like best?
3. What do you think is a good next step?

- 5. Reflective Questions:** we use these questions to think about our past experiences or the decisions we made, so we understand more about it and how it can help us next time.

Sample Questions:

1. Looking back, what am I most proud of in my role?
2. How can we make things better next time?
3. What did I learn today?



## Find the Facts:

I know how to tell the difference between a fact and what people think.



### Training outcome:

Participants can use information to determine what is a fact, opinion, or assumption.



#### Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will learn and practice the skill of distinguishing between facts, opinions, and assumptions.

### Sample description (to use with participants):

In this session, we will focus on learning strategies to tell facts from opinions and assumptions.

### Materials:

- In advance, prepare examples from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Introduce the topic of facts, opinions, and assumptions. Make it clear that facts are things that can be proven, opinions are personal beliefs, and assumptions are guesses made without enough evidence.
- Give participants examples of statements from the Sample section on the next page, and ask participants to decide if they are facts, opinions, or assumptions.

Continued on next page





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- Divide participants into groups and give each group a list of statements to sort into facts, opinions, or assumptions. Encourage them to discuss and work together to reach agreement.
- After the group activity, bring everyone back together and review the results as a group. Note any differences of opinion and help clarify any misunderstandings.

### Sample:

Fact:

- "Employees are required to clock in and out using the timekeeping system."
- "The dress code policy states that business casual attire is acceptable."
- "The office is closed on public holidays."
- "You need to stop at a red light."

Opinion:

- "Teamwork is the key to success in our department."
- "The new supervisor is more approachable than the previous one."
- "You cannot eat dessert before dinner."
- "Customer feedback surveys are a waste of time."

Assumption:

- "A coworker is missing from work, they must be sick."
- "You thought supper was going to be taken care of by someone else."
- "The green bin is for compost."
- "The supervisor knows how to operate every machine."

### Adaptations:

- Offer guidance or prompts to assist participants who may find it challenging distinguishing between facts and opinions.
- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



## Define the Problem:

I can describe a problem and tell if it will take a short time or a long time to solve.



### Training outcome:

Participants can describe issues accurately and assess if the issue will take a short time or a long time to solve.



#### Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will learn how to describe problems and figure out how long it might take to solve them.

### Sample description (to use with participants):

In this session, we will practice describing problems and decide how long the problem will take to resolve.

### Materials:

- In advance, prepare scenarios from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Introduce the topic of describing a problem and deciding how long it will take to resolve.

Continued on next page





Continued from previous page

- Pre -activity: As a group, decide how long a short time and a long time are.
- Divide participants into groups or pairs.
- Provide a brief overview of the scenario from the Sample section below.
  - Guide participants through a series of reflection prompts during the scenario.
    - “What is the problem in the scenario?”
    - “What are some ways to describe the problem.”
    - “How long should it take to fix the problem?”
    - Lead a group discussion on the questions related to the scenario.

### **Sample:**

- **Scenarios:**

1. A clerk at a grocery store notices the shelves in the produce section are running low on fresh fruits and vegetables, potentially leading to disappointed customers.
2. A construction worker spots chipped paint on a wall, which needs fixing to keep the building looking good.
3. The kitchen needs some cleaning to keep the place looking nice and organized.
4. You notice items on the shelves in your kitchen are in the wrong spot.

### **Adaptations:**

- Modify the scenarios to be more relevant to participants’ specific job roles, industries, or location.



## Break Down the Problem:

I know how to tell if I can break down a problem into smaller parts.



### Training outcome:

Participants can determine if an issue can be broken down into smaller parts to help resolve it.



#### Time estimate in minutes:

30 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will plan and practice how to break down a task into smaller, more manageable parts.

### Sample description (to use with participants):

In this session, we will plan and practice how to break down a task into smaller parts.

### Materials:

- 3 to 5 puzzles of same pieces size. Around 30 pieces.

### Instructions (for facilitator or instructor):

- Explain the importance of knowing if a problem can be broken down .
- Pre-activity: have participants make a list of tasks that can be broken down into smaller steps. For example, starting a new job or making bannock.
  - Question to ask: what are the steps involved for these tasks?

Continued on next page





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- Divide participants into groups or pairs. Provide a brief overview of the activity.
  - "Today we will be solving a puzzle, each group will get a jigsaw puzzle. The goal is to divide up the activity into smaller steps."
  - "Start by making a plan of how to break up the activity into smaller parts or duties. Assign different duties to different members of the group."
    - For example, one member looks for edges pieces and one could search for a certain color.
- When the activity is finished have participants share the group's approach to the puzzle building. Ask the group if splitting up the jobs makes solving the puzzle easier?

### **Adaptations:**

- Instead of a physical puzzle, use a digital puzzle-solving game or a series of brainteasers.



## Outline the End Goal:

I can describe what it will look like when the problem is fixed.



### Training outcome:

Participants can outline desired outcomes or how an issue looks when it is resolved.



#### Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will create a "Problem-Solving Roadmap" to outline the end goal of solving a specific problem and identify the steps needed to achieve it.

### Sample description (to use with participants):

In this session, we will learn a road map strategy to help focus on the end goal when solving a problem.

### Instructions (for facilitator or instructor):

- Explain how, when we focus on the end goal and the manageable steps to reach that goal, we can solve problems easier. This "Problem-Solving Roadmap" gives us the answer to the problem we face. For example, your shoelace breaks: The end goal you want is a functional shoe. The steps you need to follow to reach that end goal are:
  - Remove the broken shoelace from the shoe.
  - Check if the shoelace can be fixed (can you tie it back together?).

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- If the shoelace cannot be fixed, buy one or take one from shoe you don't use anymore.
  - Where would you buy a shoelace from?
  - Put the shoelace back on the shoe.
- Next, participants will identify a problem. It could be something the participant is facing at work or at home, or it could be a problem they imagine could come up at work.
  - First, it is important to think what 'end goal' will mean that the problem is fixed.
  - Then, have the participants list the tasks needed to reach that end goal.
- Once the activity is complete, have participants share responses with the group.
  - Compare results and note the differences among participants.
  - Have the group identify the strategies they used to think of the end goal and the steps to reach that end goal.

### Sample:

- For instructor use only, sample problems participant could use if they are not able to come up with an example.
  - Problem samples:
    - Child is sick at school and needs to get picked up.
    - Bus is late.
    - New equipment software introduced at work.
    - New work schedule introduced with new times.

### Adaptations:

- Provide additional support for participants who may need assistance with thinking of a problem and envision the outcome of a problem.
- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



## Think of Solutions:

I can think of different ways to solve an issue or fix a problem.



### Training outcome:

Participants can think of possible solutions and how they might work to address an issue.



#### Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will identify various solutions to the same problem.

### Sample description (to use with participants):

In this session, we will think of different solutions to solve the same problem.

### Instructions (for facilitator or instructor):

- Introduce the topic of finding different ways to solve the same problem.
- Pre-activity: As a group, think of solutions to solve this problem: "You work at a job where you have to wear a uniform. You forgot to wash the uniform last night and you need to leave for work soon."
  - After everyone has given a possible solution to the problem, discuss the effectiveness of each solution as a group.
- Next, have participants come up with problems faced at work or home and think of possible solutions to solve each problem.

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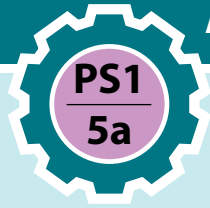
- After the activity is complete, lead a group discussion on how the participants reflected on the activity. Have the group identify the strategies used when thinking of possible solutions to solve problems.

### **Sample:**

- For instructor use only, sample problems participant could use if they are not able to come up with an example.
  - Flat tire on a car.
  - Plugged toilet at work.
  - Icy sidewalks.
  - Odd smell coming from the washing machine.

### **Adaptations:**

- Provide additional support for participants who may need assistance with thinking of a problem and thinking of possible solutions to solve it.
- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



## Choose and Act:

I can pick the solution I think is best and try it.



### Training outcome:

Participants can choose a possible solution out of many and apply it.



**Time estimate in minutes:**  
15 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will identify the best solution out of many to resolve a problem.

### Sample description (to use with participants):

In this session, we will identify the best solution out of many to resolve a problem.

### Materials:

- In advance, prepare a scenario from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Introduce the topic of picking the best solution out of many to resolve a problem. For example, while trying to get rid of icy sidewalks, you can shovel, scrape, or use salt to get rid of the icy sidewalks. Depending on where the ice is, you might not want to use salt because it is bad for the grass, so the better option might be to scrape the ice.
- Read the scenarios out loud to the group from the Sample section below. The scenario is about forgetting important items and they must choose the best solution to prevent this from happening again.

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- When finished reading the scenario, ask the group what each participant would choose as the best solution and why they think it would be best to prevent the situation from happening again.
- After the activity is complete, have participants reflect on the activity and connect that to work-life problem-solving situations, focusing on the importance of decide the best solution in the participation situation.

### Sample:

- Scenario: Imagine you're getting ready to leave the house in the morning, and you suddenly realize you've forgotten your keys, wallet, and phone. This can be frustrating and disruptive, especially when you're trying to manage work-related tasks and responsibilities.
  - Possible participant solutions:
    - Specific Spot: Create a specific spot where you keep important items. This will make it easier to grab them on your way out.
    - Checklist: Use a checklist before leaving the house to ensure you have everything you need for the day, including work materials, lunch, and personal belongings. This will help you stay organized and prepared.
    - Pre-departure Routine: Develop a routine where you gather essential items the night before and place them by the door to grab on your way out in the morning. This proactive approach can help prevent last-minute scrambling.

### Adaptations:

- Provide additional support for participants who may need assistance with deciding the best solution.
- Modify the scenario to be more relevant to participants' specific job roles, industries, or location.



## Observe a Solution:

I know how to watch to check how the solution is working.



### Training outcome:

Participants can observe how the actions of that solution impact the issue.



**Time estimate in minutes:**  
15 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will practice thinking about when observing solutions helped when doing a task.

### Sample description (to use with participants):

In this session, we will think back on times when we need to be observing a task to make sure the solution is working.

### Materials:

- In advance, prepare scenarios from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Introduce the topic of watching a solution unfold to make sure it is working.
- Pre-activity: as a group, create a list of topics where we would want to watch the solution. For example, working on getting better at batting in baseball, fixing a tire, and fixing a photocopier machine.

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- Explain to the group that the activity is about different scenarios where observing the solution is important to make sure the solution is working.
  - Present the scenarios and questions to the participants from the Sample section below.
  - Have participants go through and answer each scenario and question.
- Once the activity is complete, have participants reflect on the activity and connect that to work-life problem-solving situations, focusing on the importance of checking if a solution is working.

### **Sample:**

- Making banana bread: The problem is how do you know it is going to be a good batch while you are making it.
  - What are some things to observe when making banana bread? For example, dough consistency, banana prep, and types of ingredients.
- Cleaning a stainless-steel sink or clothes: The problem is making sure the sink, or clothes get cleaned.
  - What are some things to observe when cleaning? For example, cleaning action, and type of cleaning solution used.

### **Adaptations:**

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



## Evaluate the Solution:

I can figure out if the solution fixed the problem.



### Training outcome:

Participants can use information to determine if a solution worked.



**Time estimate in minutes:**  
15 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will learn to identify if a solution was able to resolve an issue.

### Sample description (to use with participants):

In this session, we will be determining if a solution used was able to solve a problem.

### Materials:

- In advance, prepare scenarios from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Introduce the topic of figuring out if a solution fixed a problem. Explain that sometimes you have to try many solutions before one works. For example: There is an odd smell coming from the washing machine. You try to clean the drum and notice it still smells, then search online and check that you need to clean the rubber gasket around the drum. You notice this takes away the smell.

Continued on next page





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- Divide participants into groups or pairs. Provide a brief overview of the activity from the Sample section below.
  - Today we are going to review two scenarios. You will have to decide based on the outcome if the solution fixed the problem.
  - Questions to ask for the scenarios.
    - “Did the solution solve the problem?”
- Once the activity is complete, have participants share what each group thought on if the solutions for the scenarios fixed the problem.

### Sample:

- “**Problem:** The garbage can in the staff bathroom at work is always full. **Solution:** Put a bigger garbage can in. **Outcome:** The garbage is not full anymore.”
- “**Problem:** Stacy’s family is having difficulty in keeping track of household chores. **Solution:** The solution Stacy came up with is a chore chart system. **Outcome:** After implementing a chore chart system in the household, family members have clear responsibilities assigned to them, leading to improved organization and efficiency in completing household tasks. Each family member knows their duties for the week, reducing confusion and arguments over who should do what. However, some initial resistance was encountered from younger family members who were not used to having set chores.”

### Adaptations:

- Modify the examples to be more relevant to participants’ specific job roles, industries, or location.



### Describe the Process:

I can tell you what did and didn't work in fixing the problem.



### Training outcome:

Participants can outline the actions that helped or did not help resolve the issue.



#### Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will tell the difference between things that worked in a solution and ones that did not.

### Sample description (to use with participants):

In this session, we will tell the difference between things that or did not work in a solution.

### Materials:

- In advance, prepare scenarios from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Introduce the topic of knowing what worked and did not in a solution. Explain that when observing a solution it is important to note what worked and did not work for next time. For example: you have a stain on your favourite shirt. You try to wash it but notice it is still there. You read online to put the laundry detergent directly on the stain and rewash it, but this does not work either. You try dish soap on the stain, and it is still there. So you go and buy a stain remover and it works to remove the stain this time.

Continued on next page





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- Explain to the group that the activity is about making note of what parts of a solution worked and what parts did not work.
- Present the scenarios from the Sample section below.
  - Questions to ask for the scenarios.
    - “What parts worked in the solution?”
    - “What parts did not work in the solution?”
- Once the activity is complete, have participants reflect on the activity and connect to life problem-solving situations, focusing on the importance knowing what parts did and did not work in a solution for the future.

### Sample:

- **“Problem:** Long Customer Wait Times at the Checkout Counter. **Solution:** Implement a New Point-of-Sale (POS) System (The machine used by customer to pay with card at a restaurant or business). **Outcome:** After installing the new POS system, customer wait times at the checkout counter decreased significantly, leading to improved customer satisfaction. However, some employees faced challenges with learning to use the new system efficiently, resulting in minor delays during the initial transition period.”
- **“Problem:** Thomas’s cellphone battery is dying quickly. **Solution:** Thomas does a many different things to solve this. He buys a fast charge cable, portable charger and he reboots the phone and looks for updates. **Outcome:** The phone charges faster with the cable. When the phone starts to die, the portable charger is used. Once the phone was rebooted, there were 3 updates needed. After the phone was updated, the battery life increased slightly.”
- **“Problem:** Roy borrowed a tool from a neighbour, and he broke a piece of the tool off. **Solution:** He used duct tape to hold the parts together. **Outcome:** When the tool was used again, the duct tape was not strong enough and the tool fell apart again.

### Adaptations:

- Modify the examples to be more relevant to participants’ specific job roles, industries, or location.

## Level 2: Developing Problem Solving

The six problem solving skill components as outlined in the Skills for Success framework (page 205) form the basis for the content in this section, including a benchmark at skill level 2 for each component, and associated training outcomes for each benchmark. The benchmarks are designed so participants and facilitators can gauge progress and understanding within the problem solving skill at level 2.

By starting with a participant-led self-assessment as a pre-assessment, a participant and facilitator each recognize the existing knowledge and experience of the participant. Related activities create opportunities for participants to investigate and practice using the skill. A post-assessment utilizing the same metrics as the pre-assessment provides a means for participants, facilitators and instructors, and programs to recognize the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 258, below)
- Problem solving skill map (page 262)
- Self-assessment (beginning page 265; designed for both pre- and post-assessment)
- Activities (beginning page 278)
  - Activities include scenarios and case studies, reflective and self-assessment prompts, guided discussion, and more.

### Benchmarks and Training Outcomes

For a description of what **benchmarks** and **training outcomes** are and how we are using them in this resource, go to pages 207 and 208.

**Benchmark 1:** Outline the goals that need to be reached to successfully address an issue.

**Benchmark 2:** Know how to find information, from different sources and people, to help address an issue.

**Benchmark 3:** Find out how a problem happened, and outline what might happen if that problem isn't fixed.

**Benchmark 4:** Identify solutions that worked in the past, and outline what might happen if those solutions are used.

**Benchmark 5:** Decide which solution is best, apply it, and observe if changes are needed to get the best results.

**Benchmark 6:** Gather information to decide what might be the best solution next time.

Go to the next page for training outcomes with each of the benchmarks.

## Problem Solving Level 2 Benchmarks and Training Outcomes

**Benchmark 1:** Outline the goals that need to be reached to successfully address an issue.

**Training Outcome 1:**

Identify measurable goals needed to resolve an issue effectively and create a plan to achieve the goals needed to address the issue.

**Benchmark 2:** Know how to find information, from different sources and people, to help address an issue.

**Training Outcome 2:**

Locate and gather information from various sources to understand an issue and determine if information is credible and useful for finding a solution.

**Benchmark 3:** Find out how a problem happened, and outline what might happen if that problem isn't fixed.

**Training Outcome 3:**

Investigate to determine the cause of a problem and describe possible consequences if the issue is not addressed.

**Benchmark 4:** Identify solutions that worked in the past, and outline what might happen if those solutions are used.

**Training Outcome 4:**

Identify effective solutions from similar situations in the past and outline what might happen if past solutions are applied to new problems.

**Benchmark 5:** Decide which solution is best, apply it, and observe if changes are needed to get the best results.

**Training Outcome 5:**

Observe how the chosen, best solution is addressing the issue and determine if changes are needed to get the best results.

**Benchmark 6:** Gather information to decide what might be the best solution next time.

**Training Outcome 6:**

Gather information about the solution, what was effective and use information gathered to outline the best solution for next time.

## Problem Solving Level 2 Training Outcomes as a List of Statements

As a facilitator or instructor, you can use this list to gauge the level and progress of your participants. Each statement in the list below is one half of a training outcome above. If a participant has demonstrated all or most of these capabilities, they can progress to the action plan in the next section. If the participant's goals require more development in these areas, then exploring more of the associated activities can help advance these skill points (the skill map is on the next page, and the activities are listed further in this section).

By completing the activities outlined in this section, participants will be able to do the following:

### Participants can...

Benchmark 1	<p>1a. Identify measurable goals needed to resolve an issue effectively.</p> <hr/> <p>1b. Create a plan to achieve the goals needed to address an issue.</p>
Benchmark 2	<p>2a. Locate and gather information from various sources to understand an issue.</p> <hr/> <p>2b. Determine if information is credible and useful for finding a solution.</p>
Benchmark 3	<p>3a. Investigate to determine the cause of a problem.</p> <hr/> <p>3b. Describe possible consequences if the issue is not addressed.</p>
Benchmark 4	<p>4a. Identify effective solutions from similar situations in the past.</p> <hr/> <p>4b. Outline what might happen if past solutions are applied to new problems.</p>
Benchmark 5	<p>5a. Observe how the chosen, best solution is addressing the issue.</p> <hr/> <p>5b. Determine if a solution is effective or needs changes to get the best results.</p>
Benchmark 6	<p>6a. Observe to gather information about the solution and decide what is effective.</p> <hr/> <p>6b. Use information gathered to outline the best solution for next time.</p>

## Problem Solving Skill Map

Participants, facilitators or instructors, and program coordinators can use the skill map to identify which skill points participants will advance within this level. The skill map shows how all parts of this chapter fit together to support each learning journey.

Here is what each skill map includes:

- Activity number for advancing each skill point
- Self-assessment statements
- Individual training outcome statements (as “Participants can...” statements)
- Benchmarks

Here are some examples of how you can use the skill map:

- As participants, you can use this map to choose which areas of this skill chapter you want to focus on next to reach your goals, including which activity could support your progress.
- As facilitators or instructors, you can use this map to adapt your program sessions to meet these benchmarks, ensuring that they cover all necessary topics effectively.
- At the program level, anyone can use the map to track progress more accurately, individually and as a program, and identify areas that may need support or adjusted strategies.

The skill map is for everyone. You can find it on the next page.



## Level 2 Problem Solving Skill Map – PS2

Activity PS2-#	Self-Assessment (for participants) (p. 265) When you read each statement, think: "I can... make plans" (for example)	Participants can... (for facilitators/instructors) (p. 260) Each statement connects to training outcomes for each benchmark	Benchmark (p. 258) Each benchmark connects at level 2
1a	<b>Set Goals:</b> I can set clear goals to fix a problem and know when I have reached those goals.	Identify measurable goals needed to resolve an issue effectively.	<b>Benchmark 1:</b> Outline the goals that need to be reached to successfully address an issue.
1b	<b>Make Plans:</b> I can make a plan that shows me the steps to solve a problem.	Create a plan to achieve the goals needed to address an issue.	
2a	<b>Find Information:</b> I can find information from different places to understand what the problem is.	Locate and gather information from various sources to understand an issue.	<b>Benchmark 2:</b> Know how to find information, from different sources and people, to help address an issue.
2b	<b>Get the Right Information:</b> I know which information I can trust to help me find the right solution.	Determine if information is credible and useful for finding a solution.	
3a	<b>Find Why Things Happened:</b> I can figure out why a problem happened, which helps me know how to fix it.	Investigate to determine the cause of a problem.	<b>Benchmark 3:</b> Find out how a problem happened, and outline what might happen if that problem isn't fixed.
3b	<b>Know the Risks:</b> I understand and can say what could go wrong if we don't deal with a problem.	Describe possible consequences if the issue is not addressed.	
4a	<b>Remember Solutions:</b> I can find or remember what worked before for similar problems.	Identify effective solutions from similar situations in the past.	<b>Benchmark 4:</b> Identify solutions that worked in the past, and outline what might happen if those solutions are used.
4b	<b>Use Past Successes:</b> I can explain how old solutions might work for new problems.	Outline what might happen if past solutions are applied to new problems.	
5a	<b>Try the Solution:</b> Using the best solution, I can watch to check how it is addressing the issue.	Observe how the chosen, best solution is addressing the issue.	<b>Benchmark 5:</b> Decide which solution is best, apply it, and observe if changes are needed to get the best results.
5b	<b>Refine the Solution:</b> I can tell how well a solution is working and decide if we need to make it better.	Determine if a solution is effective or needs changes to get the best results.	
6a	<b>Learn from the Process:</b> I can pay attention to how things went after trying a solution so I can learn what helps most.	Observe to gather information about the solution and decide what is effective.	<b>Benchmark 6:</b> Gather information to decide what might be the best solution next time.
6b	<b>Plan Ahead:</b> I can use what I've learned to figure out even better ways to solve the problem in the future.	Use information gathered to outline the best solution for next time.	

# Why Problem Solving Skills Are Important

## Facilitator Instructions

This activity provides 10 examples of why problem solving is important at work, at home, and in the community. Participants can work through these examples, alone or as a group, to **reflect on and identify their strengths and experience related to this skill**. Each statement aligns with training outcomes and benchmarks for the problem solving skill at level 2 (starting on pages 258 for benchmarks; go to page 262 for the problem solving skill map). As a first step for new participants, it can be helpful to discuss the statements together as a group or one-to-one (if applicable). This will be especially important to consider if you do not know the reading or writing comfort of the participants.

The work you do to prepare the participants for this activity will guide them through the process and provide them with transferable experience in reflective practice, including self-assessment. Focus on a few examples at a time, instead of all at once. When you take time to model how the skill is applied, and why it is important or helpful, you can also **guide participants through conversation or self-reflection**. Depending on your group or individual participants, you might start with a few examples and then let the participant(s) work on their own.

Discussing why this skill is important can help participants and you, as facilitators or instructors, determine what aspects of this skill are part of a goal for each participant. Once a goal has been outlined, it is easier to identify which skill points will help reach that goal.

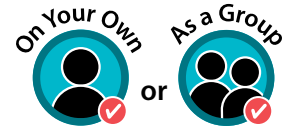
To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. For any self-assessment statements that a participant identifies as ones to advance for reaching their goal, participants can add the outcomes of this writing or discussion to the self-assessment pages for those skill points.

You might find that a participant feels like they already are proficient in a skill, or do not need to work on the skill points in the pre-assessment. As facilitators and instructors, you can help by focusing on the goal of the participant: **outline how advancing these skill points supports the participant in reaching their end goal**. Use real-life examples about how these skill points apply to achieving that goal (or a step towards it). Showing the connection between these skill points and the goals of participants is key for explaining why these parts of a skill are important to advance.

### In summary:

- Show or print the next page for participants, along with the skill maps for both levels of this skill.
- Guide participants' writing or discussion through these examples, sharing more examples.
- Reference the self-assessment statements in the skill maps to identify skill points to advance toward participant goals.

# Why Problem Solving Skills Are Important



Problem Solving skills are part of the nine Skills for Success. These skills focus on our ability to recognize, examine, and solve problems efficiently. People with strong problem solving abilities can confidently tackle complex situations, break them down into smaller parts, and come up with effective strategies to solve them.

Here are 10 examples that show how problem solving is important in everyday life. Do you do any of these? How else do you approach problems that come up in your life?

## At Work:

### 1. Make Work Smoother:

You know how you can make your workday smoother by figuring out the best way to get supplies on time. This helps you and your coworkers keep the work going quicker and easier.

### 2. Help Customers Better:

A customer is not happy because of a mix-up. You find out what went wrong and fix it. This makes the customer happy and helps you learn how to avoid the same problem in the future.

### 3. Plan Meeting Times:

Your team's meetings often run over time. You plan with your team so your meetings finish on time.

### 4. Get Orders Right:

You think of ways to make sure that every food order goes out right. Setting up your plan and checking on how it's doing makes everyone's life easier, including yours.

### 5. Fix Internet Glitches:

You notice that the office internet keeps crashing when everyone is on it. You dig into why this happens and fix it, helping everyone at the office.

## At Home:

### 6. Fix Things at Home:

Your house has a leaky faucet. You find out if this is something you can fix yourself or if you need to find someone who can help.

### 7. Plan a Family Vacation:

Your family wants to go on vacation. You figure out how much time and money you have, and then you plan where to go and what to do.

### 8. Organize Closet Space:

It is hard to find the clothes you will wear. You think about ways to organize your closet or shelves, like sorting your clothes, and storing or donating things you don't need.

## In the Community:

### 9. Plan for a Community Garden:

Your local community garden is overgrown and neglected. You understand that if it is not taken care of it will have a very small harvest, so you make a plan with community members to share the work.

### 10. Clean Up Your Neighbourhood:

You care about making sure your community is clean. You pick the best day and spot for a community cleanup, based on what worked before.

# Sample Self-Assessment for a Single Skill Point

This sample page gives ideas for completing the self-assessments. Inside the circle, write the goal you are focusing on. Outside the circle, mark dates and achievements as you advance in this skill point.

Using this self-assessment sheet builds your portfolio of skill achievements. Remember, making time to take care of yourself and to celebrate your success is important - this is your journey!

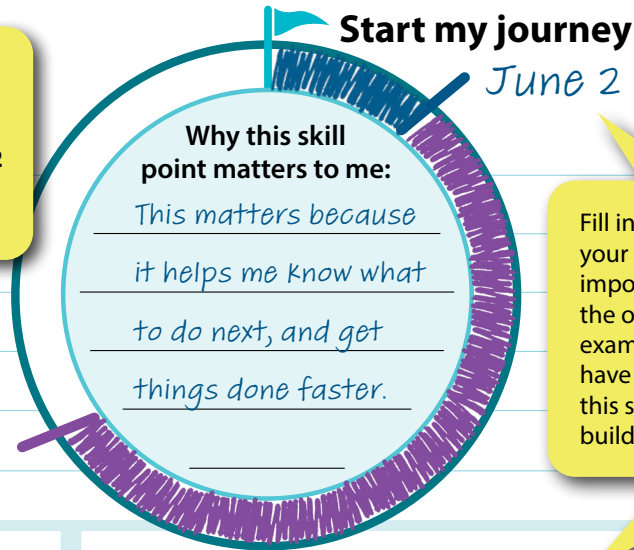


## Make Plans:

I can make a plan that shows me the steps to solve a problem.



This gear shows the skill, level, and number of each self-assessment.  
**PS2** – Problem Solving level 2  
**1b** – Self-assessment "b" for benchmark 1



Fill in the circle to show your progress; write important dates around the outside. Write examples in the "What have I done already in this skill?" section to build your skill portfolio.

### What will success look like in this skill point?

*know the steps to do to get things done faster.*

### What have I done already in this skill?

Date:	Example:
<i>June 2</i>	<i>When I put too much salt in my soup, I checked online to see how I could fix it.</i>
<i>June 5</i>	<i>My kid wanted to go to the splash park but it was under construction, so we made plans to try a new one out somewhere else.</i>

### Every journey takes time and energy. What will I do to take care of myself on my journey?

*I will watch a new YouTube video.*

### How will I celebrate when I achieve this skill point?

*Have a family movie night*



# Set Goals:

I can set clear goals to fix a problem and know when I have reached those goals.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Make Plans:

I can make a plan that shows me the steps to solve a problem.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

---



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**How will I celebrate when I achieve this skill point?**

---



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# Find Information:

I can find information from different places to understand what the problem is.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Get the Right Information:

I know which information I can trust to help me find the right solution.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Find Why Things Happened:

I can figure out why a problem happened, which helps me know how to fix it.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Know the Risks:

I understand and can say what could go wrong if we don't deal with a problem.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Remember Solutions:

I can find or remember what worked before for similar problems.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

*Date:*

*Example:*


**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Use Past Successes:

I can explain how old solutions might work for new problems.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Try the Solutions:

Using the best solution, I can watch to check how it is addressing the issue.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Refine the Solution:

I can tell how well a solution is working and decide if we need to make it better.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Learn from the Process:

I can pay attention to how things went after trying a solution so I can learn what helps most.



Use this page to track your journey through this skill point - you got this!

**Start my journey**

**Why this skill point matters to me:**

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**What will success look like in this skill point?**

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**What have I done already in this skill?**

<i>Date:</i>	<i>Example:</i>

**Every journey takes time and energy. What will I do to take care of myself on my journey?**

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**How will I celebrate when I achieve this skill point?**

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# Plan Ahead:

I can use what I've learned to figure out even better ways to solve the problem in the future.



Use this page to track your journey through this skill point - you got this!

## Start my journey

Why this skill point matters to me:

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What will success look like in this skill point?

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What have I done already in this skill?

Date:	Example:

Every journey takes time and energy. What will I do to take care of myself on my journey?

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How will I celebrate when I achieve this skill point?

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## Level 2 Problem Solving Activities – PS2

### Activity Template

This section gives an overview of the activity format used in this resource. The headings in this template are used in each activity, where appropriate. Using this template will help facilitators and instructors effectively understand, prepare, and adapt activities to suit their program context and the goals of their participants.

The activity number reflects the skill, level, and number of each activity: **PS2** – Problem Solving level 2  
**3b** – Activity "b" for benchmark 3



**Activity: Problem Solving** **Level 2** **Benchmark 3b**

#### Activity title:

This will have the name of the activity, based on the self-assessment statement that goes with it.



#### Training outcome:

This is the associated training outcome for this activity and self-assessment statement.

You can adapt any activity to fit your participants. This icon shows that we designed this activity for 2 or more people to work together.



#### Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

#### Description (for facilitator or instructor):

This section provides facilitators or instructors with an overview of the activity, including its purpose, goals, and any necessary background information.

To help you plan your sessions, we included a time estimate of how long we think it might take to finish the activity (this does not include preparation time).

It might take participants more time or less time to complete, and this is expected. Time to complete is not a reflection of participant proficiency.

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**Sample description (to use with participants):**

This is a description in clear language that you, as a facilitator or instructor, can use to describe the activity and its objectives for participants.

**Instructions (for facilitator or instructor):**

- This section outlines the steps that the facilitator or instructor can follow to guide the activity successfully.
- This section may include how to introduce the activity, manage time, or provide additional support to participants.

**Sample:**

- This section can include sample materials, scenarios, or examples to show how the activity could go.

**Adaptations:**

- In this section, facilitators or instructors will find suggestions for how to adapt the activity to different settings, participant contexts, or skill training objectives.
- This section might include variations on the activity, modifications for participants with diverse abilities, or alternative ways to achieve the activity's objectives.

**Resources:**

- For some activities, this section provides some suggested supplementary resources to implement or extend on this activity.



## Activity: Problem Solving **Level 2** **Benchmark 1a**

### **Set Goals:**

I can set clear goals to fix a problem and know when I have reached those goals.



### **Training outcome:**

Participants can identify measurable goals needed to resolve an issue effectively.



#### **Time estimate in minutes:**

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### **Description (for facilitator or instructor):**

Participants will learn how to set clear and manageable goals to address a problem and know when each goal is complete.

### **Sample description (to use with participants):**

In this session, we will practice setting goals to complete tasks and knowing when each of those goals are done.

### **Materials:**

- In advance, prepare scenarios from Sample section on cue cards or paper.

### **Instructions (for facilitator or instructor):**

- Explain why it is important to set goals to fix problems. Setting goals helps solve problems in an efficient manner. It is important to know when you reach these goals to move on to the next one.
- As a group, present the scenarios and prompt questions from the Sample section on next page.

Continued on next page





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- Once the activity is complete, have participants reflect on the activity and connect that to work-home life problem-solving situations, focusing on the importance of breaking down a problem into more manageable goals.

### Sample:

- **Scenario 1:** Diego works as a server in a restaurant. During lunch hour, it is busy, and many customers are waiting to give or receive their order. Diego is having difficulty keeping up with orders.
  - **What kind of goals should Diego set to decrease the wait time?**
    - Possible participant example: You set a goal of taking 5 orders in 15 mins. Other goals?
  - **Next, how would Diego know when the goal has been reached?**
    - Possible participant example: Diego sets a timer to check if 5 orders in 15 minutes is possible. If 5 orders are complete before the time runs out, the goal has been reached.
- **Scenario 2:** Sally is doing laundry and notices she does not like to put the clothes away. The problem is the clean folded clothes are starting to pile up in an area of the house.
  - **What kind of goals should Sally set to ensure all the steps of the laundry are completed?**
    - Possible participant example: Each load of laundry is put away after folding. Other goals?
  - **Next, how would Sally know when the goal has been reached?**
    - Possible participant example: If there are no more clean folded clothes in piles then the goal is reached.

### Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



## Make Plans:

I can make a plan that shows me the steps to solve a problem.



### Training outcome:

Participants can create a plan to achieve the goals needed to address an issue.



#### Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will identify the necessary steps needed to resolve an issue.

### Sample description (to use with participants):

In this session, we will come up with steps needed to find a solution to a problem.

### Materials:

- In advance, prepare scenarios from Sample section on cue cards or paper.
- Pencil and pen.
- Paper for each participant.

### Instructions (for facilitator or instructor):

- Introduce the importance of creating a plan showing the steps needed to resolve an issue. Explain that sometimes difficulties arise. Creating a plan with small steps can help solve problems. A small step could be things like: checking a bus route or traffic before you go somewhere, which could prevent delays, or grabbing a garbage bag when you notice trash outside.

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- As a group, present the scenarios and questions from the Sample section below.
  - Have participants write down a plan with steps for the scenario problems.
- When the activity is complete, invite participants to share plans created with the group.

### Sample:

- Problem: George has a large dog, Rex. The snow has finished melting, which reveals Rex's "dog droppings" in the backyard. George is not looking forward to cleaning it up.
  - What could be done to resolve the problem?
- Problem: Leia catches the bus to go to work and recently the bus schedule has changed. This makes Leia arrive a few minutes after she is scheduled to start work.
  - What could be done to resolve the problem?

### Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.
- Provide additional support for participants who may need assistance with writing down the outline.



## Activity: Problem Solving Level 2 Benchmark 2a

### Find Information:

I can find information from different places to understand what the problem is.



### Training outcome:

Participants can locate and gather information from various sources to understand an issue.



**Time estimate in minutes:**  
20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will practice researching a problem from different sources to better understand it.

### Sample description (to use with participants):

In this session, we will practice reaching a problem to help solve it.

### Materials:

- Laptop, phone, or tablet for researching online.
- In advance, prepare scenarios from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Explain the importance of using multiple sources when researching a problem.

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- Pre-activity: as a group, demonstrate that using multiple sources allows for more information on a topic.
  - In this activity, you still start with a topic and ask each participant to add information about the topic, one at a time. At the end there should be a lot of information generated on the topic.
    - Topic ideas: are electric vehicles a good idea, should every home have solar panels, or any other recent news topic.
- Present the scenarios and questions to the group from the Sample section below.
  - Have participants individually research solutions to the problem. Explain that three sources are required for this activity.
- When the activity is complete, invite participants to share solutions and sources found with the group.

### Sample:

- **Scenario:** Thomas wants to exercise more at home but does not have any equipment.
  - What kind of exercises can Thomas do with things around the house?
- **Scenario:** Roy's boss has asked them to work 10 days in a row. Fahtima thinks this is against the Saskatchewan labor laws.
  - What is the solution to the problem?

### Adaptations:

- Modify the scenario to be more relevant to participants' specific job roles, industries, or location.



## Activity: Problem Solving Level 2 Benchmark 2b

### Get the Right Information:

I know which information I can trust to help me find the right solution.



### Training outcome:

Participants can determine if information is credible and useful for finding a solution.



#### Time estimate in minutes:

25 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

**Note:** On page 314 of resource 3, activity D2-3b focuses on checking if online information is reliable. It can be useful to connect to or revisit for this activity, and it also references the "How to Know What to Believe Online" sheet on page 288 in this resource.

### Description (for facilitator or instructor):

Participants will learn to tell the difference between trustworthy information and unreliable sources when using social media and the internet.

### Sample description (to use with participants):

In this session, we will practice figuring out which websites and social media posts we can trust and which ones we should be cautious about. We will learn to spot the signs of reliable information online, so we can make decisions about what to believe.

### Material:

- Find five different sources or posts for participants to go through.
- In advance, prepare scenarios from Sample section on cue cards or paper.
- In advance prepare "How to Know What to Believe Online" resource on page 288 for each participant.

Continued on next page





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### **Instructions (for facilitator or instructor):**

- Explain why it is important to be able to tell if something found online is true or not.
- As a group, present the scenario from the Sample section below to participants.
- Next, divide participants into groups or pairs. Each group will review the scenarios of things found online, like articles or posts on social media. Note: these will be found ahead of time by the facilitator or instructor.
  - Discuss what makes some sources of information reliable and others not so much. Share the “How to Know What to Believe Online” with participants. Explain that these steps are one way to check if online information is trustworthy.
  - Assign each group a website with information to use.
    - Each group will decide if they trust the examples they were given based on the “How to Know What to Believe Online” checklist.
- Once the activity is complete, have groups explain the decision if the website is trustworthy or not.

### **Sample:**

- **Scenario:** You read a post on social media claiming that a new diet will help you lose weight fast, but the post does not say who wrote it or if the person talking is an expert. How can you decide if it's true?
  - Ask participants if this is a trusted post about a new diet and explain why or why not.

### **Adaptations:**

- Offer guidance or prompts to assist participants who may be less familiar with identifying credible information from the internet.
- Modify the prompts and scenario to be more relevant to participants’ specific job roles, industries, or location.

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## How to Know What to Believe Online

When you find information online, use these steps to know which information is **credible**. Information is credible if you can trust it.

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### 1. Check the Source:

- Search for information about the author or organization who made or shared the information.
- Check whether the source is well-known and trustworthy.

### 2. Review the Content:

- Read the information carefully to understand its main points.
- If you have questions, find more information from a different author or organization.

### 3. Check for Bias:

Each of us has different biases. Our biases come from what we have experienced. Biases are our opinions about what or who is better or worse, but biases are not always true. For example, "I have to decide what drinks to serve. I think coffee tastes terrible, so I have a bias against it. Coffee tastes good to other people, though. I have to decide the drinks that are not just about my bias."

- Think about if the information is a balanced way to think about things.
- Be careful if the information only seems to share one way of thinking.

### 4. Find Similar Information:

- Use the Internet to find other information that discusses the same topic.
- Compare the information. Is it the same? Is it different? Can you find out why?

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## How to Know What to Believe Online

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### **5. Examine the Website:**

- Check the how the link is written to check if it matches the information you are looking at. For example, if a link says it is for a health product from a celebrity, but the website link is to a website with just numbers and letters, this might be fake.
- Is the information organized and clear? If the information is confusing or unclear, find more information from a different site.

### **6. Is the Information Old:**

- When was the information written? When was the last time it was updated?
- If the information is old, find another site with newer information to check if it is the same.

### **7. People's Reviews:**

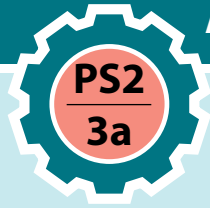
- Check for people's reviews or comments about the information.
- It helps to review the best and worst reviews, so you can make your own opinion.

### **8. Trust Yourself:**

- If something seems "too good to be true," or it does not feel right, or if you feel pressure to make a decision right away, it is okay to take more time and learn more about it.
- Trust yourself and be careful if you are not sure about the information.

### **9. Ask for Help:**

- Ask for help from someone you trust. They can help you find more information, or you can ask for their opinion.
- Use this information to help you decide if you can trust the other information you found.



## Find Why Things Happened:

I can figure out why a problem happened, which helps me know how to fix it.



### Training outcome:

Participants can investigate to determine the cause of a problem.



**Time estimate in minutes:**  
15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will learn how to figure out why problems happen.

### Sample description (to use with participants):

In this session, we will practice finding out why things go wrong.

### Materials:

- In advance, prepare scenarios from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Explain why it is important to know why problems happen. Understanding the root cause can help fix problems and avoid them in the future.
- As a group, present the scenario and prompt questions from the Sample section on the next page with participants.
- Lead a group discussion on how the participants reflected on the scenario. Have the group identify the strategies used to find the root of a problem.

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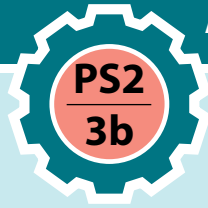
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### Sample:

- **Scenario:** In a restaurant, customers are complaining about long wait times for their food orders.
  - Guide participants through a series of reflection prompts during the scenario.
    - “What are some reasons for the problems?”
    - “What are some solutions that could help improve the situation?”
- **Scenario:** A cellphone battery does not last long.
  - Guide participants through a series of reflection prompts during the scenario.
    - “What are some reasons for the problems?”
    - “What are some solutions that could help improve the situation?”

### Adaptations:

- Modify the prompts and scenario to be more relevant to participants’ specific job roles, industries, or location.



## Know the Risks:

I understand and can say what could go wrong if we don't deal with a problem.



### Training outcome:

Participants can describe possible consequences if the issue is not addressed.



**Time estimate in minutes:**  
20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will practice coming up with possible outcomes if a problem is not solved.

### Sample description (to use with participants):

In this session, we will practice coming up with outcomes that could happen when a problem is not solved.

### Instructions (for facilitator or instructor):

- Explain the concept of a chain reaction and its relevance to problems. Explain that one problem can trigger a series of outcomes if left unresolved.
- As a group, present the scenario from the Sample section on the next page with participants.
  - Have a participant start by giving an outcome they think would happen if the problem is not resolved.
  - Invite the next participant to add another consequence to the chain, building upon the previous one.
  - Continue around the group, with each participant adding a new consequence to the chain.

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- Once the activity is complete review the chain reaction, have participants share the strategies used to complete it.

### Sample:

- **Scenario problem:** No one can find the safety glasses.
  - For instructor use only - possible participant statements:
    - Participant 1: "Can't start work."
    - Participant 2: "Someone gets hurt."
    - Participant 3: "Safety inspector shows up and writes a ticket."
    - Participant 4: "Workers are frustrated."
- **Scenario problem:** A leak is found under the bathroom sink.
  - For instructor use only - possible participant statements:
    - Participant 1: "Water is damaging cabinet."
    - Participant 2: "Water bill is high."
    - Participant 3: "Floor is wet and someone trips."
    - Participant 4: "Mold starts to grow."

### Adaptations:

- Modify the scenarios to be more relevant to participants' specific job roles, industries, or location.



## Remember Solutions:

I can find or remember what worked before for similar problems.



### Training outcome:

Participants can identify effective solutions from similar situations in the past.



**Time estimate in minutes:**  
20 minutes

This time estimate is for planning only;  
it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will practice reflecting on past experiences.

### Sample description (to use with participants):

In this session, we will reflect on things that happened in the past to help resolve a current problem.

### Materials:

- In advance, prepare scenarios from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Introduce the topic of reflecting on past solutions to help solve current issues.
- Pre-activity: As a group, create a list of problems participants notice frequently. For example, running out of soap in the bathroom.
- As a group, present the scenario and questions from the Sample section on the next page with participants.

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- Next, divide participants into groups or pairs.
  - Have the groups answer each question for each scenario.
- Once the activity is complete, have groups explain their decision on the website with examples.

### Sample:

- **Scenario 1:** Thomas works at a retail store and customer asks if the store carries a certain item. Thomas is unsure and helps the customer search for the item, they cannot find it, so Thomas asks for help from a manager. Three weeks later, a different customer comes in and asks about the same item.
  - How does Thomas's experience help in the current situation?
- **Scenario 2:** Alexis' toilet will not stop overflowing, she tried to soak up as much water as she could. Finally, she calls someone and learns that behind the toilet is a water shut off valve that stops water instantly. Years later, in a new house, the same issue happens with Alexis's toilet.
  - How does Alexis's experience help in the current situation?

### Adaptations:

- Modify the scenarios to be more relevant to participants' specific job roles, industries, or location.



### Use Past Successes:

I can explain how old solutions might work for new problems.



### Training outcome:

Participants can outline what might happen if past solutions are applied to new problems.



#### Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will practice reflecting on past problems and their solutions and deciding if they can be applied to new situations.

### Sample description (to use with participants):

In this session, we will reflect on past problems and their solutions and check if these can be applied to a current problem.

### Instructions (for facilitator or instructor):

- Introduce the topic of reflecting on past solutions to help solve current problems. Explain that sometimes similar problems can happen, and the same solution could be used for both. For example, maybe a stain on a shirt can be removed with the same product that removes a stain on a carpet.
- Pre-activity: ask participants "Do you think some solutions to a problem work in every situation."

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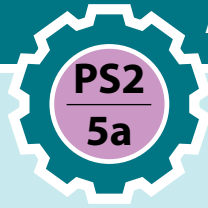
- As a group present the scenario problems and questions from the Sample section below.
  - Have participants individually come up with an answer.
- When the activity is complete, invite participants to share answers with the group.

### Sample:

- **Problem:** The hard drive in Van's cable box has lost all the recorded TV shows.  
Solution: Van restarts the cable box by pushing the power button for 10 seconds. This does not work, so Van tries unplugging it for one minute and then plugging it back in again. This solves the problem, and the TV shows are back. Two weeks later, Van's friend's washing machine stops working.
  - Can Van's past solution be applied to this situation?
- **Problem:** Maria is a receptionist at a dental clinic. She notices two children are nervous about their appointment. She gives them a coloring book to distract them, and this seems to work. A month later, Maria notices a teenager is nervous while waiting for their dentist appointment.
  - Can Maria's past solution be applied to this situation?

### Adaptations:

- Modify the examples to be more relevant to participants' specific job roles, industries, or location.



### Try the Solution:

Using the best solution, I can watch to check how it is addressing the issue.



### Training outcome:

Participants can observe how the chosen, best solution is addressing the issue.



#### Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will practice recognizing the best solution and monitoring how effective it is when solving a problem.

### Sample description (to use with participants):

In this session, we will practice picking the best solution and observe how well it works to solve a problem.

### Materials:

- In advance, prepare scenarios from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Introduce the topic of picking the best solution and watching it unfold to check the effectiveness of it.

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- As a group, present the scenario problems and questions from the Sample section below.
  - Have participants individually come up with an answer.
- When the activity is complete, invite participants to explain what they think is the best way to deal with the problem.

### Sample:

- **Problem:** Removing a stain from fabric.
  - What is the best way to remove a stain?
- **Problem:** Forgetting keys or wallet when leaving the house.
  - What is the best way to remember important items?

### Adaptations:

- This can be adapted to a hands-on activity by bringing in stained cloths and different ways to clean it. Participants will pick and test what they think is the best way to remove the stain. Cleaning products such as soap and water, vinegar, and baking soda. After testing, participants will observe and compare the effectiveness of each method in removing the stain.
  - Estimated time: 30 minutes. Time estimate is for planning only; it is not an assessment of proficiency.
  - Materials:
    - Three pieces of fabric with the same stain
    - Dish soap
    - Vinegar
    - Water
    - Baking soda
  - Also, the facilitator or instructor could do this at home and take pictures along the way to demonstrate effectiveness of the cleaning product.





## Refine the Solution:

I can tell how well a solution is working and decide if we need to make it better.



### Training outcome:

Participants can determine if a solution is effective or needs changes to get the best results.



#### Time estimate in minutes:

20 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will practice deciding if a solution is working or if it needs to be adjusted.

### Sample description (to use with participants):

In this session, we will practice watching our solution and decide if it is working or needs to be adjusted.

### Materials:

- In advance, prepare scenarios from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Introduce the topic of deciding if a solution is working or if it needs to be adjusted.
- As a group, come up with a list to determine how well a solution is working. This list is things that the participants can observe when the solution is happening.

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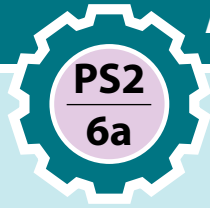
- Next, divide participants into groups or pairs. Present the scenario problems and questions to the groups from the Sample section below.
  - Have the groups determine if the solutions are working the scenarios by using the list created with the group.
- Once the activity is complete have groups explain reasoning used when looking at the scenarios.

### Sample:

- **Scenario 1: Problem:** Angela works as a landscaper. The water hose used to water the plants has a leak. **Solution:** Angela tries to fix the hose by covering the hole with tape. **Outcome:** The tape was working for a bit, but it slowly started to leak again.
  - Using the list created with the group, is this a good solution to the problem?
  - Can this solution be improved?
- **Scenario 2: Problem:** Paul notices frost on the windows of his house during really cold weather. **Solution:** Paul lifts his blinds just above the bottom edge of the window to allow better airflow. **Outcome:** The frost slowly goes way.
  - Using the list created with the group, is this a good solution to the problem?
  - Can this solution be improved?

### Adaptations:

- Modify the scenarios to be more relevant to participants' specific job roles, industries, or location.



### Learn from the Process:

I can pay attention to how things went after trying a solution so I can learn what helps most.



### Training outcome:

Participants can observe to gather information about the solution and decide what is effective.



#### Time Estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will reflect on a solution and learn what is effective.

### Sample description (to use with participants):

In this session, we will reflect on a solution and decide what helps the most.

### Materials:

- In advance, prepare scenarios from Sample section on cue cards or paper.

### Instructions (for facilitator or instructor):

- Introduce the topic of reflecting on a solution and taking the best parts of it.
- As a group, present the scenario problems and questions from the Sample section on the next page.
  - Have participants individually come up with an answer.
- When the activity is complete, invite participants to share answers with the group.

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### Sample:

- **“Problem:** Long customer wait times at the checkout counter. **Solution:** Implement a new Point-of-Sale (POS) System (The machine used by customer to pay with card at a restaurant or business). **Outcome:** After installing the new POS system, customer wait times at the checkout counter decreased significantly, leading to improved customer satisfaction. However, some employees faced challenges with learning to use the new system efficiently, resulting in minor delays during the initial transition period.”
  - What was the most effective part of the solution?
- **“Problem:** Thomas’s cellphone battery is dying quickly. **Solution:** Thomas does many different things to solve this. He buys a fast charge cable and portable charger, reboots the phone and looks for updates. **Outcome:** The phone charges faster with the cable. When the phone starts to die, the portable charger is used. Once the phone was rebooted, there were 3 updates needed. After the phone was updated, the battery life increased slightly.”
  - What was the most effective part of the solution?

### Adaptations:

- Modify the examples to be more relevant to participants’ specific job roles, industries, or location.



### Plan Ahead:

I can use what I've learned to figure out even better ways to solve the problem in the future.



### Training outcome:

Participants use information gathered to outline the best solution for next time.



#### Time estimate in minutes:

15 minutes

This time estimate is for planning only; it is not an assessment of proficiency.

### Description (for facilitator or instructor):

Participants will take what was learned from past solutions to future problems.

### Sample description (to use with participants):

In this session, we will reflect on the best parts of previous solutions and apply it to future problems.

### Materials:

- Letter sized plain paper: five sheets per participant.
- Scissors
- Paper clips
- Folding instructions for different types of planes.
- Measuring device for length.

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**Instructions (for facilitator or instructor):**

- Introduce the topic of reflecting on solutions to take what is learned and apply it to future problems. For example, during a golf swing, you notice that making small changes may improve your golf swing and make the ball fly farther.
- As a group, explain the activity is building paper airplanes and observe how far they fly. Participants will build five planes to learn from and to make improvements on. A rule is the participants must launch the plane the same way each time.
  - Have participants build one paper airplane and fly it inside. Have participants measure the distance it flew and make observation on how well the plane flew.
  - Repeat this step five times, each time changing some part on the airplane to improve it. For example, trim edges for aerodynamics, add paper clips for weight, bend tail for direction or make folds more precise.
- Once the activity is complete, have the participants share what was the most effective modification they made so the plane flew the farthest.

**Adaptations:**

- Download premade paper airplane plans from the internet. They can make modification to those plans for the activity. Offer support to assist participants who may have trouble making the planes. They can direct you on how to make it and what to change.

# Levels 3 and 4: Action Plan for Problem Solving



## Levels 3 and 4

For Levels 3 and 4, problem solving training is more advanced. Facilitators or instructors guide participants in applying problem solving skills in work-related contexts, find the best solution for new problems and leading by example in approaching problems. At these levels, participants should also learn to set and adjust their goals based on their evolving skill sets, available resources, workplace situations, and lifelong opportunities.

The Government of Canada's Skills for Success framework outlines an advanced level of this skill: "You can make decisions or solve problems when:

- there are many complex unfamiliar variables that can be unpredictable or contradictory
- little information is provided or certain, and
- the stakes are high with significant consequences

You can:

- search for information using diverse unfamiliar sources or conduct your own research
- synthesize and analyze complex information to determine multiple options
- select the best option, and
- determine how to assess the effectiveness of the process and solution or decision

There are many pathways through the Skills for Success. Each of us follows our own path - our own learning journey - including beyond the levels 1 and 2 in this resource. Congratulations on your work through these levels!

For next steps, consider using the action plan available on pages 308 and 309.

Skills for Success

### Action Plan

Circle the gear for the skill or skills this action plan is for.

There are so many paths for your learning journey. Now that you have come this far in exploring and developing your Skills for Success, take some time to celebrate. This is a big achievement!

You have an amazing set of skills! Reflect on your achievements in each skill point or go to your self-assessments (the "What have I already done in this skill point?" section) to add to this plan.

**My goal and why it matters to me**

My skill achievements:

How do these achievements support my goal?

How can my knowledge and experience help me be a resource to my home, my community, or my work?

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Skills for Success

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Think about where you want to go next in your journey.

**My next steps:**  
What do I still want to know how to do?

**What will help me reach my goal?**  
(This could be people, courses, and certifications)

**How will I know I'm making progress?**

**How will I celebrate when I reach my goal?**

**What will I do if I face a challenge?**

Every journey takes time and energy. We achieve more when we take care of ourselves. What will I do to take care of myself?

## References

Government of Canada. (2024, June 27). *Skill components and proficiency levels: ability*. Retrieved January 31, 2025, from Skills for Success: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#problemsolving>

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# Action Plan

Circle the gear for the skill or skills this action plan is for.



There are so many paths for your learning journey. Now that you have come this far in exploring and developing your Skills for Success, take some time to celebrate. This is a big achievement!

You have an amazing set of skills! Reflect on your achievements in each skill point or go to your self-assessments (the "What have I already done in this skill point?" section) to add to this plan.



**My goal and why it matters to me**

**My skill achievements:**

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**How do these achievements support my goal?**

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**How can my knowledge and experience help me be a resource to my home, my community, or my work?**

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Think about where you want to go next in your journey.

## My next steps:

What do I still want to know how to do?

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## What will help me reach my goal?

(This could be people, courses, and certifications)

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## How will I know I'm making progress?

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How will I celebrate when I reach my goal?

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## What will I do if I face a challenge?

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Every journey takes time and energy. We achieve more when we take care of ourselves. What will I do to take care of myself?

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