



Skills for Success

• Communication • Creativity and Innovation • Digital

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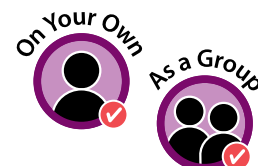
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Skills for Success

Communication



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.”¹ Everyone, at any level, can improve their Skills for Success. This resource gives ideas and sample activities to help enhance the “Communication” Skill for Success for adult participants, emphasizing employability through work-relevant activities.

What Is Communication?

Communication: Your ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others. For example, we use this skill to listen to instructions, serve customers, and discuss ideas.

Why this skill is important:

Strong communication skills help you share information in a way that others can clearly understand. You also need strong communication skills to listen to, pay attention to, and understand others. In all jobs, communication skills are important for developing good working relationships with co-workers and clients, including those from different backgrounds and cultures. You also need these skills to work effectively in a team, understand a variety of viewpoints, and to gather and share information while problem solving – whether at work or in your daily life.

■ [Find tools to improve your communication 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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¹ (Government of Canada, 2025) www.canada.ca/en/services/jobs/training/initiatives/skills-success



Communication Components from the Government of Canada

Expanding on the definitions provided above, the Government of Canada outlines these components for Communication²:

Benchmark 1

1. Listen with intention (for example, pay attention)

- Interpret other people's meaning while considering:
 - language
 - gesture
 - emphasis
 - other verbal
 - non-verbal cues
- Consider your own and others' personal bias and judgment, for example:
 - unconscious
 - conscious
- Use appropriate body language to show that you are paying attention, for example:
 - do not fidget
 - maintain focus on the speaker
 - show support, or
 - convey emotion
- Ask questions to confirm your understanding
- Be able to summarize and paraphrase key points when needed

Benchmark 2

2. Listen to understand

- Detect the speaker's purpose and intention
- Understand the information within the given communication context, for example:
 - speaker's intent
 - actions expected of listener
- Assess reliability and validity. For example:
 - fact check
- Analyze other people's arguments and positions
- Interpret and reconcile different perspectives
- Prepare a response that you can make when appropriate

Benchmark 3

3. Speak with clarity

- When speaking as appropriate to the situation, use:
 - grammar
 - pronunciation (even with accent)
 - cadence, or
 - rhythm

Continued on next page



² 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#communication> 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>



Continued from previous page

Communication Components from the Government of Canada

Benchmark 4	<p>4. Speak with purpose</p> <ul style="list-style-type: none">• Use appropriate examples, facts, content, and structure depending on your goals and purposes. For example:<ul style="list-style-type: none">• to convey or summarize information• to explain or persuade• Convey a message such that the listener understands the purpose
Benchmark 5	<p>5. Adapt to your audience and contexts</p> <ul style="list-style-type: none">• Identify and understand the needs, preferences, and interests of your audience, including differences in communication and interaction styles. For example:<ul style="list-style-type: none">• culture• abilities• Identify and understand contexts• Choose content, tone, language, gesture, and approach depending on your audience and contexts• Understand and manage risks or consequences, for example:<ul style="list-style-type: none">• to relationship or reputation• sharing confidential information
Benchmark 6	<p>6. Adapt to other people's different communication modes and tools</p> <ul style="list-style-type: none">• To make the best use of different communication modes and tools, choose:<ul style="list-style-type: none">• the appropriate content• structure, and• approach

² 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#communication> 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.³

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 communication skills and be a college graduate, while someone else might have not finished high school and is beyond a level 2 in communication 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.

³ 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 communication 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 build their communication skills. The goal is to create a supportive environment where participants can share their ideas, understand what others are saying, and respond in ways that fit different situations. 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 Communication.

■ Level 2

At level 2, participants at this level can share their ideas on different topics and understand the speaker's message. They can try out different methods to complete activities and begin to learn from failure. 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 communication skill through the activities and reflective practices highlighted in this resource. This is the focus of the section Level 2: Developing Communication.

■ 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 chapter, on page 107, in the section Levels 3 and 4: Action Plan for Communication.



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 communication in the Skills for Success framework. Put another way, benchmarks are specific 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 communication in the Skills for Success framework (beginning on 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 communication 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 14 (level 1) and page 63 (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 both recognize and value existing skills and knowledge, and also 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 communication:

For facilitators and instructors: Self-assessment in communication is important because it helps both instructors and participants build self-awareness and reflect on how we connect with others. When we understand our own communication strengths, habits, and challenges, we can better support others in developing their own. Self-assessment also helps us notice how we listen, share information, and respond in different situations. This insight allows us to model respectful, clear, and inclusive communication, and to create space where participants can build their confidence, adjust their communication for different situations, and grow their skills in ways that are meaningful to them.

For participants: Self-assessment is important for communication because it helps you understand how you listen, share ideas, and connect with others. It helps you notice what you do well and what you want to get better at. When you know your strengths, you can feel more confident when talking or working with others. You can also find better ways to explain your ideas, ask questions, or understand others. This will prepare you for tasks at work, at home, or in your community.

Level 1: Exploring Communication

The six communication skill components as outlined in the Skills for Success framework (pages 4 and 5) 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 communication 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 10, below)
- Communication skill map (page 14)
- Self-assessment (beginning page 17; designed for both pre- and post-assessment)
- Activities (beginning page 30)
 - 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 7 and 8.

Benchmark 1: Demonstrate listening in ways that respect self and others.

Benchmark 2: Focus on what a person says and what they mean, even if they communicate differently from you.

Benchmark 3: Share your message in a way to help others understand you.

Benchmark 4: Think about the purpose of your message and use examples to show why your message matters.

Benchmark 5: Think about your message, who it is for, and what is currently happening.

Benchmark 6: Choose how you will share your message to fit who will receive it.

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

Communication Level 1 Benchmarks and Training Outcomes

Benchmark 1: Demonstrate listening in ways that respect self and others.

Training Outcome 1:

Demonstrate listening in ways that work for self and others, and check for understanding.

Benchmark 2: Focus on what a person says and what they mean, even if they communicate differently from you.

Training Outcome 2:

Focus on other's words and actions to find a message's meaning, and check the meaning using your own words.

Benchmark 3: Share your message in a way to help others understand you.

Training Outcome 3:

Use words, sentences, pace, and other methods that match the situation and help others understand.

Benchmark 4: Think about the purpose of your message and use examples to show why your message matters.

Training Outcome 4:

Identify the purpose of their message before sharing it, and use examples to demonstrate this purpose.

Benchmark 5: Think about your message, who it is for, and what is currently happening.

Training Outcome 5:

Think about who a message is for, and identify what this other person is doing or where they are.

Benchmark 6: Choose how you will share your message to fit who will receive it.

Training Outcome 6:

Choose words that fit, and change the style of sharing a message to fit with the person receiving it.

Communication 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. Demonstrate listening in ways that work for the participant and the other person.</p> <hr/> <p>1b. Ask a question or repeat important points to check understanding.</p>
Benchmark 2	<p>2a. Focus on words or how someone says them to find the meaning.</p> <hr/> <p>2b. Use their own words to check the meaning of what another person said.</p>
Benchmark 3	<p>3a. Use words and sentences that match the situation.</p> <hr/> <p>3b. Share a message at a pace and in a way that helps others follow along.</p>
Benchmark 4	<p>4a. Think about the purpose of their message before sharing it.</p> <hr/> <p>4b. Use examples to show why their message matters.</p>
Benchmark 5	<p>5a. Think about who they want to share a message with.</p> <hr/> <p>5b. Find out about what the person is doing or where they are.</p>
Benchmark 6	<p>6a. Use words that fit the person receiving a message.</p> <hr/> <p>6b. Change the style of a message to fit the person receiving it.</p>

Communication 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 Communication Skill Map – Com1

Activity Com1-#	Self-Assessment (for participants) (p. 17) When you read each statement, think: "I can... ask to understand" (for example)	Participants can... (for facilitators/instructors) (p. 12) Each statement connects to training outcomes for each benchmark	Benchmark (p. 10) Each benchmark connects at level 1
1a	Show Active Listening: I listen in a way that works for me and the other person.	Demonstrate listening in ways that work for the participant and the other person.	Benchmark 1: Demonstrate listening in ways that respect self and others.
	1b	Ask a question or repeat important points to check understanding.	
2a	Find the Meaning: I focus on words and actions to know what the other person means.	Focus on words or how someone says them to find the meaning.	Benchmark 2: Focus on what a person says and what they mean, even if they communicate differently from you.
	2b	Use their own words to check the meaning of what another person said.	
3a	Think about My Words: I use words that fit the situation.	Use words and sentences that match the situation.	Benchmark 3: Share your message in a way to help others understand you.
	3b	Share a message at a pace and in a way that helps others follow along.	
4a	Think about My Message: Before sharing, I take time to think about my message.	Think about the purpose of their message before sharing it.	Benchmark 4: Think about the purpose of your message and use examples to show why your message matters.
	4b	Use examples to show why their message matters.	
5a	Think about Who It's For: I think about who I'm sharing my message with.	Think about who they want to share a message with.	Benchmark 5: Think about your message, who it is for, and what is currently happening.
	5b	Find out about what the person is doing or where they are.	
6a	Choose Words that Fit: I choose words that fit the person I'm sharing a message with.	Use words that fit the person receiving a message.	Benchmark 6: Choose how you will share your message to fit who will receive it.
	6b	Change the style of a message to better fit who I am telling it to.	

Why Communication Skills Are Important

Facilitator or Instructor Instructions

This activity provides 10 examples of why communication 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 communication skill at level 1 (starting on page 10 for benchmarks; go to page 14 for the communication 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.

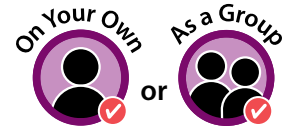
To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. 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 Communication Skills Are Important



Communication skills are part of the nine Skills for Success. These skills focus on how we listen, give and get information, and interact with others. When we have strong communication skills, we can say what we mean, ask questions to get the information we want, and handle everyday situations in ways that work for us.

Here are 10 examples that show how communication is important in everyday life. Do you do any of these? How do you use communication to support yourself and others?

At Work:

1. Explain a Task:

You describe a job or task so your coworker can understand what to do.

2. Ask for Help:

You ask a coworker or supervisor when you do not understand something.

3. Give Updates:

You share what you have done so far on a project, so your team knows how much is finished.

4. Report Problems:

You explain an issue to your supervisor so they know what is wrong.

5. Listen to Instructions:

You listen to your employer's instructions and repeat them back to make sure you understand.

At Home:

6. Share Plans:

You tell your family about upcoming events or changes so everyone is informed and prepared.

7. Give a Compliment:

You tell a family member you like their cooking or their work, making them feel appreciated.

8. Make Sure of Understanding:

You go over the weekend plans with your family to make sure everyone understands.

In the Community:

9. Invite People:

You invite neighbours to join a community clean-up event, so they can help make the area safer.

10. Check for Event Details:

You ask a neighbour what time the event is, to make sure you have the right information.

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!

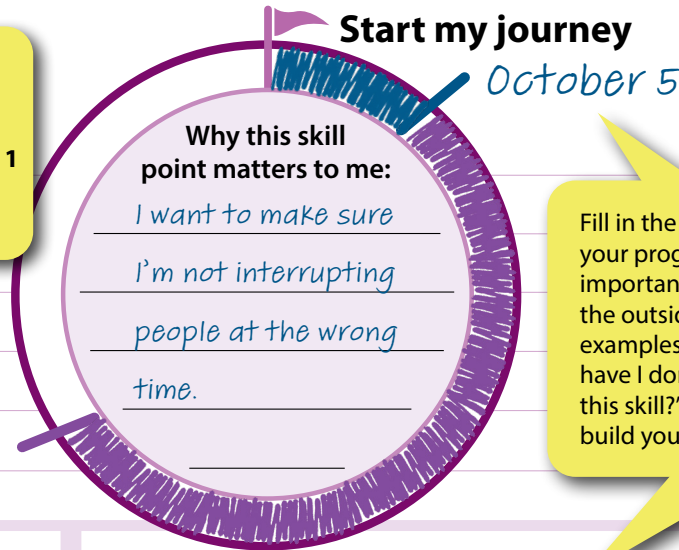


Check What's Happening:

I notice what a person is doing before I share a message with them.



This gear shows the skill, level, and number of each self-assessment.
Com1 – Communication level 1
5b – Self-assessment "b" for benchmark 5



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'll wait until the right moment before speaking or sending a message.

What have I done already in this skill?

Date:	Example:
Oct 5	I waited until my boss finished a call before asking a question.
Oct 19	I noticed a friend was busy and texted them instead of calling.

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

I'll go for a short walk after lunch.

How will I celebrate when I achieve this skill point?

I'll go to my community to visit family.



Show Active Listening:

I listen in a way that works for me and the other person.



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 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.



Ask to Understand:

I ask or repeat to check that I understand.



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?

How will I celebrate when I achieve this skill point?



Find the Meaning:

I focus on words and actions to know what the other person means.



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?

How will I celebrate when I achieve this skill point?



Confirm Meaning:

I check what was said by repeating it in my own words.



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?

How will I celebrate when I achieve this skill point?



Think about My Words:

I use words that fit the 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:

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?

How will I celebrate when I achieve this skill point?



Share Clearly:

I share my message in a way that others can follow.



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 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.



Think about My Message:

Before sharing, I take time to think about my message.



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?

How will I celebrate when I achieve this skill point?



Use Examples:

I can use examples to show why my message matters.



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?

How will I celebrate when I achieve this skill point?



Think about Who It's For:

I think about who I'm sharing my message with.



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?

How will I celebrate when I achieve this skill point?



Check What's Happening:

I notice what a person is doing before I share a message 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:

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?

How will I celebrate when I achieve this skill point?



Choose Words that Fit:

I choose words that fit the person I'm sharing a message with.



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?

How will I celebrate when I achieve this skill point?



Change My Message Style:

I change the style of my message to better fit who I am telling it to.



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?

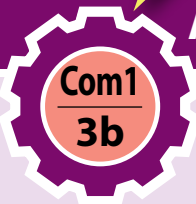

How will I celebrate when I achieve this skill point?

Level 1 Communication Activities – Com1

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: **Com1** – Communication level 1
3b – Activity "b" for benchmark 3

	Activity: Communication	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.
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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 of 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: Communication

Level 1

Benchmark 1a

Show Active Listening:

I listen in a way that works for me and the other person.



Training outcome:

Participants can demonstrate listening in ways that work for the participant and the other person.



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 listening to another person.

Sample description (to use with participants):

In this session, we will practice listening in a way that works for us and the other person.

Instructions (for facilitator or instructor):

- Introduce the topic of listening in a way that works for us and the other person. Explain that there are many different ways to listen to others. Some people prefer to be still and face the other person, while others may prefer to draw or move their hands or body. The goal is to use methods that help us focus while making sure the other person feels acknowledged and understood. For some cultures, listening means making eye contact, and, for some cultures, looking down to shows you are listening. It is important to find a way to show listening that works for you and the other person.
- Pre-activity: As a group, create a list of ways to show we are listening to someone.
 - A possible list of examples of ways to show listening are in the Sample section on the next page. Explain to participants we do not need to do all of these at once.

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- Divide participants into pairs. Each pair will take turns listening to the other person. Each participant will share how the weekend went or use a mini script from the Sample section below. The listener can try out actions for listening from the list created with the group or from the Sample section below.
 - After a participant's turn, each pair will answer the following questions.
 - The participant sharing:
 - Did you feel like you were being listened to and how did you know?
 - The participant listening:
 - What did you do that helped you listen?
 - Why is this important for making people feel like they are being listened to?
 - Once the questions are answered, participants will switch roles.
- After the activity is complete, have participants share answers and note any differences.

Sample:

- Mini scripts:
 - **Script 1 - Family News:** "My sister just got a new job! She's really excited about it, and I'm happy for her. She's been looking for a while, so it's great news."
 - **Script 2 - Learning Experience:** "I've been learning to cook more meals from scratch. It's fun to try new recipes, but sometimes it's frustrating when things don't turn out the way I want."
 - **Script 3 - Personal Challenge:** "I've been having trouble waking up early for work. I feel tired a lot. I think I'll try going to bed earlier, but it's hard because of my schedule."
 - **Script 4 - Work Challenges:** "I've been having some trouble with a task at work. It's a bit tricky, and I'm not sure if I'm doing it right. I might ask a coworker for help."

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- Examples for pre-activity: Expressions on your face and how you move your hands or body can show you are listening. These examples might be opposite to each other - it depends on you and the speaker, and the situation and culture you are in. Here are some examples from the document "Active Listening: A Skill for Understanding and Responding". For more examples and information, visit www.saskliteracy.ca/skills for the free downloadable.
 - Use your face to show you are listening. If someone is telling you something happy, you might smile. If what they are sharing is meant to be surprising, you might raise your eyebrows. If they are talking about something serious, you might keep a calm or neutral face. If you're not sure, it's okay to keep your face neutral.
 - Use small movements to show you are listening. You can nod your head, give a thumbs-up, open your hands, tap your fingers lightly, or make a small wave to show you are listening.
 - Stay focused in a way that works for you. You might look at the person, look at the ground, look toward one nearby spot, close your eyes to listen better, or take notes. If you get distracted, you might hold something in your hands, like a pen or a fidget tool, so you can refocus on what they are saying.
 - Pause what you are doing, if needed. If you are busy with something, you could stop or pause it to show you are listening to the person. You can turn off background music or machinery, or ask for a quieter space so you can listen better.
 - Move in a way that helps you focus. Some of us focus better when we hold a fidget tool, lightly tap our fingers or sway gently. If movement helps you, try small, quiet movements. Sometimes it can help to say what you are doing and why. For example, "I hope it's okay, but I need to stand to be comfortable."

Adaptations:

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



Activity: Communication

Level 1

Benchmark 1b

Ask to Understand:

I ask or repeat to check that I understand.



Training outcome:

Participants can ask a question or repeat important points to check understanding.



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 repeating or asking questions to show understanding.

Sample description (to use with participants):

In this session, we will practice repeating or asking questions about what someone said to show understanding.

Instructions (for facilitator or instructor):

- Introduce the topic of asking questions or repeating to show understanding. Explain that sometimes it is important to repeat something or ask about it to make sure we understand. It helps us stay confident in conversations and makes sure both people understand each other.
- Pre-activity: As a group, go through this example and have participants answer the questions. The example is "I went to the store this morning".
 - Ask the group, "What do you understand from this?" and "What else might you want to know about this?".

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- Now explain two ways you can check if you understand:
 - Repeat important details to show that you understand, before you act or continue the conversation: "So, you went to the store earlier today. What did you buy?"
 - Ask for more information, if you are not sure about some details: "Did you go to the store before or after breakfast?"
- Divide participants into groups. Each participant will take turns repeating important details to show understanding, or asking questions for more information. Topic ideas and possible participant responses are in the Sample section below.
- Once the activity is complete, have participants share results and note any differences.

Sample:

- Statement: "I wake up at 6:00 am every morning."
 - Repeat: "You wake up at 6:00 am - that's earlier than I usually wake up."
 - Question: "Do you also wake up at 6:00 am when it's winter and it's dark out?"
- Statement: "It's our job to deep clean the store once a month."
 - Repeat: "We have to clean the store every month, so is there a list of things to clean?"
 - Question: "What do I do if I can't reach something to clean it?"
- Statement: "You'll need to welcome the customers as they come in."
 - Repeat: "I need to greet customers when they enter the store, so do I say 'hello' or do I ask if they need help finding something?"
 - Question: "What if a customer seems to be in a hurry - do I still greet them when they enter the store?"

Adaptations:

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



Activity: Communication

Level 1

Benchmark 2a

Find the Meaning:

I focus on words and actions to know what the other person means.



Training outcome:

Participants can focus on words or how someone says them to find the meaning.



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 understanding meaning from words and actions.

Sample description (to use with participants):

In this session, we will practice focusing on words and actions to find the meaning of what someone is saying.

Instructions (for facilitator or instructor):

- Introduce the topic of finding meaning in what someone is saying. Explain that people express themselves in many ways: through words, tone, and actions. Sometimes people express themselves in ways that can be different than you. It is important to focus on the person's words and actions to understand their message.

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- Pre-activity: Go through this example with participants:
 - Explain that sometimes we need to understand what someone means by using more than their words. Think about when someone gives us directions. It can be helpful to notice what actions the person is doing while giving us directions. For example, someone points to the left when they say "turn at the stop sign". Ask the group, "What do their actions tell us?"
- Ask the group, "When someone is communicating, what can we notice so we understand them better?"
 - **Possible participant responses:**
 - I try to notice if the way they are talking seems happy, because sometimes people talk really fast when they are excited about something.
 - I notice what words they are saying because that tells me what they mean.
 - Sometimes I notice what their hands or arms are doing, because it can show me that they are excited by a thumbs up or upset if their arms are crossed.
 - I try to note when a person is communicating in a different way than me, I will watch for nodding or where they are pointing to try and understand.
- Ask the group, "Which set of directions would you follow and why?"
 - A: Someone who is distracted by their phone and saying "oh yea you just have to turn left over there and then take another left at the tree and you should see it."
 - B: Someone who puts their phone away and says, "Oh! I love that place. You just have to follow this road until you see the school, and then turn left (the person turns to face the same direction as you, and points to your left). Stay on that road, and, when you get to a stop sign, turn right (the person points to your right). After that, you will see it on the left side of the road. It's a bright yellow building - you can't miss it!"
- Once the activity is complete, have participants share results and note any differences.

Adaptations:

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



Activity: Communication

Level 1

Benchmark 2b

Confirm Meaning:

I check what was said by repeating it in my own words.



Training outcome:

Participants can use their own words to check the meaning of what another person said.



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 using their own words to show understanding.

Sample description (to use with participants):

In this session, we will use our own words to show that we understand what someone has said.

Instructions (for facilitator or instructor):

- Introduce the topic of confirming meaning. Explain that confirming meaning is important in conversations or for understanding instructions. One way to confirm meaning is to repeat what someone said, using our own words.
- As a group, go through the examples and questions from the Sample section on the next page. Participants will give ideas reword the sentence to show they understand.
- Divide participants into pairs. One participant will say a sentence to their pair, then the other participant will reword it in their own words. Ask the participants to answer the question, "How can you tell if the other person understood you?". Have the pairs switch roles using new sentences from the participant or the Sample section.

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- Once the activity is complete, have participants share results and note any differences.

Sample:

- Examples:
 - "I'm making spaghetti for dinner tonight." How can we show that we understand what was said?
 - **Possible participant response:** "Oh, nice! Spaghetti is my favorite."
 - "Please fill out the form before you leave today." How can we show that we understand what was said?
 - **Possible participant response:** "Thank you. I will make sure I fill out the form before I go home today."
 - "I like to spend my free time in the garden, planting flowers and vegetables." How can we show that we understand what was said?
 - **Possible participant response:** "Cool! How long have you been gardening?"
 - "I've been trying to cut back on spending by cooking at home more instead of eating out." How can we show that we understand what was said?
 - **Possible participant response:** "That's a good way to save money and you get to eat meals you like."
- Sentence examples:
 - "I don't eat dairy, so I can't have cheese."
 - "I always have a cup of coffee in the morning."
 - "Please clean your workspace at the end of your shift."

Adaptations:

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



Activity: Communication

Level 1

Benchmark 3a

Think about My Words:

I use words that fit the situation.



Training outcome:

Participants can use words and sentences that match the situation.



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 using words that fit the situation.

Sample description (to use with participants):

In this session, we will use words that fit the situation.

Instructions (for facilitator or instructor):

- Introduce the topic of using words to match the situation. Explain that sometimes we need to adjust the words we use depending on who is listening or what is happening. For example, we use different words when we are out with friends than when we are in a job interview or helping a customer.
- Pre-activity: Ask the group, "Do you ever change what you want to say based on who you are with or where you are?". For example, you want to ask your friend if they want to go to the park later, but your dog knows the word 'park' and might want to go now. You might spell the word 'park' instead: "Do you want to go to the p-a-r-k later?", or you might point to the park and ask, "Do you want to go there (point towards the park) later?". This might keep your dog calm until you are ready to go.

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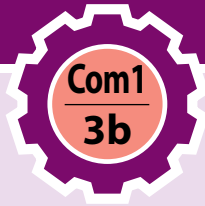
- As a group, explain to participants that when we are thinking about words to use, we can ask ourselves questions about the situation. For example, if someone asks, "What do you do for work?", we can ask ourselves:
 - What's my job? "I work in a kitchen."
 - What's a way to describe what I do? "I make sandwiches."
 - Do they need more details? "I clean and cook, too."
 - Using these questions, we can say, "I work in a kitchen where I make sandwiches, and I clean and cook."
- Have participants individually answer the questions about the examples in the Sample section below.
- Once the activity is complete, have participants share answers and note any differences.

Sample:

- Examples and questions:
 - You are thinking about getting ice cream, but if your child knows, they will start asking for it right away.
 - How could you talk about this with your friend or family member without the child knowing?
 - You need help finding flour at a store.
 - How could you ask an employee for help?
 - A friend asks how to get to the post office.
 - How do you give directions to your friend?

Adaptations:

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



Activity: Communication

Level 1

Benchmark 3b

Share Clearly:

I share my message in a way that others can follow.



Training outcome:

Participants can share a message at a pace and in a way that helps others follow along.



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 sharing a message so others can follow along with it.

Sample description (to use with participants):

In this session, we will practice sharing our message so others can follow.

Instructions (for facilitator or instructor):

- Introduce the topic of sharing messages so other people can follow. Explain that clear communication involves sharing a message in a way that is easy to understand. This is done by:
 - Using certain words to explain ideas.
 - Body language to give more context or show steps.
 - Visual cues like pictures or objects to support your message.
- Pre-activity: As a group, answer the questions based on the examples from the Sample section on the next page.

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- Ask participants to think about something that needs explaining at work or at home. An example is helping a customer find where an item is located, or explaining the time and details for an event like a birthday party.
- Divide the group into pairs. One participant will explain the task from above.
 - After each round, answer the question: Was there anything that was unclear?
 - Switch roles and repeat steps.
- Once the activity is complete, have participants share answers and note any differences.

Sample:

- Examples:
 - Which sentence gives helpful directions?
 - Sentence A: "Walk straight ahead, and, when you reach the second door, turn right. The room will be on your left." Said while making sure the person understands each direction before moving on to the next.
 - Sentence B: "Go down the hall and turn. It's near the end of the hall." This is said in one continuous message.
 - Which sentence gives helpful directions?
 - Sentence A: "I'm having a birthday party on Saturday at 3:00 pm at my house. There will be cake, games, and music. It would be great if you could come!" Give the person you are talking with an invitation card.
 - Sentence B: "I'm doing something on Saturday, and there will be some fun stuff. You should come if you can."

Adaptations:

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



Activity: Communication

Level 1

Benchmark 4a

Think about My Message:

Before sharing, I take time to think about my message.



Training outcome:

Participants can think about the purpose of the message before sharing it.



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 thinking about a message before sharing.

Sample description (to use with participants):

In this session, we will practice thinking about our message before sharing.

Instructions (for facilitator or instructor):

- Introduce the topic of thinking about our message before we share it. Explain that before we share, it is good to think about what we want to say. This helps us to:
 - Focus on the main idea of our message.
 - Decide what we want the other person to know, understand, or do.
- Pre-activity: As a group, review the examples from the Sample section on the next page and decide which statement explains the message better.

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- Ask participants to think about a message the participant wants to share at work, at home, or in the community. Have participants answer the following questions about that message:
 - Why do you want to share your message?
 - What do you want the other person to know or do?
- Divide participants into pairs and each participant will take turns sharing a message. After the message is shared, the participant who is receiving the message will answer the following question:
 - Did you understand the message?
- Once the activity is complete, have participants share answers and note any differences.

Sample:

Examples:

- Example 1:
 - Statement A: "I think I have to finish some tasks today or maybe tomorrow. I do really want to get a snack because I'm hungry."
 - Statement B: "I have some tasks to finish today, and I need help with them."
 - Which statement explains the message better?
 - **Possible participant response:** Statement B explains what they need. I wasn't sure what Statement A wanted me to do with that information.
- Example 2:
 - Statement A: "I feel like I have too much to do right now with work. I'm asking for your help because I need someone to take over this task for a few hours."
 - Statement B: "Can you help me?"
 - Which statement explains the message better?
 - **Possible participant response:** Statement A explains the message because it gives a reason, and Statement B does not.

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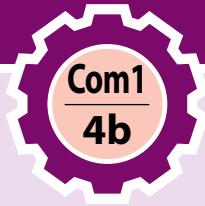


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- Example 3:
 - Statement A: "I want to let my family know that we're moving dinner time from 6:00 pm to 7:00 pm so everyone can join the meal after work."
 - Statement B: "I changed the dinner time, but it's not a big deal. I'll just let everyone show up whenever they can."
 - Which statement explains the message better?
 - **Possible participant response:** Statement A gives the time and the reason for a change.

Adaptations:

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



Activity: Communication

Level 1

Benchmark 4b

Use Examples:

I can use examples to show why my message matters.



Training outcome:

Participants can use examples to show why their message matters.



Time estimate in minutes:
35 minutes

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

Description (for facilitator or instructor):

Participants will practice using examples to show why their message matters.

Sample description (to use with participants):

In this session, we will practice using examples to explain why our message matters.

Instructions (for facilitator or instructor):

- Introduce the topic of using examples to show why a message matters. Explain that we can use an example when we want to share something important. It can help the other person understand why our message matters.
- Pre-activity: As a group, review the examples about asking for help:
 - Example 1:
 - Statement A: "I need help with my chores."
 - Statement B: "I need help with my chores because last time it took me longer to do things alone and I couldn't finish everything."
 - Did using examples help explain why the message matters?

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- Example 2:
 - Statement A: "Exercising regularly is important. I noticed that, when I exercise, I feel more energized and focused at work."
 - Statement B: "Regular exercise is good for you."
 - Did using examples help explain why the message matters?
- As a group, invite each participant to give an example for the same statement: "We need to keep the environment clean." You can give the first example: "... because it keeps the environment safer." Now, the next participant can say their example, until everyone has had a chance to respond.
- Once the activity is complete, ask the group, "How did the examples show why the message mattered?"

Adaptations:

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



Think about Who It's For:

I think about who I'm sharing my message with.



Training outcome:

Participants can think about who they want to share a message with.



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 think about who a message is for.

Sample description (to use with participants):

In this session, we will think about who we want to share our message with.

Instructions (for facilitator or instructor):

- Introduce the topic of thinking about who the message is for. Explain that the way we share a message might change depending on who we are talking to. The way we share a message with a friend might be different than with a supervisor at work, for example.
- Pre-activity: As a group, discuss how we share messages with different people. Ask participants how would the message change when asking about someone's weekend if it was with:
 - A friend.
 - An instructor or supervisor.
 - A family member.
 - A coworker.

Continued on next page



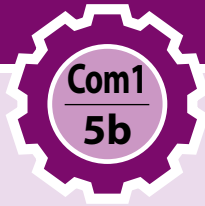


Continued from previous page

- Have participants create a message for each scenario.
 - Scenario 1: We want to ask someone to hang out this weekend. How would the message change if it was for a:
 - Friend?
 - Family member?
 - Scenario 2: We need to ask about the work schedule for next week. How would the message change if we were asking:
 - Our supervisor?
 - Our coworker?
- Once the activity is complete, have participants share results and note any differences.

Adaptations:

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



Activity: Communication

Level 1

Benchmark 5b

Check What's Happening:

I notice what a person is doing before I share a message with them.



Training outcome:

Participants can find out about what the person is doing or where they are.



Time estimate in minutes:

35 minutes

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

Description (for facilitator or instructor):

Participants will practice noticing what a person is doing or where they are before they share a message.

Sample description (to use with participants):

In this session, we will practice noticing what a person is doing or where they are before we share a message.

Instructions (for facilitator or instructor):

- Introduce the topic of checking what is happening before sharing a message. Explain that, before we share a message, it is important to notice what the person is doing or where they are. If the person is in a public place or is busy with something, it might be better to wait if your message is not urgent. Choosing the right time and place for your message makes it easier for the other person to listen and understand.

Continued on next page





Continued from previous page

- Pre-activity: As a group, discuss where and when it is appropriate to share messages. Ask the following question:
 - Where do you usually share personal messages? (At home, or in private.)
 - When is it a good idea to wait before sharing something? (When someone is in a public place and the message is private, or when someone is busy and the message is not urgent.)
- As a group, go through each scenario from the Sample section below and answer the questions.
- Once the group has completed the questions, have participants share answers and note any differences.

Sample:

- Scenarios:
 - Scenario 1: You want to talk to your friend about plans, but they are at a busy coffee shop.
 - Should you share the message now or wait?
 - Scenario 2: You need to talk to your supervisor about a concern, but they are in a meeting with someone else.
 - Should you share the message now or wait?
 - Scenario 3: You need to share important news with a family member, but they are watching TV.
 - Should you share the message now or wait?
 - Scenario 4: You want to ask your neighbour about borrowing something from them, but they are talking to someone else outside.
 - Should you share the message now or wait?

Adaptations:

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



Activity: Communication

Level 1

Benchmark 6a

Choose Words that Fit:

I choose words that fit the person I'm sharing a message with.



Training outcome:

Participants can use words that fit the person receiving the message.



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 choosing words that fit the person receiving the message.

Sample description (to use with participants):

In this session, we will practice choosing words that fit who we are sharing our message with.

Materials:

- In advance, and for each group, print a copy of page 56 and cut into rectangles.

Instructions (for facilitator or instructor):

- Introduce the topic of choosing words to match who we are sharing a message with. Explain that the words we choose when talking to someone can change depending on who they are. For example:
 - **Talking to a friend:** We use casual words. "Hey, let's grab lunch this weekend!"
 - **Talking to a supervisor:** We use more formal words. "I would like to discuss the schedule for next week. When is a good time to meet?"

Continued on next page





Continued from previous page

- Pre-activity: Ask participants what words they would choose in the following scenarios:
 - You want to ask your friend to help you with a task.
 - You need to ask your supervisor for time off from work.
 - You want to tell your child that it's time to clean up their toys.
 - You want to give a thank-you to a neighbour who helped you with something.
- Divide participants into groups. Give each group a set of the pre-cut sentences and scenarios from the resource on page 56. Make sure the papers are shuffled. Each group has the goal of matching each sentence with the scenario it responds to.
- Once the activity is complete, have groups share results and note any difference.

Adaptations:

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

Continued on next page





Continued from previous page

Scenarios and Sentences

Scenario 1: Your friend is moving, and they haven't finished packing yet. You need to explain why you cannot help them pack today.

"I'm sorry, I can't today. I have to finish studying for my exam tomorrow. Can we do this on the weekend?"

Scenario 2: You want to ask your supervisor for help understanding a task you are working on.

"Can you outline what you would like me to focus on? I would like to make sure I complete the task well."

Scenario 3: A family member is asking you to pick up groceries on your way home.

"Hey, I don't think I'll make it to the store before it closes today. What about tomorrow?"

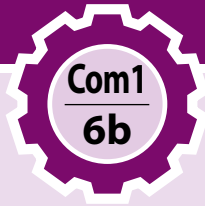
Scenario 4: You want to explain to a supervisor that you are sick today, but should be back at work at the store tomorrow.

"I apologize for the inconvenience, but I am not feeling well and I won't be able to make it to the store today. I should be well enough tomorrow."

Scenario 5: Your child has asked for your help moving the box 'castles' they built to their bedroom.

"You need help moving? I'm not sure we have enough time today, since it's a school night. If you get your boxes ready, let's move on the weekend!"





Change My Message Style:

I change the style of my message to better fit who I am telling it to.



Training outcome:

Participants can change the style of a message to fit the person receiving it.



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 matching message style to the person receiving it.

Sample description (to use with participants):

In this session, we will practice matching our message style to who we are telling it to.

Instructions (for facilitator or instructor):

- Introduce the topic of changing our message style to match the person receiving it. Explain that the style of a message might change based on who we are sharing our message with, and that there are many kinds of styles. Here are a few examples:
 - **Positive and encouraging:** You want to tell your child they did a great job cleaning up their room.
 - Example: "Wow, your room looks amazing! Great job putting everything away!"
 - **Casual Style:** Used with a friend or family member. The tone is friendly and informal.
 - Example: "Hey, do you want to hang out this weekend?"

Continued on next page





Continued from previous page

- **Detailed Style:** Used when giving instructions or explaining something important. The message includes enough detail for the listener to understand completely.
 - Example: "First, open the box. Then, remove the parts and follow the steps in the manual to assemble the item."
- **Short Style:** Used when giving a quick message or reminder. The message is brief and includes only the most important information.
 - Example: "Remember to call me later."
- Divide participants into groups. Each group will decide what style of message the group would use in each scenario from the Sample section below. Remind participants that there are more styles to choose from than the examples above.
- Once the activity is complete, have groups share results and note any differences.

Sample:

- Scenarios:
 - You want to thank your family member for helping you with a chore.
 - You want to tell your neighbour about an upcoming neighbourhood event.
 - You want to ask your family about plans for a weekend activity.
 - You need to tell your supervisor about an issue with a task you are working on.
 - You need to explain how to cook your favourite meal to your family member.

Adaptations:

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

Level 2: Developing Communication

The six communication skill components as outlined in the Skills for Success framework (pages 4 and 5) 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 communication 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 and celebrate the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 59, below)
- Communication skill map (page 63)
- Self-assessment (beginning on page 66; designed for both pre- and post-assessment)
- Activities (beginning on page 79)
 - 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 7 and 8.

Benchmark 1: Consider bias while listening to understand others' messages.

Benchmark 2: Think about different perspectives and how to respond.

Benchmark 3: Share your message in ways that help others connect to the meaning.

Benchmark 4: Use details to help others understand, and check if they need more information.

Benchmark 5: Think about the situation and risks to sharing a message.

Benchmark 6: Choose the best way to share your message and adjust for the person and situation.

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

Communication Level 2 Benchmarks and Training Outcomes

Benchmark 1: Consider bias while listening to understand others' messages.

Training Outcome 1:

Consider own bias and that of others, and listen until enough information is gathered to understand a message.

Benchmark 2: Think about different perspectives and how to respond.

Training Outcome 2:

Consider the perspective of the person sharing a message, and be ready to respond based on what was shared and understood.

Benchmark 3: Share your message in ways that help others connect to the meaning.

Training Outcome 3:

Use clear language and sentence structures, and choose words to help others connect to their message's meaning.

Benchmark 4: Use details to help others understand, and check if they need more information.

Training Outcome 4:

Use details or examples to help others understand their message, and use strategies to check if others understand.

Benchmark 5: Think about the situation and risks to sharing a message.

Training Outcome 5:

Identify risks to sharing a message, considering the situation and timing, and adjust when and how to share a message.

Benchmark 6: Choose the best way to share your message and adjust for the person and situation.

Training Outcome 6:

Select the best method to share their message, and adjust as needed, based on who will receive it and the situation.

Communication 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. Consider own bias and that of others.</p> <hr/> <p>1b. Listen until enough information is gathered to understand a message.</p>
Benchmark 2	<p>2a. Consider the perspective of the person sharing a message.</p> <hr/> <p>2b. Be ready to respond to a message based on what was said and understood.</p>
Benchmark 3	<p>3a. Choose words to help others connect to a message's meaning.</p> <hr/> <p>3b. Use clear language and sentence structures.</p>
Benchmark 4	<p>4a. Use details or examples to help others understand their message.</p> <hr/> <p>4b. Use strategies to check if others understood their message.</p>
Benchmark 5	<p>5a. Consider the situation and decide if it is the right time to share a message.</p> <hr/> <p>5b. Identify risks and adjust when or how to share a message.</p>
Benchmark 6	<p>6a. Select the best method to share their message based on who will receive it and the situation.</p> <hr/> <p>6b. Adjust how their message is shared based on who will receive it and the situation.</p>

Communication 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 Communication Skill Map – Com2

Activity Com2-#	Self-Assessment (for participants) (p. 66) When you read each statement, think: "I can... give Examples"" (for example)	Participants can... (for facilitators/ instructors) (p. 61) Each statement connects to training outcomes for each benchmark	Benchmark (p. 59) Each benchmark connects at level 2
1a	Think about Bias: I think about my opinion and know that others have their own too.	Consider own bias and that of others.	Benchmark 1: Consider bias while listening to understand others' messages.
1b	Listen Enough: I listen until I have enough information to understand.	Listen until enough information is gathered to understand a message.	
2a	Think about Perspective: I think about where the other person is coming from.	Consider the perspective of the person sharing a message.	Benchmark 2: Think about different perspectives and how to respond.
2b	Be Ready to Reply: I am ready to reply after I understand what someone says.	Be ready to respond to a message based on what was said and understood.	
3a	Use Words to Connect: I choose words that help people connect to what I mean.	Choose words to help others connect to a message's meaning.	Benchmark 3: Share your message in ways that help others connect to the meaning.
3b	Use Clear Language: I share my message in a way that others can understand me.	Use clear language and sentence structures.	
4a	Give Examples: I add details or examples to help others understand my message.	Use details or examples to help others understand their message.	Benchmark 4: Use details to help others understand, and check if they need more information.
4b	Check for Understanding: I ask questions to check if others understand what I mean.	Use strategies to check if others understood their message.	
5a	Pick the Right Time: I think about if it is the right time to share my message.	Consider the situation and decide if it is the right time to share a message.	Benchmark 5: Think about the situation and risks to sharing a message.
5b	Think about the Risks: I think about what might happen and change my message if needed.	Identify risks and adjust when or how to share a message.	
6a	Choose the Best Method: I choose the best way to share my message based on who it is for and what is going on.	Select the best method to share their message based on who will receive it and the situation.	Benchmark 6: Choose the best way to share your message and adjust for the person and situation.
6b	Adjust the Way I Share: I change the way I share my message based on who it is for and what is going on.	Adjust how their message is shared based on who will receive it and the situation.	

Why Communication Skills Are Important

Facilitator or Instructor Instructions

This activity provides 10 examples of why communication 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 communication skill at level 2 (starting on page 59 for benchmarks; go to page 63 for the communication 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 Communication Skills Are Important



Communication skills are part of the nine Skills for Success. These skills focus on how we listen, give and get information, and interact with others. When we have strong communication skills, we can say what we mean, ask questions to get the information we want, and handle everyday situations in ways that work for us.

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

At Work:

1. Support a Team Decision:

You explain to the team why you think a decision will help everyone.

2. Share Updates:

You share that you are done your task with your coworker and check if they need help.

3. Ask for Feedback on Ideas:

You ask a coworker if your idea will work for the team or if you should change it.

4. Encourage Others:

You let your coworker know they are doing a great job.

5. Check a Deadline:

You check with your manager to make sure you understand the deadline for a task.

At Home:

6. Ask for Help:

You ask a family member to help with something around the house when you are feeling busy.

7. Discuss Family Goals:

You share your goals with your family for the month, like organizing the house.

8. Give Instructions:

You show your family how to do a household chore, making sure they understand the steps.

In the Community:

9. Offer Help in the Community:

You offer to volunteer for a local event or help organize something for the neighbourhood.

10. Ask for Advice:

You ask a neighbour for advice about a problem you have with your garden.

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!



Give Examples:

I add details or examples to help others understand my message.



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

Com2 – Communication level 2
4a – Self-assessment "a" for benchmark 4

Start my journey

November 3

Why this skill point matters to me:

I want to explain things clearly so people understand me the first time.

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.

November 17

What will success look like in this skill point?

I'll add examples to my messages so they make sense to others.

What have I done already in this skill?

Date:	Example:
Nov 3	I explained a recipe by giving step-by-step instructions.
Nov 17	I showed a new coworker how to use a tool by giving examples.

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

I'll cook a big meal and take time to enjoy it.

How will I celebrate when I achieve this skill point?

I'll go to a live music event.



Think about Bias:

I think about my opinion and know that others have their own too.



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?

How will I celebrate when I achieve this skill point?



Listen Enough:

I listen until I have enough information to understand.



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?

How will I celebrate when I achieve this skill point?



Think about Perspective:

I think about where the other person is coming from.



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?

How will I celebrate when I achieve this skill point?



Be Ready to Reply:

I am ready to reply after I understand what someone says.



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?

How will I celebrate when I achieve this skill point?



Use Words to Connect:

I choose words that help people connect to what I mean.



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?

How will I celebrate when I achieve this skill point?



Use Clear Language:

I share my message in a way that others can understand me.



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?

How will I celebrate when I achieve this skill point?



Give Examples:

I add details or examples to help others understand my message.



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 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.



Check for Understanding:

I ask questions to check if others understand what I mean.



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?

How will I celebrate when I achieve this skill point?



Pick the Right Time:

I think about if it is the right time to share my message.



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?

How will I celebrate when I achieve this skill point?



Think about the Risks:

I think about what might happen and change my message if needed.



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?

How will I celebrate when I achieve this skill point?



Choose the Best Method:

I choose the best way to share my message based on who it is for and what is going on.



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?

How will I celebrate when I achieve this skill point?



Adjust the Way I Share:

I change the way I share my message based on who it is for and what is going on.



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?

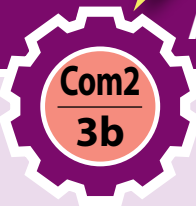

How will I celebrate when I achieve this skill point?

Level 2 Communication Activities – Com2

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: **Com2** – Communication level 2
3b – Activity "b" for benchmark 3

	Activity: Communication	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





Continued from previous page

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 of 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.



Think about Bias:

I think about my opinion and know that others have their own too.



Training outcome:

Participants can consider their own bias and that 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 think about bias when sharing a message.

Sample description (to use with participants):

In this session, we will think of our bias and other people's biases.

Instructions (for facilitator or instructor):

- Introduce the topic of thinking about opinion and bias when we share our message. Explain that we all have different opinions, and each of us has **biases***, too. Describe what biases are.
- Pre-activity: Ask participants, "Can you think of a time when you realized someone had a different opinion than you? What did you think about the other person's opinion?"
- As a group, create a list of biases that we or other people might have.



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.

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- Once the group has completed the activity, ask participants, "Why is it important to understand that people might have different opinions and biases than we do?".
 - **Possible participant response:** I think it helps because then I can think about why someone would say or do something I wouldn't do.

Adaptations:

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



Activity: Communication

Level 2

Benchmark 1b

Listen Enough:

I listen until I have enough information to understand.



Training outcome:

Participants can listen until enough information is gathered to understand a message.



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 learn when enough information is gathered to understand a message.

Sample description (to use with participants):

In this session, we will learn when we have enough information to understand a message.

Instructions (for facilitator or instructor):

- Introduce the topic of listening until we have enough information. Explain that when we get a message, we should listen until we get enough information to help us understand that message.
- Pre-activity: As a group, ask participants, "What happens if we don't have all the information?" and "How could missing details change how we respond?" Scenarios of not having enough information are in the Sample section on the next page.

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- As a group, create a list of ways to know that we have listened enough.
 - **Possible participant responses:**
 - I can repeat important parts of the message.
 - I have no questions about the message.
 - I know what I have to do.
 - If the message was a question, I know the answer.

Sample:

- Scenarios:
 - Scenario 1: Your teenager asks you to get a some things from the store for lunches to take to their new job. You don't know if there is a fridge or microwave at their new job, or if anyone there has severe allergies and can't have certain foods around.
 - Scenario 2: You are fixing a leaking faucet using a YouTube video. You turn the video off after learning how to remove the faucet. Once you remove the faucet, you are not sure what to do next.

Adaptations:

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



Think about Perspective:

I think about where the other person is coming from.



Training outcome:

Participants can consider the perspective of the person sharing a message.



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 thinking about perspective.

Sample description (to use with participants):

In this session, we will practice thinking about where the other person is coming from.

Instructions (for facilitator or instructor):

- Introduce the topic of thinking about **perspective***. Explain that when we think about someone's perspective, or their 'point of view', it can help us understand their message. For example, if someone does not want a piece of candy you offer, thinking about their perspective might help you realize they could be allergic or do not like the type of candy.



Perspective

Perspective is how someone views or understands a situation. Perspective is shaped by a person's experiences, feelings, and ideas. Each of us could understand the same thing in different ways: this is called perspective.

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- Pre-activity: Ask participants, “How can understanding another person’s point of view help us respond better?” and “What happens if we don’t think about the other person’s perspective?”
- As a group, discuss and answer the questions for each scenario from the Sample section below.

Sample:

- Scenario 1: A family member gives you a gift you did not expect.
 - Question: Why might your family member give you this gift?
- Scenario 2: A coworker explains a new task to you and seems excited about it.
 - Question: Why might they be sharing this with you in such an excited way?
- Scenario 3: You suggest an activity to do with a friend, and they suggest a different one instead.
 - Question: Why might your friend suggest a different activity?

Adaptations:

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



Activity: Communication

Level 2

Benchmark 2b

Be Ready to Reply:

I am ready to reply after I understand what someone says.



Training outcome:

Participants can be ready to respond to a message based on what was said and understood.



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 being ready to respond to what was said and understood.

Sample description (to use with participants):

In this session, we will practice being ready to respond to what was said.

Instructions (for facilitator or instructor):

- Introduce the topic of being ready to reply to someone. Explain that it is important to think about someone's message and then respond. Responding right away is not always best. Sometimes it is better to pause and make sure we fully understand what was said before we reply.
- Pre-activity: Ask participants, "Why is it important to take time to understand what someone says before replying?" and "What can happen if we respond too quickly without fully understanding?"
- As a group, discuss and answer the questions from the Sample section on the next page.

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Sample:

- Scenario 1: A neighbour shares that they are planning a home improvement project and ask if you have any tips.
 - Question: Why might your neighbor ask you for advice? How should we respond?
- Scenario 2: A family member talks about a new recipe they tried and how it turned out really well.
 - Question: Why might your family member want to share this with you? How should we respond?

Adaptations:

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



Activity: Communication

Level 2

Benchmark 3a

Use Words to Connect:

I choose words that help people connect to what I mean.



Training outcome:

Participants can choose words to help others connect to their message's meaning.



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 choosing words to help others connect to their message's meaning.

Sample description (to use with participants):

In this session, we will practice choosing words so that others can connect to what we mean.

Instructions (for facilitator or instructor):

- Introduce the topic of using words to help others connect to what we mean. Explain that the words we choose can help others understand what the meaning of our message is. In order to do this, it is helpful to think about the important information we want the other person to understand, who we are talking to, and what words will they best understand or relate to.
- As a group, discuss and answer the questions from the Sample section on the next page.

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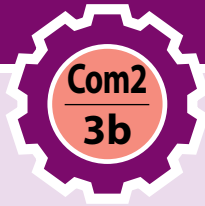
- Once the activity is complete, ask participants, “How can the right words help someone understand your message more clearly?” and “What happens if you choose words that don’t match the situation?”

Sample:

- Scenario 1: Explain to a child how to make a grilled cheese sandwich.
 - Would you change the way you explained this if you were explaining it to an adult instead?
- Scenario 2: Give directions to your family member so they can get to an event location.
 - Would you change the way you explained this if you were explaining it to a person you did not know?

Adaptations:

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



Use Clear Language:

I share my message in a way that others can understand me.



Training outcome:

Participants can use clear language and sentence structures.



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 using clear language.

Sample description (to use with participants):

In this session, we will practice using clear language.

Instructions (for facilitator or instructor):

- Introduce the topic of using clear language. Explain that clear language means using words and short sentences so the listener can easily understand their message. When using clear language, it is helpful to think about what others would need to know or do. Your message should be short and focus only on important details.
- Divide participants into pairs. Each participant will take turns explaining a task to the other participant in their pair. For the person listening, remember to think about what could be made clearer, and think about if there is extra information you didn't need. Discuss as a pair what needs to change to be clearer or shorter. Topic ideas are below:
 - How to make a sandwich.
 - How to organize a drawer.
 - How to get from one place to another.

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- Once the participant is done explaining the task, the pair will answer the following questions:
 - How did you make sure the other person could understand your explanation?
 - Did you need to change any sentences to make them shorter or clearer?
- Once the group has completed the questions, have participants share answers with the group.

Adaptations:

- Modify the discussion prompts, scenarios, and tasks to be more relevant to participants' specific job roles, industries, or location.
- To help participants notice when steps are missing, bring in material so the other participants can follow along and try and finish the task being explained.
 - An example of this is bringing in the ingredients to make a sandwich. When one participant is explaining how to make a sandwich, the other participant will try and follow along to check which steps are missing or unclear.



Activity: Communication

Level 2

Benchmark 4a

Give Examples:

I add details or examples to help others understand my message.



Training outcome:

Participants can use details or examples to help others understand their message.



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 using examples to explain their message.

Sample description (to use with participants):

In this session, we will practice using examples to explain our message.

Instructions (for facilitator or instructor):

- Introduce the topic of using examples. Explain that examples help the other person understand what we mean because we show how or why our message is important for us to share. Examples can be stories, facts, or situations that relate to what we are talking about.
- As a group, discuss and answer the question about the scenarios from the Sample section on the next page.
- Once the group has completed the questions, ask the group, "How can examples help someone else understand what our message is about?"

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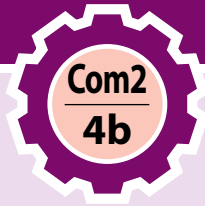
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Sample:

- Scenario 1: You are explaining how to handle customer complaints at work.
 - Question: What examples could you use to make the process clearer?
 - **Possible participant response:** "If a customer is upset about a late delivery, apologize and explain the delay. Offer them options like a refund or rescheduled delivery. You could say something like, 'I am really sorry your package was delayed, but we can either refund your order or reschedule the delivery for tomorrow,' to give clear options."
- Scenario 2: You are explaining how to take care of a vegetable garden.
 - Question: What examples can you use to explain gardening?
 - **Possible participant response:** "I remember when I planted my first tomato plant. I didn't know you had to prune the leaves, and it didn't grow well. Now I always trim the extra leaves to help the plant get more sunlight and produce better tomatoes."

Adaptations:

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



Check for Understanding:

I ask questions to check if others understand what I mean.



Training outcome:

Participants can use strategies to check if others understood their message.



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 using strategies to check if other people understand our message.

Sample description (to use with participants):

In this session, we will practice using strategies to check if other people understand our message.

Materials:

- In advance, print the resource on pages 97 and 98, one for each participant, or make it digitally available for each participant.

Instructions (for facilitator or instructor):

- Introduce the topic of checking for understanding. Explain that checking for understanding is different depending on who we are with and what is going on around us.
- Pre-activity: As a group, review the resource Strategies to Check for Understanding on pages 97 and 98. Explain to participants that these are different strategies to use when you want to check if your message is understandable to others.

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- Divide the participants into groups. Assign strategies, or have participants choose two to discuss how and when they might use these strategies.
- Divide participants into pairs. Invite each participant to pick a topic they are comfortable explaining to the other person in their pair. Some examples are, how to pump gas, how to bake a cake, or explaining a movie plot without spoilers.
 - One participant has five minutes to explain their topic to their pair and check for understanding. After five minutes, it is the other participant's turn to explain a topic. Remind participants to make note of the strategies they used or observed to check if it seemed like their message was understandable to the other person. Participants can try any strategy, including ones from pages 97 and 98.
 - Ask participants to outline what showed them that the other person understood their message. What did the other person do or say?
- Once the pairs have each completed their explanations and notes about understanding, discuss as a large group about the strategies: Which strategies worked well? Were there strategies or results you didn't expect? What differences did you observe in people's approaches?

Adaptations:

- Modify the discussion prompts or topics to explain to be more relevant to participants' specific job roles, industries, or location.
- Move participants into new pairs and invite them to try strategies they have not tried before.

Resource:

- The booklet "ayisiniwak: A Communications Guide" is an excellent resource to learn more about communication styles in cultures around our province and beyond. Access it and its information about Indigenous cultures and practices here: <https://www.saskatoon.ca/business-development/planning/programs-projects/first-nations-and-metis-lands-and-relationships/first-nations-and-metis-governance-and-communication>

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Strategies to Check for Understanding

1. Ask Open-Ended Questions:

Instead of “Do you understand?”, try less direct questions that invite responses, such as “What are your thoughts about this?”, or “How does this seem to you?”

2. Offer a Summary Option:

Try saying, “Here’s what I meant, does this match what you understood?” to encourage feedback without pressure.

3. Use Alternative Ways to Confirm:

People process information in various ways: through writing, gestures, or visuals. You can build stronger understanding by checking with the other person “Would it be better if I wrote this down or showed an example?”

4. Give Options for Others to Respond:

Sometimes people will respond in a different way than you would. For example, by pointing to a choice, writing a response, or using a device to respond. Allow for people to respond the way that works best for them: maybe they will nod, maybe they have questions, or maybe they respond with a story.

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Strategies to Check for Understanding

5. Allow Time for People to Process:

Pausing before answering can show careful thinking. Leave space for the other person to respond in their own time. You could also say, "Take your time to think about it, no rush," and wait.

6. Respect Silence as Part of Communication:

Some people may take longer to answer, but silence doesn't always mean they are confused or disagreeing. Sometimes people are silent because they are thinking or deciding if they want to respond. Silence could also mean that someone is not ready to share about this topic in this setting.

7. Offer Explanations without Judgement:

Sometimes people might not feel comfortable saying they don't understand, because it could seem impolite or embarrassing. Try saying, "Sometimes I explain things in a way that isn't clear. Is there anything I should say differently?" to remove the pressure from the other person.

8. Notice Non-Verbal Cues (but do not assume what they mean):

Some cultures and people show understanding through nodding or making eye contact; others may look down or away to focus on listening. Instead of guessing, ask, "Does this make sense in the way I explained it?" and notice how the person responds to your message.



Activity: Communication

Level 2

Benchmark 5a

Pick the Right Time:

I think about if it is the right time to share my message.



Training outcome:

Participants can consider the situation and decide if it is the right time to share a message.



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 picking the right time to share a message.

Sample description (to use with participants):

In this session, we will practice picking the right time to share our message.

Instructions (for facilitator or instructor):

- Introduce the topic of picking the right time to share a message. Explain that choosing the right time to share our message can be as important as our message itself. Sometimes people are busy or distracted, so it might not be the best time to share something important. Think about where the conversation is happening and whether it is a good moment for our message.
- Pre-activity: Ask participants, “Why is it important to think about when to share a message?” and “How can you tell if it’s the right time to share something important?”

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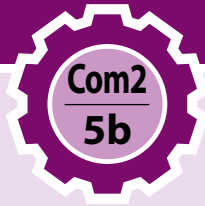
- As a group, discuss and answer the questions about the scenarios from the Sample section below.
- Once the group has completed the questions, ask participants, “How would we check if it is the right time to share our message?”

Sample:

- Scenario 1: A coworker is working hard on a deadline and seems stressed. You want to ask them to help with another task.
 - Questions: Is this a good time to ask for help? Why or why not? When is it a good time to ask for help from your coworker?
- Scenario 2: Your family member is scrolling on their phone. You want to ask them for a favour.
 - Questions: Is it the right time to ask for a favour? Why or why not? When is it a good time to ask for a favour?
- Scenario 3: You are in a busy coffee shop, with lots of people and noises around. You want to share something private about a family issue.
 - Questions: Is this a good time to share something private in a public place? Why or why not? When is it a good time to share this private information?

Adaptations:

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



Activity: Communication

Level 2

Benchmark 5b

Think about the Risks:

I think about what might happen and change my message if needed.



Training outcome:

Participants can identify risks and adjust when or how to share their message.



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 and adjusting to risks for sharing their message.

Sample description (to use with participants):

In this session, we will practice thinking about and adjusting to risks for when we share our message.

Instructions (for facilitator or instructor):

- Introduce the topic of thinking about and adjusting to the risks of sharing a message. Explain that sometimes when we share a message, there can be risks. Some examples of these risks are:
 - The other person not understanding what we say.
 - Offending someone by mistake.
 - Not being ready for the other person's reaction.
- As a group, discuss and answer the questions about the scenarios from the Sample section on the next page.

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- Once the group has completed the questions, ask participants, “Why is it important to think about the risks before sharing your message?”

Sample:

- Scenario 1: You notice a coworker made a mistake. You want to let them know.
 - Questions: When is the right time and place to mention the mistake? How can you share this information in a way that works for both of you?
- Scenario 2: Your friend has just finished a major task at work and they are proud of what they accomplished. You want to ask them to help you with something small.
 - Questions: Is this a good time to ask for their help? Why or why not?

Adaptations:

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



Activity: Communication

Level 2

Benchmark 6a

Choose the Best Method:

I choose the best way to share my message based on who it is for and what is going on.



Training outcome:

Participants can select the best method to share their message based on who will receive it and the situation.



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 105.

Description (for facilitator or instructor):

Participants will practice choosing the best method to share their message, based on who will receive it and the situation.

Sample description (to use with participants):

In this session, we will practice choosing the best way to share our message, based on who it is for and what is going on.

Instructions (for facilitator or instructor):

- Introduce the topic of choosing the best way to share your message. Explain that choosing how to communicate is important. For example, if the message is urgent or serious, it may be better to call than to text. Thinking about the other person, and the situation around you or them, can help us decide the best method for sharing a message.

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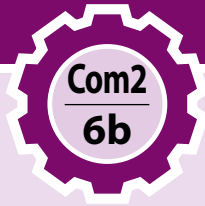
- Pre-activity: Ask participants, "What kinds of methods have you used for sharing a message?" Some examples might be quietly sharing a message just with one person, making a quick announcement about something urgent, or writing a formal letter for something serious that needs to be kept in a file. Also discuss with participants, "How could using a method that doesn't match the person or situation cause problems?"
- Participants will individually go through and answer the questions from the Sample section below.
- Once the participants have completed answering the questions, discuss the answers as a group.

Sample:

- Scenario 1: You and your family are organizing a surprise party for your mom. You need to invite your mom to the party location without her knowing that it is a surprise party for her.
 - Questions:
 - What is the best method to invite your mom to the location? Why is this method the best choice for this person and the situation?
- Scenario 2: You need to let your boss know you are running late.
 - Questions:
 - What is the best method to let your boss know? Why is this method the best choice for this person and the situation?
- Scenario 3: You want to ask a coworker for help with a task that needs to be finished in one hour.
 - Questions:
 - What is the best method to ask your coworker? Why is this method the best choice for this person and the situation?

Adaptations:

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



Activity: Communication

Level 2

Benchmark 6b

Adjust the Way I Share:

I change the way I share my message based on who it is for and what is going on.



Training outcome:

Participants can adjust how their message is shared based on who will receive it and the situation.



Time estimate in minutes:

15 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 103.

Description (for facilitator or instructor):

Participants will practice adjusting how they share their message, based on who it is for and the situation.

Sample description (to use with participants):

In this session, we will practice adjusting the way we share our messages, based on who it is for and the situation.

Instructions (for facilitator or instructor):

- Introduce the topic of adjusting the way to share our messages. Explain that sometimes we may need to adjust a message, based on
 - who is receiving our message, and
 - what is going on.
- Pre-activity: Ask participants “Why should we change the way we share a message depending on who we are talking to?”

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- Participants will individually go through and answer the questions from the Sample section below.
- Once the group has completed the questions, have participants share answers with the group.

Sample:

- Scenario 1: You and your family are organizing a surprise party for your mom. You need to invite your mom to the party location without her knowing that it is a surprise party for her.
 - Questions:
 - What is the best method, and why is it the best choice for this person and situation?
 - How would you invite a coworker? Would you change your method?
- Scenario 2: You need to let your boss know you are running late.
 - Questions:
 - What is the best method, and why is it the best choice for this person and situation?
 - How would you let your family know you are running late? Would you change your method?
- Scenario 3: You want to ask a coworker for help with a task that needs to be finished in one hour.
 - Questions:
 - What is the best method, and why is it the best choice for this person and situation.
 - How would you ask your supervisor for help? Would you change your method?

Adaptations:

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

Levels 3 and 4: Action Plan for Communication



Levels 3 and 4

For **levels 3 and 4**, communication training is more advanced. Facilitators or instructors guide participants in applying communication in work-related contexts, understanding others in various contexts, and leading by example in sharing information and obtaining information from others. 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 speak and listen to a wide range and depth of subject matter, using both factual and abstract or conceptual language. You can do this:

- in a variety of contexts shifting from routine to unpredictable, and
- by interacting with familiar and unfamiliar audiences of various sizes.

You can interpret complex and subtle non-verbal cues, and use them to adapt your own communication styles."

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 337 and 338.

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?

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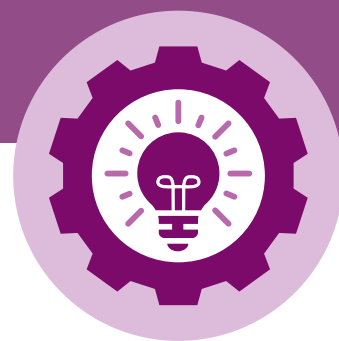
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Skills for Success



Creativity and Innovation

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.”¹ Everyone, at any level, can improve their Skills for Success. This resource gives ideas and sample activities to help enhance the “Creativity and Innovation” Skill for Success for adult participants, emphasizing employability through work-relevant activities.

What Are Creativity and Innovation Skills?

Creativity and Innovation: Your ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms. For example, we use this skill to discover better ways of doing things, develop new products, and deliver services in a new way.

Why this skill is important:

Creativity and innovation skills help you come up with new, unique, or “outside the box” ideas or to approach something differently than in the past, both at work and outside work. A curious mindset that finds inspiration from a broad range of experiences and perspectives helps develop creativity and innovation skills. Employers are increasingly seeking people who can apply creativity and innovation skills to their work in our increasingly diverse settings, and to come up with new solutions or approaches to tackling challenges. With strong creativity and innovation skills, you can also support and inspire others to develop their own creativity and innovation.

■ [Find tools to improve your creativity and innovation 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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¹ (Government of Canada, 2025) www.canada.ca/en/services/jobs/training/initiatives/skills-success



Creativity and Innovation Components from the Government of Canada

Expanding on the definitions provided above, the Government of Canada outlines these components for Creativity and Innovation²:

Benchmark 1	<p>1. Use your imagination and curiosity</p> <ul style="list-style-type: none">• Imagine different situations and possibilities• Show interest in learning and applying new things• Seek a wide range of stimuli and experiences• Be open to new ideas without judging and setting limitations
Benchmark 2	<p>2. Identify opportunities for you to innovate</p> <ul style="list-style-type: none">• Challenge norms, habits, and preconceptions where appropriate• Identify artificial constraints
Benchmark 3	<p>3. Generate ideas that are novel to yourself or others</p> <ul style="list-style-type: none">• Deviate from existing processes, thinking, and approaches• Use an inquisitive approach. For example:<ul style="list-style-type: none">• ask questions even when there is no obvious answer• Seek patterns where patterns may not be readily apparent. For example:<ul style="list-style-type: none">• combine unrelated attributes• Acknowledge and work with uncertainty and unpredictability.
Benchmark 4	<p>4. Develop your ideas</p> <ul style="list-style-type: none">• Reverse ideas and approaches to see if the opposite is true• Expand on ideas and approaches
Benchmark 5	<p>5. Apply your ideas</p> <ul style="list-style-type: none">• Act on the creative ideas and approaches to make tangible and useful contributions• Expect failures• Learn from failures to improve
Benchmark 6	<p>6. Facilitate a creative and innovative environment for yourself and others</p> <ul style="list-style-type: none">• Encourage habits and behaviors that facilitate creativity and innovation in yourself and others, for example:<ul style="list-style-type: none">• lightheartedness• playful approach• healthy competition• Support and motivate others to be creative by coaching and sharing:<ul style="list-style-type: none">• tools• information• ideas

² 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#creativity> 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.³

This section recognizes that adults enter a program with varying skill levels and diverse life experiences. As facilitators or instructors, 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 creativity and innovation skills and be a college graduate, while someone else might have not finished high school and is beyond a level 2 in creativity and innovation 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.

³ 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 creativity and innovation 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 build their creativity and innovation skills. The goal is to create a supportive environment where participants can explore new ideas, think creatively, and solve problems in innovative ways. 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 Creativity and Innovation.

■ Level 2

At level 2, participants at this level can find new ways to solve problems, come up with ideas, and approach tasks creatively. They can try out different methods to complete activities and begin to learn from failure. 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 creativity and innovation skills through the activities and reflective practices highlighted in this resource. This is the focus of the section Level 2: Developing Creativity and Innovation.

■ 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 chapter, on page 214, in the section Levels 3 and 4: Action Plan for Creativity and Innovation skills.



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 creativity and innovation skills in the Skills for Success framework. Put another way, benchmarks are specific 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 the creativity and innovation skills in the Skills for Success framework (beginning on page 110).

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 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 creativity and innovation 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 119 (level 1) and page 168 (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 both recognize and value existing skills and knowledge, and also 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 creativity and innovation skills:

For facilitators and instructors: Self-assessment in creativity and innovation is important because it helps facilitators and participants build self-awareness and reflect on how they approach challenges. When we understand our own strengths, areas for growth, and creative habits, we can better support others in doing the same. Self-assessment also helps us notice how we engage with creativity and innovation in our own work. This insight allows us to model creative thinking, adapt our strategies, and create space for participants to explore and grow their own creative skills with confidence.

For participants: Self-assessment is important for creativity and innovation because it helps you understand how you come up with ideas, try new things, and solve problems in different ways. It helps you notice what you do well and what you can get better at. When you know your strengths, you can feel more confident, take creative risks, and keep going even when something doesn’t work the first time. This will prepare you to find new ways to do things at work, at home, and in your community.

Level 1: Exploring Creativity and Innovation

The six creativity and innovation skill components as outlined in the Skills for Success framework (page 110) 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 creativity and innovation 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 115, below)
- Creativity and innovation skill map (page 119)
- Self-assessment (beginning page 122; designed for both pre- and post-assessment)
- Activities (beginning page 135)
 - 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 112 and 113.

Benchmark 1: Think about multiple possibilities for an item.

Benchmark 2: Identify and suggest a change to a process.

Benchmark 3: Ask a "what if" question to explore a new idea.

Benchmark 4: Outline and describe a new idea.

Benchmark 5: Know that ideas can fail, and this is part of creating new ideas.

Benchmark 6: Understand that play and healthy competition lead to innovation.

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

Creativity and Innovation Level 1 Benchmarks and Training Outcomes

Benchmark 1: Think about multiple possibilities for an item.

Training Outcome 1:

Think of three different ways to use an item, and ask someone else for their ideas on how to use an item.

Benchmark 2: Identify and suggest a change to a process.

Training Outcome 2:

Outline two possible changes to a process, and make one suggestion to improve a process.

Benchmark 3: Ask a "what if" question to explore a new idea.

Training Outcome 3:

Ask a "what if" question to think about new ways to do something or explore a different idea.

Benchmark 4: Outline and describe a new idea.

Training Outcome 4:

Create an outline to explain a new idea, share it with another person, and answer their questions.

Benchmark 5: Know that ideas can fail, and this is part of creating new ideas.

Training Outcome 5:

Outline two reasons why a new idea could fail, and learn from another person about why their idea could fail.

Benchmark 6: Understand that play and healthy competition lead to innovation.

Training Outcome 6:

Use a fun activity to think of new ideas, and share how play and competition help create new ideas.

Creativity and Innovation 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. Think of three different ways to use an item.</p> <hr/> <p>1b. Ask another person for different ways to use an item.</p>
Benchmark 2	<p>2a. Outline two possible changes to a process.</p> <hr/> <p>2b. Suggest one change to make a process better.</p>
Benchmark 3	<p>3a. Ask a "what if" question to think about a new way to do something.</p> <hr/> <p>3b. Use questions to explore a different idea.</p>
Benchmark 4	<p>4a. Create an outline to explain their new idea.</p> <hr/> <p>4b. Share an idea with another person and answer their questions.</p>
Benchmark 5	<p>5a. Outline two reasons why a new idea could fail.</p> <hr/> <p>5b. Learn from another person about why their idea could fail.</p>
Benchmark 6	<p>6a. Participate in a fun activity to come up with new ideas.</p> <hr/> <p>6b. Share how play or competition can help create new ideas.</p>

Creativity and Innovation 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 Creativity and Innovation Skill Map – C11

Activity C11-#	Self-Assessment (for participants) (p. 122) When you read each statement, think: "I can... think of new uses" (for example)	Participants can... (for facilitators/instructors) (p. 117) Each statement connects to training outcomes for each benchmark	Benchmark (p. 115) Each benchmark connects at level 1
1a	Think of New Uses: I can think of three different ways to use something.	Think of three different ways to use an item.	Benchmark 1: Think about multiple possibilities for an item.
1b	Ask Others for Ideas: I ask people for different ways they would use something.	Ask another person for different ways to use an item.	
2a	Think of Changes: I can think of two changes to make something better.	Outline two possible changes to a process.	Benchmark 2: Identify and suggest a change to a process.
2b	Suggest a Change: I can share one idea to make something work better.	Suggest one change to make a process better.	
3a	Ask 'What If': I can ask a 'what if' question to think about something new.	Ask a "what if" question to think about a new way to do something.	Benchmark 3: Ask a "what if" question to explore a new idea.
3b	Explore a New Idea: I can use questions to understand more about a new idea.	Use questions to explore a different idea.	
4a	Outline My New Idea: I know how to share about my new idea.	Create an outline to explain their new idea.	Benchmark 4: Outline and describe a new idea.
4b	Explain My New Idea: I can tell someone my new idea and answer their questions.	Share an idea with another person and answer their questions.	
5a	Think about Fails: I can think of two reasons why my new idea might not work.	Outline two reasons why a new idea could fail.	Benchmark 5: Know that ideas can fail, and this is part of creating new ideas.
5b	Learn about Fails: I can learn from someone about why their idea might not work.	Learn from another person about why their idea could fail.	
6a	Join Activities for Ideas: I can join a fun activity to think of new ideas.	Participate in a fun activity to come up with new ideas.	Benchmark 6: Understand that play and healthy competition lead to innovation.
6b	Share How Games Create Ideas: I can say how play or games help me come up with new ideas.	Share how play or competition can help create new ideas.	

Why Creativity and Innovation Skills Are Important

Facilitator or Instructor Instructions

This activity provides 10 examples of why creativity and innovation skills are 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 creativity and innovation skill at level 1 (starting on page 115 for benchmarks; go to page 119 for the creativity and innovation 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.

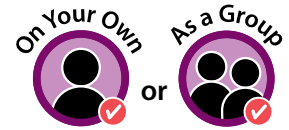
To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. 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 Creativity and Innovation Skills Are Important



Creativity and innovation skills are part of the nine Skills for Success. These skills help us think differently, find new ways to get things done, and adjust when things don't go as planned. When we have strong creativity and innovation skills, we can solve more problems, come up with useful ideas, and try new approaches to reach our goals.

Here are 10 examples that show how creativity and innovation skills are important in everyday life. Do you do any of these? How do you use creativity and innovation skills to support yourself and others?

At Work:

1. Try New Ideas:

The stockroom was cluttered, so you stacked heavier boxes at the bottom and grouped similar items together. This made it faster and easier to find what you needed.

2. Share Your Ideas:

At a team meeting, you share your ideas for how to keep customers happy while they are waiting for a table.

3. Solve Challenges:

You use an empty box to hold items that need to be returned to shelves. This keeps the workspace tidier and safer.

4. Get New Ideas:

You wanted to know what to do with the guest towels that were too old or ripped. Your supervisor suggested that the towels could become rags or be donated to a pet shelter.

5. Prepare Orders:

You came up with an idea to pack small items together in one bag for delivery orders. This made it easier to track and avoid missing items.

At Home:

6. Try New Recipes:

You find new recipes that use ingredients you already have. This lets you try new combinations of foods you know.

7. Fix Furniture:

You repair a wobbly table or chair using items from home. This keeps your furniture useful for longer, without costing you more money.

8. Reuse Items:

You had an old basket at home, so you used it to store mail and keys by the door. This kept the area tidy.

In the Community:

9. Suggest Ideas:

You suggested adding music to a community cleanup day to make it more fun.


10. Share Information:

You designed and put up posters around town to let people know about an upcoming community event. This helped increase attendance.

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!



C11
1a

Think of New Uses:

I can think of three different ways to use something.



Start my journey

August 4

Why this skill point matters to me:

I want to be more resourceful and creative in my daily life.

August 20

What will success look like in this skill point?

I'll come up with new ways to use items instead of throwing them away.

What have I done already in this skill?

Date:	Example:
<i>August 4</i>	<i>I turned old t-shirts into cleaning rags.</i>
<i>August 20</i>	<i>I used a bucket as a step stool in the barn.</i>

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

I'll take time in the morning to drink my coffee slowly before starting my day.

How will I celebrate when I achieve this skill point?

I'll go fishing for the afternoon.

August 20

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.

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

C11 – Creativity and Innovation level 1

1a – Self-assessment "a" for benchmark 1



Think of New Uses:

I can think of three different ways to use something.



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?

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

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?



Ask Others for Ideas:

I ask people for different ways they would use something.



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?

How will I celebrate when I achieve this skill point?



Think of Changes:

I can think of two changes to make something 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:

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?

How will I celebrate when I achieve this skill point?



Suggest a Change:

I can share one idea to make something 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 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 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.



Ask 'What If':

I can ask a 'what if' question to think about 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:

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?

How will I celebrate when I achieve this skill point?



Explore a New Idea:

I can use questions to understand more about a new idea.



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?

How will I celebrate when I achieve this skill point?



Outline My New Idea:

I know how to share about my new idea.



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?

How will I celebrate when I achieve this skill point?



Explain My New Idea:

I can tell someone my new idea and answer their questions.



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?

How will I celebrate when I achieve this skill point?



Think about Fails:

I can think of two reasons why my new idea might not 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:

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?

How will I celebrate when I achieve this skill point?



Learn about Fails:

I can learn from someone about why their idea might not 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:

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?

How will I celebrate when I achieve this skill point?



Join Activities for Ideas:

I can join a fun activity to think of new ideas.



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?

How will I celebrate when I achieve this skill point?



Share How Games Create Ideas:

I can say how play or games help me come up with new ideas.



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?

How will I celebrate when I achieve this skill point?

Level 1 Creativity and Innovation Activities – CI1

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: **CI1** – Creativity and Innovation level 1
3b – Activity "b" for benchmark 3

Activity: Creativity and Innovation **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 of 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.

**Think of New Uses:**

I can think of three different ways to use something.

**Training outcome:**

Participants can think of three different ways to use an item.



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 come up with new or different ways to use an item.

Sample description (to use with participants):

In this session, we will think of new or different ways to use an item.

Materials:

- Print off and cut into strips the following list of items:
 - Plastic bottle
 - Rubber band
 - Cardboard box
 - Old towel
 - Coffee can
 - Empty jar
 - Empty container

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Instructions (for facilitator or instructor):

- Before the activity starts, print off and cut into strips the list of items from the Materials section on the previous page. Place the strips of common items into an empty container.
- Introduce the topic of thinking of new ways to use something. Explain that when you can think of new ways to use things, you save time and money.
- Pre-activity: Ask participants, "Are you using anything right now for something different than it was made for? For example, I use a spaghetti sauce jar as a cup."
 - **Possible participant response:** My sewing kit is in a metal cookie tin.
- Next, have participants grab a common item from the container.
 - Each participant will say what the item was (originally) made for.
 - **Possible participant response:** This plastic bottle was made to hold water.
 - Then, each participant will list (three) different ways we could use the same item.
 - **Possible participant response:** A plastic bottle can be used for a game, a flowerpot, or a scoop for animal feed.
 - Below are prompts to help with ideas if the participants need assistance:
 - "What could this item be used for in a workshop?"
 - "How could this be used for organizing something?"
- Once the activity is complete, invite participants to share results and discuss ideas that were new to them, or ideas that surprised them.

Adaptations:

- Modify the discussion prompts and examples to be more relevant to participants' specific job roles, industries, or location.
- Invite participants to bring an item from their home, community, or workplace. It could be an item they are already using creatively, or it could be an item that the group finds new uses for together.



Ask Others for Ideas:

I ask people for different ways they would use something.



Training outcome:

Participants can ask another person for different ways to use an item.



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 asking other people for ideas on different ways to use an item.

Sample description (to use with participants):

In this session, we will practice asking other people for ideas on different ways to use an item.

Materials:

- Sticky notes (optional).

Instructions (for facilitator or instructor):

- Introduce the topic of asking for ideas. Explain that when we share new ideas, it helps us find different ways to do things and solve problems. It also helps us work together and feel more confident in making changes. When we ask for ideas, or share our own, it is okay if they are very serious or if they are very silly - the important thing is to think of and share ideas.

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- Pre-activity: Ask participants, “Think of a time when an idea you shared helped someone, or when someone shared an idea that helped you.”
 - **Possible participant responses:**
 - I shared an idea for a fun game, and everyone liked it.
 - I asked people for ideas of what to do in town on the weekend, and my family had a great time!
- Divide participants into groups. Each group will answer the questions from the Sample section below.
 - Each member of the group will ask another member for an idea for each question.
- Once the activity is complete, invite participants to share results and note any differences.

Sample:

- **Questions for each group:**
 - How could you use a plastic bottle?
 - What could you use an empty coffee tin for?
 - What are some ideas for using an empty box?
 - What is something you use for something different than it was made for?

Adaptations:

- Modify the discussion prompts and examples 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 a sticky note.
- If participants are not (yet) comfortable asking on their own, or in front of a group, they could team up or ask in pairs.

**Think of Changes:**

I can think of two changes to make something better.

**Training outcome:**

Participants can outline two possible changes to a process.

**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 suggest two changes to a process.

Sample description (to use with participants):

In this session, we will practice thinking of changes to how to do something.

Material(s):

- Empty container.
- Print off and cut into strips the following list of processes:
 - Making a sandwich
 - Making your lunch for work
 - Cleaning a room
 - Washing dishes
 - Organizing a shelf or drawer
 - Folding clothes

Instructions (for facilitator or instructor):

- Before the activity starts, print off and cut into strips the list of processes from the Materials section above. Place the strips of processes into the empty container.

Continued on next page





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- Introduce the topic of thinking of different ways to do something. Explain that changing how something is done is okay. You do not have to keep this change, but it can be helpful to check if a change makes things better.
- Pre-activity: Ask participants, "Can you think of an example of when you changed the way you did something, and now you have more options or even like it better now?"
 - **Possible participant response:** I used to forget to water my plants, but now I set a reminder on my phone, and it helps me remember.
- Next, have each participant pull a strip of paper from the container. Read or say what process the strip of paper has on it. Give participants three minutes to think of how they usually do the process on their strip of paper, and to think of two ways they could change from what they usually do.
 - Invite each participant to explain how they usually do the process on their strip of paper.
 - **Possible participant response:** I butter my bread first before putting the meat and cheese on my sandwich.
 - Then, invite each participant to share two ideas about how they could change how they do the process.
 - **Possible participant response:** I could use a different type of bread, like a wrap, or I could toast the bread, so I have a crunchy sandwich.
 - Below are prompts to help the participants come up with more ideas:
 - "What could make this task different?"
 - "Do you think something else needs to change?"
 - "Would you tell someone else to make this same change?"
- Once the activity is complete, have participants share results and note any differences.

Adaptations:

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

**Suggest a Change:**

I can share one idea to make something work better.

**Training outcome:**

Participants can suggest one change to make a process better.

**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 suggesting a change to a process.

Sample description (to use with participants):

In this session, we will practice making suggestions to change a process.

Material(s):

- For each participant, print a copy of the resource on pages 145 and 146.

Instructions (for facilitator or instructor):

- Introduce the topic of suggesting changes. Explain that things can change, and it is okay to try new things. Sometimes small changes can help us, like when we fold the top of a sandwich bag outward, so it doesn't get dirty when we put food in. Learning how to change and try new ideas is important both at work and at home.
- Pre-activity: Ask participants "Why do you think it is important to try different ways of doing things?"
 - **Possible participant response:** So we can save time. So we can try something to know if it works. To get new ideas.

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- Give a copy of the resource on pages 145 and 146 “Different Processes” to each participant. As a group, go through the three different processes. Remind participants that, to suggest a change to a process, it is helpful to know how the process was already being done first.
- Divide the participants into groups. Each group will review one process and answer these questions below:
 - “What is the goal of the whole process?”
 - “What are some important steps in this process?”
 - Once the groups have reviewed and answered each question, invite each participant to share one change they could make to a process. Ideas to focus on:
 - Changing the order of steps.
 - Using a different tool.
- Once the activity is complete, have participants share results, as a large group, and note any differences.

Sample:

- List of processes:
 - Shovelling snow.
 - Rearranging furniture.
 - Making candy.

Adaptations:

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

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Different Processes

1. Steps for Shovelling a Sidewalk:

- Step 1)** Prepare the area: Make sure you have a shovel, warm clothing, and a clear space to work in.
- Step 2)** Start at the edge: Start at the edge of the sidewalk where the snow has piled up.
- Step 3)** Shovel small amounts: Scoop up small amounts of snow with the shovel to avoid it getting too heavy.
- Step 4)** Throw the snow: Throw the snow to the side of the sidewalk where it won't block the path.
- Step 5)** Work in sections: Work in small areas, moving along the sidewalk, and keep throwing snow to the side until the whole sidewalk is clear.
- Step 6)** Finish and check: Finish and check: Once the sidewalk is clear, check if there is any snow or ice left. If there is, shovel or scrape it off.

2. Steps for Rearranging Furniture:

- Step 1)** Clear the space: Remove all small items, or decorations from the room.
- Step 2)** Measure the space: Check the size of the room and furniture to outline how everything will fit.
- Step 3)** Move furniture one piece at a time: Start by moving the bigger pieces of furniture to their new spots. It is a good idea to get help with heavy pieces of furniture.
- Step 4)** Adjust for space: Make sure there is room to move, and that you do not block windows, doorways, registers, outlets, or light switches.
- Step 5)** Add smaller items back: After the larger furniture is in place, put the smaller items, like lamps or decorations, where you want them.
- Step 6)** Step back and check: Check the room for how it looks or feels to make sure it is the way you want it.

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Different Processes

3. Steps for Making Candy:

- Step 1)** Prepare your ingredients: Get sugar, butter, and flavouring ingredients like vanilla or chocolate.
- Step 2)** Boil the mixture: In a large pan, melt butter and sugar, stirring often until the mixture begins to boil.
- Step 3)** Check the temperature: Use a candy thermometer to check the temperature of the mixture. Once it reaches the correct temperature, remove it from heat.
- Step 4)** Add flavourings: Stir in your flavourings like vanilla, chocolate, or other extracts while the mixture is still hot.
- Step 5)** Pour and cool: Pour the candy mixture onto a baking sheet lined with parchment paper. Allow it to cool and harden.
- Step 6)** Break into pieces: Once cooled, break the candy into bite-sized pieces and store it in an air-tight container.



Ask 'What If':

I can ask a 'what if' question to think about something new.



Training outcome:

Participants can ask a 'what if' question to think about a new way to do something.



Time estimate in minutes:

15 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 149.

Description (for facilitator or instructor):

Participants will practice asking 'what if' questions to think of new ideas.

Sample description (to use with participants):

In this session, we will practice asking 'what if' questions to think of something new.

Instructions (for facilitator or instructor):

- Introduce the topic of asking 'what if' questions. These are open-ended questions about what could be possible if something was changed or tried in a new way.
- Pre-activity: Ask participants the questions below.
 - "Have you ever tried doing something in a different way? What happened?"
 - "What would happen if we changed the way we do a task, like cleaning or organizing?"

Continued on next page





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- After discussing the questions, explain to participants a type of question called a 'what if' question help us think about different ways to do things.
 - Example of a 'what if' question:
 - "What if we tried cleaning the room in a different order?"
 - "What if we used a basket to organize the closet?"
- Choose a work-related task for the group to focus on. Some examples are:
 - Organizing cleaning supplies.
 - Cleaning or organizing your workspace.
 - Getting materials ready to fix something at a friend's house.
- Next, invite each participant to ask one 'what if' question about one of the task examples.
 - **Possible participant responses:** What if we put a rag beside each sink? What if I work from home? What if my friend doesn't have the tools I need?
- Once the activity is complete, have participants share results and note any differences.

Adaptations:

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



Explore a New Idea:

I can use questions to understand more about a new idea.



Training outcome:

Participants can use questions to explore a different idea.



Time estimate in minutes:

15 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 147.

Description (for facilitator or instructor):

Participants will practice using questions to learn more about a new idea.

Sample description (to use with participants):

In this session, we will practice using questions to learn more about a new idea.

Instructions (for facilitator or instructor):

- Introduce the topic of asking questions to gather different ideas or learn more about a new idea.
- Pre-activity: Ask participants the questions below.
 - "Have you ever found a different way to do something just by asking questions about what could be possible?" You can provide an example: "What if we had our coffee break half an hour later, so it's not as busy?" or "Do we know what would happen if we only restocked the shelves when the store is open (instead of overnight)?"

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- After discussing the questions, explain that the example questions from the pre-activity were types of 'what if' questions. These kinds of questions help us think about different ways to do things.
- Here are some more examples of 'what if' questions:
 - "What if we tried cleaning the room in a different order?"
 - "What if we used a basket to organize a closet?"
- Choose one of the tasks below for the group to focus on:
 - Organizing cleaning supplies.
 - Cleaning or organizing your workspace.
 - Getting materials ready to fix something at a friend's house..
 - An example a participant has an idea.
- Ask the group, inviting each participant, to list possible 'what if' questions about one of the task examples.
- Divide the participants into pairs. In their pairs, participants will use the 'what if' questions to explore ways to add to or change the task.
 - Explain that the information from questions can lead to new ideas.
 - Remind participants that the goal is to find new ideas. It is okay if the ideas are too serious or too silly to work.
- Once the activity is complete, have all participants share results in the larger group and note any differences.

Adaptations:

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



Outline My New Idea:

I know how to share about my new idea.



Training outcome:

Participants can create an outline to explain their new idea.



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 153.

Description (for facilitator or instructor):

Participants will practice outlining details about an idea they have.

Sample description (to use with participants):

In this session, we will practice thinking about the details of our ideas.

Instructions (for facilitator or instructor):

- Introduce the topic of outlining an idea. Explain that when sharing our ideas, it is good to have a plan of what we want to share. This helps us explain the important parts of our idea.
- Pre-activity: Ask participants the questions below and ask them to keep note of the responses:
 - "What do you think is important to share about any idea so that others can understand it?"
 - "What kinds of things do you like to know about a new idea?"

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- Explain that an outline helps organize our ideas into parts so we can explain them to others. The responses we just listed are parts we can use in our own outlines to describe our ideas.
- With the participants, go through the outline example in the Sample section below. Discuss how the outline parts help describe the idea.
- Divide participants into groups. Each group will create an outline for an idea either chosen from the Sample section below, or the group's own idea.
 - To make an outline, answer at least these two questions: "What is the idea?" and "How could we use the idea?"
- Once the activity is complete, have participants share results and note any differences.

Sample:

Outline example:

- Creating a set place for keys and important items.
 - What is the idea?
 - "The idea is to set up a small bowl for my wallet and phone, and a hook by the door for my keys."
 - How could we use the idea?
 - "I will put a bowl on a table in one place, and, each time I come home, I'll put my phone and wallet in the bowl. I'll also put a hook on the wall for my keys."
- Ideas to choose from:
 - Making a paper airplane that flies the farthest.
 - Organizing a kitchen drawer.

Adaptations:

- Modify the example ideas to be more relevant to participants' specific job roles, industries, or location.



Explain My New Idea:

I can tell someone my new idea and answer their questions.



Training outcome:

Participants can share an idea with another person and answer their questions.



Time estimate in minutes:

35 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 151.

Description (for facilitator or instructor):

Participants will practice answering questions that may come after sharing an idea.

Sample description (to use with participants):

In this session, we will practice getting ready to share an idea and be ready for the questions that can come after.

Instructions (for facilitator or instructor):

- Introduce the topic of answering questions based on our ideas.
- Pre-activity: Ask participants, "Have you ever had a new idea you wanted to share with someone?"
- Explain that an outline helps organize our ideas into parts so we can explain them.

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- Next, go through the example, from the Sample section below, with participants to explain the idea of creating an outline for an idea.
- Divide participants into groups of three. Each group will create an outline for an idea either chosen from the Sample section below or the group can choose their own.
 - To make an outline, answer at least these two questions: "What is the idea?" and "How could we use the idea?"
- After the activity is complete, explain to participants that, when we share our ideas, people might ask questions about them.
 - As a group, have participants think of more questions that someone might ask if they shared an idea.
 - **Possible participant responses:** How will you do this? What will you need to get started? How will you know if this works?
- Next, ask participants to think about and prepare answers to these questions, based on the outline each group created.
- Once the activity is complete, have participants share results and note any differences in responses.

Sample:

Outline example:

- Creating a set place for keys and important items.
 - "What is the idea?"
 - **Possible participant response:** The idea is to set up a small bowl for my wallet and phone, and a hook by the door for my keys.
 - "How could we use the idea?"
 - **Possible participant response:** I will put a bowl on a table one place, and, each time I come home, I'll put my phone and wallet in the bowl. I'll also put a hook on the wall for my keys.

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- Sample of possible additional questions participants could ask:
 - Participant asks: What if you go out your side door instead?
 - Sample answer: I will keep a set of spare keys by my side door.
 - Participant asks: What if your keys are heavy and pull the hook off the wall?
 - Sample answer: I will use wall anchors and screws to secure the hook.

Ideas to choose from:

- Making a paper airplane that flies the farthest.
 - What is the idea?
 - How could we use the idea?
 - What are some questions you may get?
 - How will you answer these questions?
- Organizing a kitchen drawer.
 - What is the idea?
 - How could we use the idea?
 - What are some questions you may get?
 - How will you answer these questions?

Adaptations:

- Modify the example ideas to be more relevant to participants' specific job roles, industries, or location.

**Think about Fails:**

I can think of two reasons why my new idea might not work.

**Training outcome:**

Participants can outline two reasons why a new idea could fail.

**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 thinking of ways an idea can fail.

Sample description (to use with participants):

In this session, we will practice thinking of ways our ideas can fail.

Instructions (for facilitator or instructor):

- Begin by explaining the topic that ideas can fail. Explain that failures are common and part of the process when coming up with ideas. Even companies like Skip the Dishes (a food delivery service) started with challenges. At first, they struggled with delivery and gaining customer trust.⁴ They tested different approaches and improved their service. This helped them become a leader in food delivery across Canada⁴. This shows that it is okay if things do not work right away. By thinking about why something might fail, we can be better prepared and learn from the experience.
- Pre-activity: Ask participants, "What do you think happens when something doesn't work? How do people or companies fix it?"

⁴ <https://www.newswire.ca/news-releases/skip-expands-its-delivery-network-to-even-more-cities-bringing-greater-convenience-to-more-canadians-across-the-country-888892779.html>





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- As a group, think about possible fails that can happen. Ask participants to think about reasons why ideas or projects might not work. Here are some examples:
 - Not having enough time, money, tools, knowledge, or people.
 - The plan is hard to follow.
 - A problem that was not expected.
 - Something is missing.
- Have participants think of an idea, then, using the list of possible fails, think of two reasons why that new idea might fail. A list of ideas is in the Sample section below.
- Once the activity is complete, have participants share results and note any differences.

Sample:

- Ideas:
 - Find a new way to get to work or school.
 - Start a new habit, like drinking more water.
 - Start a new business.
 - Create a new product or service.

Adaptations:

- Modify the sample ideas and possible fails to be more relevant to participants' specific job roles, industries, or location.

**Learn about Fails:**

I can learn from someone about why their idea might not work.

**Training outcome:**

Participants can learn from another person about why their idea could fail.

**Time estimate in minutes:**

35 minutes

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

Description (for facilitator or instructor):

Participants will practice learning from other people and their failures.

Sample description (to use with participants):

In this session, we will practice learning from other people and their failures.

Materials:

- Choose a TED Talk (TED stands for Technology, Entertainment, and Design) or podcast to share with participants. The topic needs to cover the failures of other people or companies and what they learned from these failures.

Instructions (for facilitator or instructor):

- Introduce the topic of learning from failures that other people have had. Explain that failure is a part of creating and trying new ideas. Many companies or people have failed before figuring out what works. It is not a bad thing; it is part of the process.
- Pre-activity: Ask participants, "What can we learn from someone else's idea that failed?"

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- Share with participants the TED Talk or podcast. Explain to participants that the example shows how we can learn from the failure.
 - After the TED Talk or podcast has finished, have participants answer the two questions below:
 - "What did you find interesting about the TED Talk or podcast?"
 - "What did you learn from the failures they talked about in the TED Talk or podcast?"
- Once group has completed the questions, have participants share answer and note any differences.

Adaptations:

- Choose examples of failures and learning from them that are more relevant to participants' specific job roles, industries, or location.



Join Activities for Ideas:

I can join a fun activity to think of new ideas.



Training outcome:

Participants can participate in a fun activity to come up with new ideas.



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 come up with new ideas while doing an activity.

Sample description (to use with participants):

In this session, we will come up with new ideas while we do an activity.

Materials:

- Water
- Cotton balls
- Paper
- Plastic wrap
- Cardboard
- Plastic eggs - the kind that opens into two parts
- Tape
- String
- Trophy or medals (optional)
- Straws
- Rubber bands
- Prizes (optional)

Instructions (for facilitator or instructor):

- Note: before the activity, create bundles of materials for each group. Also have towels or rags for cleaning up any water that spills after the Egg Drop.
- Introduce the topic of coming up with new ideas while doing an activity.
- Pre-activity: Ask participants, "What games do you like that have different ways to play?"

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- Introduce the Egg Drop Challenge to participants. In this activity, in your small groups, you will need to come up with a way to protect a plastic egg, filled with water so it does not leak when you drop it. Use the materials provided to build a protective cover for the egg. You have 10 minutes to plan and build your idea. After this, each group, each group will drop the protected egg from two metres high.
- Divide participants into groups. Before participants grab materials explain that:
 - “To protect the egg, you need to create a cover that will cushion the fall and stop the egg from hitting the ground too hard. Think about using materials that can absorb shock, like cotton or paper, or create a soft landing with a structure using straws or cardboard. The goal is to make sure the egg doesn’t break when it hits the ground, so be creative and try different ideas!”
 - Participants gather pre-made materials bundles for their group.
 - Each group has 10 minutes to build.
 - Once all the groups are done building, or the time is up, it is time to drop the eggs.
 - Each group will take turns and drop their egg, in its protective cover, and observe what happens.
 - The group whose egg didn't break or leaked the least wins the Egg Drop Challenge.
 - If there is a trophy or medals, you can award these to the winning group. You could invite participants to come up with prize categories, if you have prizes. For example, for using the most materials, using the least materials, best-looking design (even if it didn't work).
- Once the activity is complete, ask participants “If you had the chance to try again, would you change your idea or create a new one?”

Adaptations:

- Participants can try the activity again with a new or changed idea.
- Participants experienced in building could have to work with fewer materials. For example, they might have to choose five sets of items, instead of having access to all materials. Alternatively, you could remove access to tape or another most-used item.



Share How Games Create Ideas:

I can say how play or games help me come up with new ideas.



Training outcome:

Participants can share how play or competition can help create new ideas.



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 play games and explain how this can help create new ideas.

Sample description (to use with participants):

In this session, we will play games and share how this helps us come up with new ideas.

Materials:

- Whiteboard and markers or paper and pens for each participant.
- A timer (or use a phone to time the rounds).
- Index cards for words or ideas to draw or act out.
- Pre-made list of words or phrases for drawing. Here are some examples:
 - Skyscraper (Split into "sky" and "scrapers")
 - Houseplant (Split into "house" and "plant")
- Pre-made list of words or phrases for acting out.
 - Tying your shoes
 - Driving a bus

Continued on next page





Continued from previous page

Instructions (for facilitator or instructor):

- Note: In advance, prepare index cards with one word or phrase to draw on each card.
- Introduce the topic of playing games to create new ideas. Explain that games help us think differently. When we play games, we have to come up with strategies, solve problems, and try new things.
- Pre-activity: Ask participants, "What types of games do you enjoy playing?" and "Can you think of new ideas you found when playing a game?"
- Explain to participants that we are going to play a Draw and Guess game. Divide participants into two groups and explain the rules of the game. Both groups will use the words or ideas written on the index cards. Have the pile of index cards, face down, ready for the person drawing.
 - The rules for Draw and Guess are: One person will draw a picture to show a word or idea. The player cannot use letters or numbers. The other players on their team will guess what the picture means. You have 1 minute to guess as many words as you can. After the player who is drawing is done, a new player from the other group will take a turn to draw. You can choose to keep score for how many words were successfully guessed by each team.
- Once the game is complete, ask participants the questions below:
 - "How did playing the game make you think of new ideas?"
 - "Did you come up with a new way to play the game after participating in the game?"

Adaptations:

- Modify the items to guess to be more relevant to participants' specific job roles, industries, or location.
- If someone cannot participate, they can be in charge of word lists and scorekeeping.

Level 2: Developing Creativity and Innovation

The six creativity and innovation skill components as outlined in the Skills for Success framework (page 110) 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 creativity and innovation 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 and celebrate the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 164, below)
- Creativity and innovation skill map (page 168)
- Self-assessment (beginning on page 171; designed for both pre- and post-assessment)
- Activities (beginning on page 184)
 - 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 112 and 113.

Benchmark 1: Show interest in new ideas and think about how they could work.

Benchmark 2: Identify part of a process to change, and explain how the change could help.

Benchmark 3: Try a new idea, even if it is not certain how the idea will work.

Benchmark 4: Change or add to an idea to explore how it could work in a new way.

Benchmark 5: Use information from failures as a way to improve an idea.

Benchmark 6: Share information to help and support others with creative ideas.

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

Creativity and Innovation Level 2

Benchmarks and Training Outcomes

Benchmark 1: Show interest in new ideas and think about how they could work.

Training Outcome 1:

Show interest in others' ideas, including in how a new idea could work.

Benchmark 2: Identify part of a process to change, and explain how the change could help.

Training Outcome 2:

Identify one step to change in a process, and explain how this change helps improve that process.

Benchmark 3: Try a new idea, even if it is not certain how the idea will work.

Training Outcome 3:

Try a new idea, even if it might not work, and discuss why it was not certain if the idea would work.

Benchmark 4: Change or add to an idea to explore how it could work in a new way.

Training Outcome 4:

Change or add to an idea, and explore how changes affect an idea.

Benchmark 5: Use information from failures as a way to improve an idea.

Training Outcome 5:

Identify what is going wrong in an idea, and use this information to improve the idea.

Benchmark 6: Share information to help and support others with creative ideas.

Training Outcome 6:

Share ideas to help others come up with ideas, and support others as they use new ideas.

Creativity and Innovation 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. Show interest in ideas other people have.</p> <hr/> <p>1b. Think about how a new idea could work.</p>
Benchmark 2	<p>2a. Identify one step to change in a process.</p> <hr/> <p>2b. Explain how the change helps improve the process.</p>
Benchmark 3	<p>3a. Try a new idea, even if it might not work.</p> <hr/> <p>3b. Discuss why it was not certain if the idea would work.</p>
Benchmark 4	<p>4a. Change or add to an idea.</p> <hr/> <p>4b. Explore how changes affect an idea.</p>
Benchmark 5	<p>5a. Identify what is going wrong in an idea.</p> <hr/> <p>5b. Use information gathered to improve an idea.</p>
Benchmark 6	<p>6a. Share ideas to help others come up with ideas.</p> <hr/> <p>6b. Support others as they use new ideas.</p>

Creativity and Innovation 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 Creativity and Innovation Skill Map – CI2

Activity CI2-#	Self-Assessment (for participants) (p. 171) When you read each statement, think: "I can... try new ideas" (for example)	Participants can... (for facilitators/ instructors) (p. 166) Each statement connects to training outcomes for each benchmark	Benchmark (p. 164) Each benchmark connects at level 2
1a	Ask about Others' Ideas: I ask other people questions about their ideas.	Show interest in ideas other people have.	Benchmark 1: Show interest in new ideas and think about how they could work.
1b	Think about New Ideas: I think about how a new idea could work.	Think about how a new idea could work.	
2a	Identify a Change to Make: I can find something in a task that could be done differently.	Identify one step to change in a process.	Benchmark 2: Identify part of a process to change, and explain how the change could help.
2b	Explain How a Change Helps: I can explain why a change could improve a task.	Explain how the change helps improve the process.	
3a	Try New Ideas: I try a new idea, even if I'm not sure how it will turn out.	Try a new idea, even if it might not work.	Benchmark 3: Try a new idea, even if it is not certain how the idea will work.
3b	Discuss Why I Was Uncertain: I can share why I didn't think an idea would turn out.	Discuss why it was not certain if the idea would work.	
4a	Explore My New Idea: I can change things or add to my idea.	Change or add to an idea.	Benchmark 4: Change or add to an idea to explore how it could work in a new way.
4b	Explore Changes: I can think about how my idea could work in a new way.	Explore how changes affect an idea.	
5a	Identify What's Going Wrong: I can figure out what is going wrong with my idea.	Identify what is going wrong in an idea.	Benchmark 5: Use information from failures as a way to improve an idea.
5b	Improve My Idea: I can use what I learn to make my idea better.	Use information gathered to improve an idea.	
6a	Share Ideas with Others: I can share ideas that might help other people think of something new.	Share ideas to help others come up with ideas.	Benchmark 6: Share information to help and support others with creative ideas.
6b	Support Others and Their Ideas: I can help others when they are trying their new ideas.	Support others as they use new ideas.	

Why Creativity and Innovation Skills Are Important

Facilitator or Instructor Instructions

This activity provides 10 examples of why creativity and innovation skills are 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 creativity and innovation skill at level 2 (starting on page 164 for benchmarks; go to page 168 for the creativity and innovation 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.

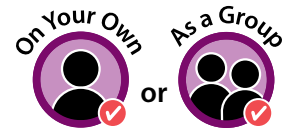
To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. 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 Creativity and Innovation Skills Are Important



Creativity and innovation skills are part of the nine Skills for Success. These skills help us think differently, find new ways to get things done, and adjust when things don't go as planned. When we have strong creativity and innovation skills, we can solve more problems, come up with useful ideas, and try new approaches to reach our goals.

Here are 10 examples that show how creativity and innovation are important in everyday life. Do you do any of these? How else do you work with creativity and innovation skills and support yourself and others?

At Work:

1. Improve Workflow:

You notice tools are all over the place, so you put them in a tray to keep them together. This makes it faster to find what you need.

2. Use Leftover Materials:

You find a use for leftover materials, like boxes or paper, to help organize your workspace. This keeps the area tidy and saves space.

3. Split Big Tasks into Smaller Steps:

You suggest splitting a big job into smaller steps so each team member can work on different steps. This helps everyone finish their tasks on time.

4. Share Tips and Tricks:

You show your coworkers how to use a tool in a better way. This improves work quality and is more efficient.

5. Ask for Ideas:

You ask a coworker for ideas to make your work faster and with stronger results.

At Home:

6. Find Solutions:

You join an online group for families to find ideas on how to get your child to try new foods.

7. Make a New Meal:

You use leftovers from yesterday to create a new meal. This saves time, money, and food.

8. Rearrange Your Space:

You move furniture or items around to make more room and help your home feel more organized.

In the Community:

9. Suggest New Uses:

You suggest using old containers to plant flowers and vegetables in the community garden. This saves money and keeps items out of the landfill.


10. Plan an Event:

You help plan a small event at the community centre using what's already available, like homemade snacks, shared music, and decorations from recycled items.

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!



C11
6b

Support Others and Their Ideas:

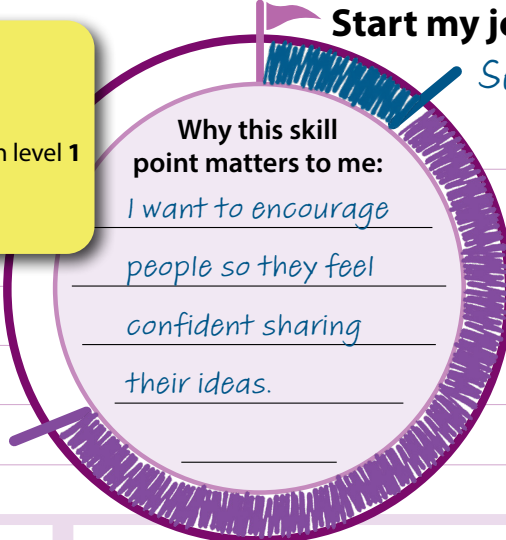
I can help others when they are trying their new ideas.



Start my journey

September 6

This gear shows the skill, level, and number of each self-assessment.
C11 – Creativity and Innovation level 1
6b – Self-assessment "b" for benchmark 6



Why this skill point matters to me:
I want to encourage people so they feel confident sharing their ideas.

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'll listen to others and give positive feedback on their ideas.

What have I done already in this skill?

Date:	Example:
<i>Sept 6</i>	<i>I helped a friend think of ideas for a fundraiser.</i>
<i>Sept 22</i>	<i>I gave suggestions to a coworker about organizing supplies.</i>

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

I'll take an afternoon nap when I need extra rest.

How will I celebrate when I achieve this skill point?

I'll go out for dessert at my favourite shop.



Ask about Others' Ideas:

I ask other people questions about their ideas.



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?

How will I celebrate when I achieve this skill point?



Think about New Ideas:

I think about how a new idea could 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:

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?

How will I celebrate when I achieve this skill point?



Identify a Change to Make:

I can find something in a task that could be done differently.



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?

How will I celebrate when I achieve this skill point?



Explain How a Change Helps:

I can explain why a change could improve 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:

What will success look like in this skill point?

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?

How will I celebrate when I achieve this skill point?



Try New Ideas:

I try a new idea, even if I'm not sure how it will turn out.



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?

How will I celebrate when I achieve this skill point?



Discuss Why I Was Uncertain:

I can share why I didn't think an idea would turn out.



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 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.



Explore My New Idea:

I can change things or add to my idea.



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?

How will I celebrate when I achieve this skill point?



Explore Changes:

I can think about how my idea could work in a new way.



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?

How will I celebrate when I achieve this skill point?



Identify What's Going Wrong:

I can figure out what is going wrong with my idea.



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?

How will I celebrate when I achieve this skill point?



Improve My Idea:

I can use what I learn to make my idea 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:

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?

How will I celebrate when I achieve this skill point?



Share Ideas with Others:

I can share ideas that might help other people think of 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:

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?

How will I celebrate when I achieve this skill point?



Support Others and Their Ideas:

I can help others when they are trying their new ideas.



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?

How will I celebrate when I achieve this skill point?

Level 2 Creativity and Innovation Activities – CI2

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: **CI2** – Creativity and Innovation level 2
3b – Activity "b" for benchmark 3

Activity: Creativity and Innovation **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





Continued from previous page

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 of 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.



Ask about Others' Ideas:

I ask other people questions about their ideas.



Training outcome:

Participants can show interest in ideas other people have.



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 and understand the importance of showing interest in others' ideas.

Sample description (to use with participants):

In this session, we will practice asking someone else questions to show interest in their ideas.

Material(s):

- A pen or pencil for each participant
- Letter size paper, one for each participant

Instructions (for facilitator or instructor):

- Introduce the topic of asking others about their ideas. Explain that asking questions is a way to show interest. When we listen to other people's ideas, we might learn something new, think about a problem in a different way, or find an idea we want to explore more.

Continued on next page





Continued from previous page

- Pre-Activity: Ask participants, "Can you think of a time when someone gave you a helpful tip, suggestion, or a piece of advice - something you didn't think of on your own right away? What happened next?"
After discussion around these concrete examples of ideas, you could explain, "That was you listening to someone's idea and deciding how it might work for you. Showing interest like this is part of using creativity and innovation skills."
- Remind participants that using someone's idea doesn't mean copying it. Instead, it means choosing what works for you. This is part of creativity and innovation.
- Next, ask participants to think about a time when they asked someone else for an idea or suggestion. It could be something like asking how to fix something, how to make a recipe work, or how to handle an unexpected situation. Write or draw it, or share with a partner. Participants could try answering these questions:
 - Who did you ask?
 - What did you ask them about?
 - What kind of idea or tip did they share?
 - What did you do with that idea?
- Once the participants have completed the questions, invite participants to share answers in the larger group.

Adaptations:

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



Think about New Ideas:

I think about how a new idea could work.



Training outcome:

Participants can think about how a new idea could work.



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 think about how a new idea could work.

Sample description (to use with participants):

In this session, we will think about how a new idea could work.

Instructions (for facilitator or instructor):

- Introduce the topic of thinking about how new ideas could work. Explain that when we have a new idea, it is not just the idea that is important, it is about how we can make the idea happen.
- Pre-activity: Ask participants, "Have you tried something that someone suggested, like a shortcut, a tip, or a different way to do something? What made you decide to try it?" To prompt the participant, or as follow up discussion, you can add, "When we think about how a new idea could work, we use creativity and innovation skills. We are deciding if the idea might work for us, or if we want to try it in our own way."

Continued on next page





Continued from previous page

- Have participants think of an idea or choose one from the Sample section on the next page.
 - Ask participants to think about how they can make their idea work. Use these questions to guide their thinking:
 - "What do I think the outcome might be from the idea?"
 - **Possible participant response:** Finishing laundry faster.
 - "Why is it important to think about how something can work before trying it?"
 - **Possible participant response:**
Check if folding laundry faster idea is worth doing.
It will let me know beforehand if something could go wrong.
- Once the group has completed the questions, have participants share answers with the group.

Sample:

- Ideas:
 - Tips for drinking more water each day.
 - Find a better way to fold clothes quickly.
 - A daily checklist to remember important tasks.

Adaptations:

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



Identify a Change to Make:

I can find something in a task that could be done differently.



Training outcome:

Participants can identify one step to change in a process.



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 192.

Description (for facilitator or instructor):

Participants will identify a step in a process that can be done differently.

Sample description (to use with participants):

In this session, we will find a step in a task and check if it can be done differently.

Instructions (for facilitator or instructor):

- Introduce the topic of changing a step in a process. When we do something over and over, it is easy to keep doing it the same way, but sometimes there is a different way to do it.
- Pre-activity: Ask participants, "Have you ever done a task and thought, 'Maybe there's an easier or better way to do this?' What made you think that?"
You can add, "When we notice a small part of a task that could change, we're using creativity and innovation. Even small changes can make a big difference."

Continued on next page





Continued from previous page

- Ask participants to think about a task they do often - it could be at home, at work, or in the community. Use the Sample list below if you need ideas.
- Ask participants to choose one step in that task that could be done differently. This could be to save time, make it easier, or avoid a problem.
- Have participants answer the questions below, based on the task they chose:
 - What step would you change in the task?
 - What would you do differently?
- Once the group has completed the questions, have participants share answers with the group.

Sample:

- Task examples:
 - Cleaning your home.
 - Organizing your tools or workspace.
 - Writing a to-do list.
 - Cooking a meal.
 - Setting up your schedule.
 - Packing for work.
 - Doing laundry.
 - Caring for animals.
 - Helping someone in your family.

Adaptations:

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



Explain How a Change Helps:

I can explain why a change could improve a task.



Training outcome:

Participants can explain how the change helps improve the process.



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 190.

Description (for facilitator or instructor):

Participants will practice explaining how a change improves a process.

Sample description (to use with participants):

In this session, we will practice explaining how a change could improve a task.

Instructions (for facilitator or instructor):

- Introduce the topic of explaining why a change can improve a task. Explain that change does not always mean the task is completed faster, but sometimes it can help make a task clearer, easier, or more organized. We all have different goals for how to complete a task. Finding the right change can improve the outcomes you want in a task.
- Pre-activity: As a group, go through the two examples of a change in a process and answer the question in the Sample section on the next page.

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- Ask participants to think about a task they do often - it could be at home, at work, or in the community. Use the Sample list below if you need ideas.
- Ask participants to choose one step in that task that could be done differently. This could be to save time, make it easier, or avoid a problem.
- Have participants answer the questions below, based on the task they chose:
 - What might happen if you tried the new way?
 - What might be better or easier because of the change?
- Next, divide participants into small groups of 2 to 4. Each person in the group takes turns sharing the task they chose earlier and the step they would change. In the small groups, take turns offering different ways to do that step. Encourage participants to share tips, tricks, or ways they've done that step themselves.
- Have the small groups choose one of their tasks to work together to think of two other ways to do that one step.
- Once the groups are done, have groups share their answers in the larger group. This process reinforces the idea that there's more than one good way to do a task, shows that everyday creativity is useful, and supports community-building through shared knowledge and lived experience.

Sample:

- Pre-activity:
 - Example 1: Organizing Papers
 - Old Process: Keeping all papers in one large folder.
 - New Process: Using multiple folders labeled by category (like work, bills, personal).
 - Question: What might happen if you tried the new way?
 - **Possible participant response:** I can find what I need more easily.

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- Example 2: Cleaning the Kitchen
 - Old Process: Cleaning the kitchen all at once.
 - New Process: Cleaning as you go (like washing dishes while cooking).
 - Question: What might happen if you tried the new way?
 - **Possible participant response:** The kitchen is not so dirty after cooking.
- Task examples:
 - Cleaning your home.
 - Organizing your tools or workspace.
 - Writing a to-do list.
 - Cooking a meal.
 - Setting up your schedule.
 - Packing for work.
 - Doing laundry.
 - Caring for animals.
 - Helping someone in your family.

Adaptations:

- Modify the task and example changes to be more relevant to participants' specific job roles, industries, or location.
- If participants need support in thinking of ideas, changes, try having participants work in pairs, instead of on their own, when they are thinking of a change to a step. You could also ask prompting questions such as:
 - "What is something someone taught you about that task? Was that a change from how you did it before?" or
 - "What would happen if you switched the order of two steps?"



Try New Ideas:

I try a new idea, even if I'm not sure how it will turn out.



Training outcome:

Participants can try a new idea, even if it might not work.



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 try a new idea, even if it might not work.

Sample description (to use with participants):

In this session, we will explore why it is important to try a new idea, even if we are not sure how it will turn out.

Instructions (for facilitator or instructor):

- Introduce the topic of trying new ideas even if we are unsure how they will turn out. Explain that trying new ideas is testing out what works best. Even if we aren't sure how it will turn out, we might discover something useful or find a better way to do the task next time.
- Pre-activity: Ask participants, "Can you think of a time when you tried a new way to do something to make the task easier, faster, or work better? What happened?"
- Explain that not knowing how a new task will turn out does not mean failure, but it means that we do not know what will happen yet. This is a chance to test it out and see what works and what does not work.

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- Share this example with participants, "Let's think of a situation where we would try something new, even if we are not sure how it will turn out. For example, if we tried a new recipe, we might not know if it will taste how we think it will, but we can test it and adapt it each time we try. Each time we try is getting closer to the result we want."
- As a group, discuss the following question "Think of a time when you tried something new, even though you weren't sure how it would turn out."
 - More prompts to help participants answer the question above:
 - What was the idea?
 - Why did you still try the idea even if you were unsure of the outcome?
 - What happened in the end?

Adaptations:

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



Discuss Why I Was Uncertain:

I can share why I didn't think an idea would turn out.



Training outcome:

Participants can discuss why it was not certain if the idea would work.



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 why they are unsure of the outcome of an idea.

Sample description (to use with participants):

In this session, we will discuss why we were not sure if an idea would work out.

Instructions (for facilitator or instructor):

- Introduce the topic of sharing why we think an idea will work or not. Explain that feeling uncertain about a new idea or task is okay. It is part of trying something new and testing the results.
- Pre-activity: "Have you ever tried something new and thought, 'This might not work'? What was the idea, and what made it hard to know how it would turn out?" After the group discussion, you could follow up with, "Sometimes we don't know how an idea will work because we haven't tried it before, or the situation is new or different. Talking about what we don't know yet can help us think through the idea and decide what to try next."

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- Next, ask the participants the questions below:
 - "What was something you didn't know when you tried a new idea or way of doing something?" This focuses on what information might be missing, new situations, or unfamiliar tools or processes.
 - "Why was it hard to know how the idea would work out?" This explores the reasons we might not be able to know how something will work: maybe it was new, untested, or outside of anything we tried before.
 - "What would make it easier to try the idea again or share it with someone else?" This is how we can recognize patterns in the results, find information to use for the next time, or to check if we need or want to get others involved in any next steps for the idea.
- Explain to participants that when things do not go as planned, it is a chance to learn and adjust. Sometimes when we try a new idea, we don't know what the result will be. We might not have done it before, or we might be in a new situation. That is not about the idea being good or bad, it just means there are things we don't know yet. Talking about what we're unsure of can help us get ready, ask questions, and think through what might happen. This helps us decide what to try and how to move forward.

Adaptations:

- For individual participants, or groups that might not be ready to speak much together, try giving participants a page with open-ended prompts they can complete with words or pictures. Some sample prompts are:
 - I tried ____ but I didn't know ____ .
 - I wasn't sure it would work because ____ .
 - Next time, I might ____ .
- Modify the discussion prompts to be more relevant to participants' specific job roles, industries, or location.



Explore My New Idea:

I can change things or add to my idea.



Training outcome:

Participants can change or add to an idea.



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 it can be extended with the next activity on page 201.

Description (for facilitator or instructor):

Participant will practice changing or adding to their ideas.

Sample description (to use with participants):

In this session, we will practice changing or adding to our ideas.

Instructions (for facilitator or instructor):

- Introduce the topic of exploring a new idea. Explain that when we try out a new idea, it might not work the way we thought it would, and this is okay. We can change something or add a new step to make the idea work better. At work or at home, changing or adding to our ideas can fix a problem, save time, or make the task easier to finish.
- Divide participants into groups. Each group will review and answer questions on two examples from the Sample section on the next page.

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- Describe this scenario to the group: "Your child is a picky eater. You have an idea to buy new foods and have your child try them all to see which ones are favourites, but your child did not eat any of them." Ask the group, "What could we change or add to this idea to try again?"
 - **Possible participants response:**
 - I would join a Facebook group for ideas.
 - I would try one new food item at a time.
 - I would make it a game, so it is fun for my child to try new food items.
- Once the groups have completed the questions, invite participants to share answers in the larger group.

Sample:

- **Examples:**
 - At work: You need to organize boxes of products. You might think of organizing them in a row, but, after trying it, you notice it is taking longer to find the right product.
 - What could you change or add to this idea to try again?
 - At home: You have a pile of clothes you need to organize. You might try folding them in a new way to save space. After trying it, you realize it is not working as well as you thought.
 - What could you change or add to this idea to try again?

Adaptations:

- Modify the scenarios or idea examples to be more relevant to participants' specific job roles, industries, or location.
- If the participants are comfortable with it, or if there are few participants, invite participants to share an idea they had or know of where things did not work out yet. In small groups or pairs, participants can ask the question 'what could you change or add to this idea to try again?' and explore responses together.

**Explore Changes:**

I can think about how my idea could work in a new way.

**Training outcome:**

Participants can explore how changes affect an idea.

**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 199.

Description (for facilitator or instructor):

Participants will think about how a change affects an idea.

Sample description (to use with participants):

In this session, we will think about how a change will affect an idea.

Instructions (for facilitator or instructor):

- Introduce the topic of exploring changes to an idea. Explain that by exploring how changes affect an idea, we can make decisions that make the idea work.
- Describe this scenario to the group: "Your child is a picky eater. You have an idea to buy new foods and have your child try them all to see which ones are favourites, but your child did not eat any of them."
 - Ask the group, "What could we change or add to this idea to try again?"

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- **Possible participants response:**
 - I would join a Facebook group for ideas.
 - I would try one new food item at a time.
 - I would make it a game, so it is fun for my child to try new food items.
- Next, ask the group, "How will the change to the idea affect how the idea works?"
 - **Possible participants response:**
 - I might get new ideas I hadn't thought of.
 - If I have fun with it, my child might have fun, too.
- Divide participants into groups. Each group will review and answer questions on two examples from the Sample section on next page.
- Once the groups have completed the questions, ask participants, "Why is it useful to think about what might happen when we change or add to an idea?" You could follow up by adding, "Thinking about the changes to an idea gives us a chance to try new options and find what works best."

Sample:

- **Examples:**
 - At work: You need to organize boxes of products. You might think of organizing them in a row, but, after trying it, you notice it is taking longer to find the right product.
 - What could you change or add to this idea to try again?
 - How will the change to the idea affect how the idea works?
 - At home: You have a pile of clothes you need to organize. You might try folding them in a new way to save space. After trying it, you realize it is not working as well as you thought.
 - What could you change or add to this idea to try again?
 - How will the change to the idea affect how the idea works?

Adaptations:

- Modify the scenarios or idea examples to be more relevant to participants' specific job roles, industries, or location.



Identify What's Going Wrong:

I can figure out what is going wrong with my idea.



Training outcome:

Participants can identify what is going wrong in an idea.



Time estimate in minutes:

30 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 205.

Description (for facilitator or instructor):

Participants will practice identifying what is going wrong in an idea.

Sample description (to use with participants):

Participants will practice identifying what is going wrong in an idea.

Materials:

- Scissors (if needed for cutting string or adjusting materials)
- Ruler or measuring tape (to measure the height of the structure)
- Prepare 2 sets of bundles of materials ahead of time. Each group will get 2 sets of:
 - 10 straws (or wooden sticks)
 - 1 roll of tape
 - 5 precut pieces of string, 25cm long each
 - 10 paper clips

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Instructions (for facilitator or instructor):

- Introduce the topic of figuring out what is going wrong with an idea. Explain that sometimes an idea isn't working the way we thought it would. When this happens, we can figure out what's going wrong. This helps us notice what needs to change so we can keep going and improve the idea as we go.
- Divide participants into groups. Explain the Tallest Tower Challenge: "You will have 15 minutes to plan and build a tower, using the materials provided. The goal is to build the tallest tower that can stand on its own, without additional support. The first step is to make a plan for what you'll build." Give each group their bundle of materials.
 - **Planning:** Each group will spend 5 minutes making a plan for their tower. Encourage participants to consider the materials and think about how to connect the materials to build a strong tower.
 - **Build:** Each group will start building after the planning step. Each group will have 10 minutes to build their tower. Groups can use any combination of the materials provided.
 - Halfway through building, let the groups know they are not allowed to use string anymore.
- As the groups work, invite participants to compare towers. Ask questions to help groups think about changes:
 - "Have you made any changes to your plan?"
 - "Is there anything you need to change?"
- After 15 minutes of planning and building, each group will present their tower to the rest of the groups. Ask each group the following questions:
 - "What do you like about your tower? What didn't work in your plan?" and
 - "What change did you make during the building process? Did you need to change your plan when the string was not allowed anymore?"

Adaptations:

- Modify the planning and building challenge to be more relevant to participants' specific job roles, industries, or location.



Improve My Idea:

I can use what I learn to make my idea better.



Training outcome:

Participants can use information gathered to improve an idea.



Time estimate in minutes:

40 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 203.

Description (for facilitator or instructor):

Participants will practice learning to make ideas better.

Sample description (to use with participants):

In this session, we will practice gathering information to make ideas better.

Materials:

- Scissors (if needed for cutting string or adjusting materials)
- Ruler or measuring tape (to measure the height of the structure)
- Prepare 2 sets of bundles of materials ahead of time. Each group will get 2 sets of:
 - 10 straws (or wooden sticks)
 - 1 roll of tape
 - 5 precut pieces of string, 25cm long each
 - 10 paper clips

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Instructions (for facilitator or instructor):

- Introduce the topic of gathering information to make ideas better. Explain that sometimes things do not go as planned. It is important to reflect on what did not work the first time. This helps us make improvements.
- Divide participants into groups. Explain the Tallest Tower Challenge: "You will have 15 minutes to plan and build a tower, using the materials provided. The goal is to build the tallest tower that can stand on its own, without additional support. The first step is to make a plan for what you'll build." Give each group their bundle of materials.
 - **Planning:** Each group will spend 5 minutes making a plan for their tower. Encourage participants to consider the materials and think about how to connect the materials to build a strong tower.
 - **Build:** Each group will start building after the planning step. Each group will have 10 minutes to build their tower. Groups can use any combination of the materials provided.
 - Halfway through building, let the groups know they are not allowed to use string anymore.
- As the groups work, invite participants to compare towers. Ask questions to help groups think about changes:
 - "Have you made any changes to your plan?"
 - "Is there anything you need to change?"
- After 15 minutes of planning and building, each group will present their tower to the rest of the groups. Ask each group the following questions:
 - "What changes did you make during the building process? Did you need to change your plan when the string was not allowed anymore?"
- After each group presents their tower, invite participants to discuss these questions in their groups:
 - "Can your tower stand on its own? Could your tower be taller or stronger? What would you do differently?"

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- Next, the groups will try again. The first step is planning.
 - Have participants spend three minutes revising the plan. Give each group their next bundle of materials.
 - After plans are adjusted, groups will have five minutes to build a new tower.
- After the second tower is complete, each group will present their tower to the rest of the group. Groups will answer the following questions:
 - "What changes did you make to your plan?"
 - "How did those changes make your tower stronger or taller?"
 - "What did you learn by making those changes?"

Adaptations:

- Modify the planning and building challenge to be more relevant to participants' specific job roles, industries, or location.



Share Ideas with Others:

I can share ideas that might help other people think of something new.



Training outcome:

Participants can share ideas to help others come up with ideas.



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 sharing ideas to help other people think of something new.

Sample description (to use with participants):

In this session, we will practice sharing ideas to help other people think of something new.

Materials:

- Print the resource: Share Ideas to Solve a Problem on pages 210 and 211, and cut the sections apart for each group.

Instructions (for facilitator or instructor):

- Introduce the topic of sharing ideas with others. Explain that when we work together, we can bring our different knowledge and experiences to create ideas.
- Pre-activity: Ask participants, "Can you think of a time when you shared an idea or gave an example, and someone else came up with their own idea after that?" You can follow up with, "When we share our ideas, we give others something to think about. Sharing can give others more information, so they can come up with their own idea or try something in a new way."

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- Divide participants into three groups. Give each group a **different set of information** related to the problem from the resource on pages 210 and 211. Do not tell the groups that they need to share yet; wait for the groups to figure out that they need to share information among themselves.
 - Explain the activity to the groups: "You will work together to come up with ideas to solve the problem."
 - As groups are coming up with ideas, give them prompts to help them think about what information they may be missing and how sharing might help.
 - After ten minutes, tell participants, "It seems like you all have made great progress, but maybe there is more information that could help you solve the problem. Try sharing ideas with the other groups."
 - After sharing ideas with other groups, each group will spend another five minutes to rework the idea, now that they have the new information from the other groups.
- Once the activity is complete, ask the group, "How did sharing ideas with other groups help you think of ideas?" and "What changes did you make to your plan after getting more information from other groups?"

Adaptations:

- Modify the problem and information subsets to be more relevant to participants' specific job roles, industries, or location.

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Share Ideas to Solve a Problem

Problem: Organizing a Small Store's Inventory

- You work in a small store, and the manager has asked your group to come up with a better system for organizing the store's inventory. The store has limited space, and many items are out of stock or misplaced. You will need to design a new inventory system that makes it easier for workers to find products, keep track of stock, and keep the store organized.

Group 1:

Here is the list of product categories in the store. You need to think about how to organize the products in a way that makes them easy to find.

- TVs, furniture, laptops, board games, dolls, phones, chargers, detergent, headphones, men's and women's shirts, bedding, cleaning sprays, pants, kitchen appliances, shoes, action figures, jackets, lamps, sponges, mops, phones, vacuums, decor, arts and crafts supplies.



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Share Ideas to Solve a Problem

Group 2:

Here is information on the current storage system in the store. Your job is to think of ways to improve the current system and fix any issues.

- Shelving: Current shelves are not labelled and they are overloaded with items, making it difficult for workers to find products.
- Storage Bins: Small items (like toys and cleaning supplies) are mixed together in the same bin, which causes confusion.
- Backroom Storage: Some products are stored in the back room and not displayed on the floor, making it difficult for customers to browse.
- Aisles: The aisles are cluttered with products that don't have a designated space. This looks messy and makes it harder to move through the aisles.



Group 3:

Here is information about how customers move through the store. Use this information to think about how to improve the store's layout so it is easier for customers to shop and find products.

- Popular Areas: The front of the store (near the entrance) has the most customers, especially in the clothing section.
- Busiest Aisles: The aisle near the electronics section always has a lot of customers in it. Customers often have trouble moving through this section.
- Unpopular Areas: The home goods and toy sections have very few customers visiting them, even though they have a lot of products.
- Checkout: The checkout area is near the back of the store, which causes customers to walk through the store when they are ready to pay, this is not a good flow.



Support Others and Their Ideas:

I can help others when they are trying their new ideas.



Training outcome:

Participants can support others as they use new ideas.



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 supporting others as they try or use their new ideas.

Sample description (to use with participants):

In this session, we will practice supporting others while they try or use their new ideas.

Instructions (for facilitator or instructor):

- Introduce the topic of supporting others as they use their new ideas. When someone tries a new idea, it can take time to see how it works. We can support others' ideas by listening, encouraging, or sharing what we've learned. Being part of someone else's process can give them tools or information to keep going with their idea, and sometimes we learn something new, too.
- Explain that there are different ways to support someone as they try a new idea. One way is to share something you liked or noticed: this is positive feedback. Another way is to share a suggestion or question that helps them think about what could be stronger or done differently: this is called constructive feedback. Supporting someone doesn't mean you have to agree with everything. It means you're helping them think things through and keep working on their idea, even if it might need to change.

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- Here is an example to help explain the difference between positive and constructive feedback:
 - Other person's idea: "I want to try cleaning different sections of the store throughout the day instead of doing it all at the end of the day."
 - Your Positive Feedback: "That sounds like a smart plan! It will keep the store looking nice and tidy all day, which will make the customers happy."
 - Your Constructive Feedback: "I like the idea of breaking up the cleaning into daily tasks. Maybe you could try cleaning the most high-traffic areas like the front door or checkout first, so the store always looks good for customers."
- Divide participants into pairs. One participant will share their idea with the other, and the partner will offer support and feedback. After the first round, ask participants to switch roles. The second person will now share their idea, and the first person will offer support and feedback.
- Once the activity is complete, ask the larger group the following questions for discussion:
 - "What did the feedback you received make you think about or notice in your own idea?"
 - "What did you learn or notice about the other person's idea while giving feedback?"
 - "Did giving or receiving feedback help you think of anything new for your own idea?"
- You can follow up the group discussion with a statement like the following: "Giving and receiving feedback gives us more ways to think about ideas. When we share, listen, and reflect, we often find new directions to try for ourselves and for others."

Adaptations:

- Modify the feedback style and discussion questions to be more relevant to participants' specific job roles, industries, or location.

Levels 3 and 4: Action Plan for Creativity and Innovation



Levels 3 and 4

For **levels 3 and 4**, creativity and innovation training are more advanced. Facilitators or instructors guide participants in applying creativity and innovation skills in work-related contexts, and leading by example in thinking of new ideas. 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 generate a wider range of novel ideas, with diverse dimensions of originality. You evaluate limitations of novel ideas and find ways to improve them to minimize failures and uncertainties. You facilitate an environment for others to be creative and innovative."

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 337 and 338.

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?

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Skills for Success



Digital

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.”¹ Everyone, at any level, can improve their Skills for Success. This resource gives ideas and sample activities to help enhance the “Digital” Skill for Success for adult participants, emphasizing employability through work-relevant activities.

What Are Digital Skills?

Digital skills: Your ability to use digital technology and tools to find, manage, apply, create, and share information and content. For example, we use this skill to create spreadsheets, safely use social media, and securely make online purchases.

Why this skill is important:

Digital technology has changed the way you find and share information, solve problems, and communicate with others. Most jobs now use digital skills, and you need them when you apply other skills such as reading, writing, and numeracy.

Digital skills help you keep up with changing demands in the modern workplace and in your daily life.

■ [Find tools to improve your digital 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



¹ (Government of Canada, 2025) www.canada.ca/en/services/jobs/training/initiatives/skills-success



Digital Components from the Government of Canada

Expanding on the definitions provided above, the Government of Canada outlines these components for Digital²:

Benchmark 1

1. Use digital devices including computers, tablets, smart phones, and other handheld devices

- Identify the goals and purposes of the digital task
- Identify and use the basic functions common to most devices
- Know the basic terminology common to most digital devices

Benchmark 2

2. Use common digital tools to complete tasks

- Use software, mobile applications, and other digital tools for a purpose, for example:
 - Word
 - Excel
 - PowerPoint
 - data analysis software
- Select appropriate digital tools based on your goals and purposes of tasks
- Keep digital tools up to date. For example:
 - download updates
- Use digital tools to enhance accessibility for yourself and others when needed, for example:
 - screen magnifier
 - other assistive technologies

Benchmark 3

3. Use digital information

- Navigate digital content, for example:
 - know which part of the website to click
 - know when to click the “Back” and “Next” buttons
 - know how to scroll through documents
- Carry out digital searches to find information and content, for example:
 - know how to use the ‘Search’ function in a PDF document
 - know how to use search engines such as Google
- Evaluate the relevance and reliability of digital information. For example, recognize which websites are credible from a list of Google search results
- Store and organize digital information in a logical way using files, folders and labels. For example, download online files in a local folder on a computer

Continued on next page



² The components listed on this page and page 218 are all taken from (Government of Canada, 2025) <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/learning-steps.html#writing> 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>



Continued from previous page

Digital Components from the Government of Canada

Benchmark 4	<p>4. Use online tools and platforms</p> <ul style="list-style-type: none">• Use online communication and social media platforms, for example:<ul style="list-style-type: none">• Zoom• Twitter• emails• Use online information-sharing platforms, for example:<ul style="list-style-type: none">• Dropbox• Use online forms, for example:<ul style="list-style-type: none">• for purchases• opening accounts• job applications
Benchmark 5	<p>5. Apply safe and responsible practices online</p> <ul style="list-style-type: none">• Understand best practices in data storage and sharing. For example:<ul style="list-style-type: none">• know how to create a password to protect data• Protect personal information and privacy of yourself and others. For example:<ul style="list-style-type: none">• know what personal information you can and cannot share online• Protect data and devices from online risks and threats for example:<ul style="list-style-type: none">• use virus protection software• know how to avoid phishing emails• Make secure online transactions, for example:<ul style="list-style-type: none">• know how to encrypt a data file with a password before making an online transfer• know where and how to enter payment details to safely make online purchases• Use appropriate language and behaviour online• Recognize and minimize the effect of physical and mental stresses of being online
Benchmark 6	<p>6. Update and upgrade digital skills</p> <ul style="list-style-type: none">• Use your existing digital skills and knowledge to learn and apply new and advanced digital skills as needed, for example:<ul style="list-style-type: none">• learning basic coding• learning about block chain• virtual reality• specialized electronic equipment at work

² 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#digital> 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.³

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 digital skills and be a college graduate, while someone else might have not finished high school and is beyond a level 2 in digital 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.

³ 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 digital 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 build their digital skills. The goal is to create a supportive environment where they can focus on digital device functions, being safe online, and understanding how to navigate platforms. 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 Digital Skills.

■ Level 2

At level 2, participants at this level can use digital terminology, keep devices up to date, and know how to search online for information. They are also able to use different software, like Word or PowerPoint, to complete tasks. 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 digital skills through the activities and reflective practices highlighted in this resource. This is the focus of the section Level 2: Developing Digital Skills.

■ 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 chapter, on page 332, in the section Levels 3 and 4: Action Plan for digital skills.



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/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 digital skills in the Skills for Success framework. Put another way, benchmarks are specific 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 the digital skills in the Skills for Success framework (beginning on page 217).

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 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 digital 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 227 (level 1) and page 282 (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 both recognize and value existing skills and knowledge, and also 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 digital skills:

For facilitators and instructors: Self-assessment in digital skills is important because it helps instructors and participants build awareness of how they use technology in everyday situations. Reflecting on strengths, challenges, and habits with tech tools supports clearer planning for learning and growth. It also helps instructors notice their own approaches to digital tasks and adjust how they facilitate or guide others. This awareness helps create a supportive learning environment where participants can build skills, increase independence, and apply digital tools with purpose and confidence.

For participants: Self-assessment is important for digital skills because it helps you understand what you can do with technology and what you want to get better at. It shows you which tools you use well, how you work through problems with tech, and where you can improve. Knowing your strengths helps you use technology more independently at work, at home, and in your community.

Level 1: Exploring Digital Skills

The six digital skill components as outlined in the Skills for Success framework (pages 217 and 218) 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 digital 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 223, below)
- Digital skill map (page 227)
- Self-assessment (beginning page 232; designed for both pre- and post-assessment)
- Activities (beginning page 245)
 - 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 220 and 221.

Benchmark 1: Understand why to use technology for a task and how to use features of a tech tool.

Benchmark 2: Choose the right tech tool or program to work on a task.

Benchmark 3: Find information online by using a search tool and navigating through a website.

Benchmark 4: Use online tools to send and receive messages and to fill out basic forms.

Benchmark 5: Understand that there are risks to being online and that it is important to be safe and respectful.

Benchmark 6: Explore updates and identify new tech tools for how they can help with existing tasks.

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

Digital Skill Level 1 Benchmarks and Training Outcomes

Benchmark 1: Understand why to use technology for a task and how to use features of a tech tool.

Training Outcome 1:

Identify the purpose of using technology, and turn on tech tools to use them.

Benchmark 2: Choose the right tech tool or program to work on a task.

Training Outcome 2:

Choose the right tech tool or program and use it for a task.

Benchmark 3: Find information online by using a search tool and navigating through a website.

Training Outcome 3:

Use a search engine and navigate a website to find information.

Benchmark 4: Use online tools to send and receive messages and to fill out basic forms.

Training Outcome 4:

Use tech tools to read and respond to messages, and fill out a form online.

Benchmark 5: Understand that there are risks to being online and that it is important to be safe and respectful.

Training Outcome 5:

Understand risks to being online and use safe and respectful behaviour online.

Benchmark 6: Explore updates and identify new tech tools for how they can help with existing tasks.

Training Outcome 6:

Explore updates on technology and identify new tech tools to support existing tasks.

Digital Skill 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. Identify why to use technology or go online to complete a task.</p> <hr/> <p>1b. Turn on technology, adjust the volume, and open an app.</p>
Benchmark 2	<p>2a. Choose the right app or program for the task.</p> <hr/> <p>2b. Use technology to work on a task.</p>
Benchmark 3	<p>3a. Use a search engine to find general information.</p> <hr/> <p>3b. Navigate a website to find specific information.</p>
Benchmark 4	<p>4a. Read and respond to messages on a phone or online.</p> <hr/> <p>4b. Fill out a form online to access services or share information.</p>
Benchmark 5	<p>5a. Recognize that some online content might be misleading or unsafe.</p> <hr/> <p>5b. Use safe and respectful behaviour online.</p>
Benchmark 6	<p>6a. Explore updates on technology and in apps to understand their use.</p> <hr/> <p>6b. Identify new tech tools that could support existing tasks.</p>

Digital 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 Digital Skill Map – D1

Activity D1-#	Self-Assessment (for participants) (p. 232) When you read each statement, think: "I can... pick the right tech" (for example)	Participants can... (for facilitators/ instructors) (p. 225) Each statement connects to training outcomes for each benchmark	Benchmark (p. 223) Each benchmark connects at level 1
1a	Know Why I'm Using Tech: I know why I'm using tech or going online for a task.	Identify why to use technology or go online to complete a task.	Benchmark 1: Understand why to use technology for a task and how to use features of a tech tool.
1b	Turn on Tech and Use It: I know how to turn on my tech, change the volume, or open an app.	Turn on technology, adjust the volume, and open an app.	
2a	Pick the Right Tech: I can choose the right app or program for my task.	Choose the right app or program for the task.	Benchmark 2: Choose the right tech tool or program to work on a task.
2b	Use Tech to Help Me: I can use tech to help me with what I want to do.	Use technology to work on a task.	
3a	Search Online: I know how to do an online search.	Use a search engine to find general information.	Benchmark 3: Find information online by using a search tool and navigating through a website.
3b	Find Information Online: I know how to look through a website to find what I'm looking for.	Navigate a website to find specific information.	
4a	Send and Receive Messages: I can read and reply to messages I get online or on my phone.	Read and respond to messages on a phone or online.	Benchmark 4: Use online tools to send and receive messages and to fill out basic forms.
4b	Complete Online Forms: I can fill out a form online to get what I want or share information.	Fill out a form online to access services or share information.	
5a	Understand Risks: I know that some things online are fake and might be dangerous.	Recognize that some online content might be misleading or unsafe.	Benchmark 5: Understand that there are risks to being online and that it is important to be safe and respectful.
5b	Be Responsible Online: I know how to be safe and respectful when I go online.	Use safe and respectful behavior online.	
6a	Explore New Features: I explore new updates on my apps.	Explore updates on technology and in apps to understand their use.	Benchmark 6: Explore updates and identify new tech tools for how they can help with existing tasks.
6b	Learn about Tech Tools: I learn about new tech tools that could help me with things I do.	Identify new tech tools that could support existing tasks.	

Why Digital Skills Are Important

Facilitator or Instructor Instructions

This activity provides 10 examples of why digital skills are 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 digital skill at level 1 (starting on page 223 for benchmarks; go to page 227 for the digital 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.

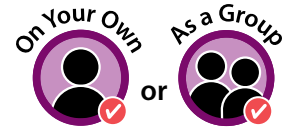
To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. 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 Digital Skills Are Important



Digital skills are part of the nine Skills for Success. These skills focus on our ability to use technology and digital tools to complete tasks and reach our goals. When we have strong digital skills, we can use technology to find information, share ideas, get things done, and stay connected in everyday life.

Here are 10 examples that show how digital skills are important in everyday life. Do you do any of these? How do you use digital skills to support yourself and others?

At Work:

1. Use Video Calls:

You join in video calls with your coworkers.

2. Navigate the Company Website:

You find important documents or resources on your company’s website for your job.

3. Process Sales:

You operate a POS system to complete customer orders, scan items, and handle payments. (A POS system is a tool that businesses use to process sales and payments, track inventory, and manage transactions.)

4. Use Software:

You use Word software to create documents.

5. Participate in Online Training:

You attend online training sessions to learn about workplace policies and safety practices.

At Home:

6. Set Up Tech Tools:

You set up ‘tech’* tools, like a new phone or tablet, by following instructions and connecting them to the internet.

7. Track Deliveries:

You check online to know when your food delivery will arrive.

8. Schedule Appointments:

You use a calendar app to schedule appointments for yourself or your family.



Tech

“Tech” is short for technology. Technology is the use of knowledge to invent new devices or tools. In this chapter, ‘tech’ will relate to digital technology.

In the Community:

9. Use a Public Transportation App:

You use an app to check the bus schedule to get to the library.

10. Connect with Neighbours:

You join neighbourhood social media groups to share information and ask for help.

Building Digital Skills with Confidence

Participants bring valuable experiences and perspectives to learning digital skills. Many already use technology in small ways and may not realize they are building digital skills every day. The digital world can feel overwhelming at times, especially for those who are new to it. These tips can provide you, as facilitator or instructor, with ideas and signs of what to watch for to support your participants in navigating digital technology and skill development.

Build Confidence

- **Start Familiar:** Begin with tech tools and tasks that participants may already use, like phones or messaging apps.
- **Connect to Everyday Life:** Show how digital skills connect to daily tasks, like selling items online, creating schedules, or staying connected with family.
- **Encourage Practice:** Let participants try out tools and explore new features. Create a safe space where it is okay to ask questions and make mistakes.
- **Celebrate Successes:** Focus on each success, like turning on a tech tool or finding the right button. What might seem simple when we are used to it can be complex when it is new.

Provide Support and Avoid Digital Fatigue

- **Be Patient:** Some participants may feel nervous or overwhelmed. Encourage them to take their time and remind them that learning is a process.
- **Provide Breaks:** Learning digital skills can be tiring, especially when using screens for a long time. Encourage regular pauses to refresh, step away and stretch, or focus on a different (familiar) activity.
- **Spread Out Activities:** Avoid doing too many digital tasks in one session. A consistent pace helps participants absorb new skills without feeling stressed.

What to Watch For

- **Feeling Tired:** If participants seem tired or distracted, check how they are doing. Reinforce a success and then pause: a break or a shift in activity can increase energy and focus.
- **Feeling Frustrated:** If participants seem frustrated by a process or their level of progress, remind them how far they have come, even if the progress feels small. Every positive interaction can encourage persistence.
- **Your Own Feelings:** It can be challenging to match the pace of information and progress for participants in something that might be very familiar for you. Remember why building participant confidence in this skill is important. If you find you are feeling too frustrated or tired, it can be a great time for a different activity or ask participants to support each other in practicing a task.

Word Search Activity

The word search on page 231 is an option to help connect everyday words to the digital meanings, making it easier to identify and understand tech terms. By finding words like "mouse" and "window," participants can notice how familiar language is used in new ways.

Digital Terms Word Search

L I J L Q B A L Y C E Q B A T
 U A F G J W Q S J V Y M W F C
 V P R O G R A M C I C E U H V
 E S W I N D O W H R L M A X L
 U X Z O T P Y A J F E O Y I X
 Q W I P G D G R G T T E L K C
 S C R O L L O Q C U A Y N J V
 B T W S M E M O R Y B J A C M
 F A Z Y O P S M H Z L T G R L
 E V Q N X N C O R D E M Q G U
 V E Q Y P Y Q K D C T O L Q I
 N X Y U N U E L Z G T U G N N
 A P P L I C A T I O N S W D I
 B C E W M X U B N R O E B C T
 W E N T X N Z D N T N O R J W

Word Bank

mouse
 window
 program
 application
 memory
 screen
 tablet
 cord
 scroll

After you find a word in the puzzle, write down:

1. **Everyday Meaning:**
 What the word means in regular, daily life.
2. **Digital Meaning:**
 What the word means when it is used with technology.

Example:


- Word: Mouse
 - **Everyday Meaning:**
 A small animal.
 - **Digital Meaning:**
 A device used to move the cursor on a computer screen.

Word	Everyday Meaning	Digital Meaning
mouse		
window		
program		
application		
memory		
screen		
tablet		
cord		
scroll		

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!

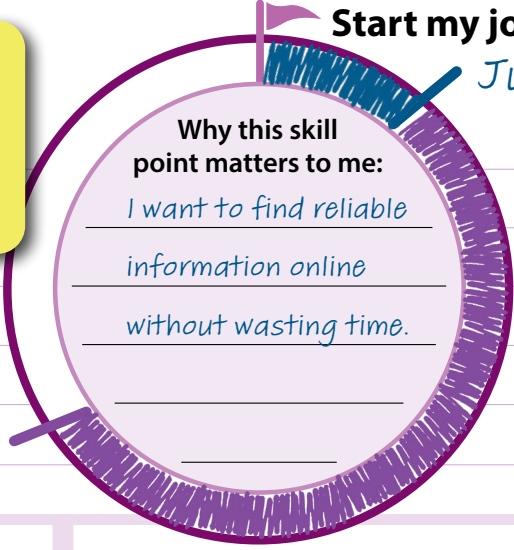


D1
3a

Search Online:
I know how to do an online search.



Start my journey



This gear shows the skill, level, and number of each self-assessment.
D1 – Digital level 1
3a – Self-assessment "a" for benchmark 3

Why this skill point matters to me:
I want to find reliable information online without wasting time.

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'll be able to search and find what I need quickly.

What have I done already in this skill?

Date:	Example:
<i>June 2</i>	<i>I looked up bus schedules to plan a trip.</i>
<i>June 16</i>	<i>I found a recipe online to try at home.</i>

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

I will spend time outside.

How will I celebrate when I achieve this skill point?

I'll watch a movie I've been wanting to see.



Know Why I'm Using Tech:

I know why I'm using tech or going online for 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:

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?

How will I celebrate when I achieve this skill point?



Turn on Tech to Use It:

I know how to turn on my tech, change the volume, or open an app.



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.



Pick the Right Tech:

I can choose the right app or program for my 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:

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.



Use Tech to Help Me:

I can use tech to help me with what I want to 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:

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?

How will I celebrate when I achieve this skill point?



Search Online:

I know how to do an online search.



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 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.



Find Information Online:

I know how to look through a website to find what I'm looking 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:

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?

How will I celebrate when I achieve this skill point?



Send and Receive Messages:

I can read and reply to messages I get online or on my phone.



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:

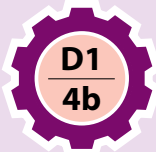
Table with two columns and five rows for writing.

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.



Complete Online Forms:

I can fill out a form online to get what I want or share information.



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.



Understand Risks:

I know that some things online are fake and might be dangerous.



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?

How will I celebrate when I achieve this skill point?



Be Responsible Online:

I know how to be safe and respectful when I go online.



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.



Explore New Features:

I explore new updates on my apps.



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?

How will I celebrate when I achieve this skill point?



Learn about Tech Tools:

I learn about new tech tools that could help me with things 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:

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?

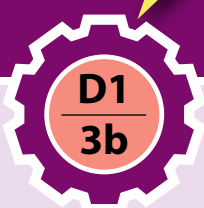
How will I celebrate when I achieve this skill point?

Level 1 Digital Activities – D1

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: **D1** – Digital level 1
3b – Activity "b" for benchmark 3



Activity: Digital **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.

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 of 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.



Know Why I'm Using Tech:

I know why I'm using tech or going online for a task.



Training outcome:

Participants can identify why to use technology or go online to complete a task.



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 the purpose of using technology or going online for a task.

Sample description (to use with participants):

In this session, we will understand why to use a technology for a task.

Materials:

- In advance, prepare prompt questions from the Sample section on cue cards or paper.

Instructions (for facilitator or instructor):

- Introduce some useful tasks that can be done using technology or going online. Some examples are setting digital timers, filling out a form, looking at online reviews, finding out when a store is open.
- Pre-activity: Ask participants to think about a time they used tech or went online for a task. Ask the group to share examples. Write down all responses, in a place participants can access, to use in a group activity later.

Continued on next page





Continued from previous page

- Divide participants into groups and assign each group one or two tasks from the list they created in the pre-activity. Ask them to discuss and answer the questions from the Sample section below.
- Once the groups have answered the questions, invite participants to share responses in the larger group.
 - Compare results and note the differences among participants.

Sample:

- Group Questions:
 - What tech did you use?
 - **Possible participant response:** I used my phone.
 - Why did you use the tech for the task?
 - **Possible participant response:** It is faster to send a message through my phone than to write a letter to someone.

Adaptations:

- Modify the discussion focus and tech examples to be more relevant to participants' specific job roles, industries, or location.



Turn on Tech to Use It:

I know how to turn on my tech, change the volume, or open an app.



Training outcome:

Participants can turn on technology, adjust the volume, and open an app.



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 turning on tech tools and using their features.

Sample description (to use with participants):

In this session, we will practice turning on different tech tools and using features on them.

Materials:

- In advance, prepare tasks and scenarios from the Sample section on cue cards or paper.
- At least two different tech tools for participants to work with in stations.
- (Optional) Print off the Tech Tool Station Checklist on page 251, one for each participant.

Instructions (for facilitator or instructor):

- Set up one to four (varying depending on availability of tech tools) stations around the room.

Continued on next page





Continued from previous page

- Each station will have a tech tool that participants will have to turn on and practice using features like turning it on, changing the volume, and opening an app.
- There is an option for up to four stations on the Tech Tool Station Checklist on page 251. This does not mean you need to have four stations. Focusing on one or two tech tools or devices can be a good start, depending on the participants and on the tech tools available.
- Introduce the different tech tools to the participants.
- Pre-activity: As a group, ask participants if they have used or seen different tech tools or devices at home or work. Have participants list common features or items on the different tech tools.
- Next, have participants pair up and go through the tech tool stations and fill out the Tech Tool Station Checklist on page 251, or make their own notes.
 - At each station, participants will try to:
 - Turn the tech tool on and off.
 - Adjust the brightness.
 - Adjust the volume.
 - Find and use the camera, if the tech tool has one.
 - Use a navigation tool, like the mouse or touch screen.
 - During the activity, check if any participant needs a demonstration of any item on the checklist. You can also check if another participant might want to help explain their process to do these tasks.
- After the activity, invite participants to share what else they would like to learn about the tech tools.

Adaptations:

- Modify the activity to include tech tools and devices that are more relevant to participants' specific job roles, industries, or location.
- If technology access is limited, an option is to print off pictures of tech tools and screen interfaces.

Continued on next page





Continued from previous page

Tech Tool Station Checklist

Write the name of the tech tool under the station number. Write notes or make a check mark for each task you do on each of the tech tools.

I Can...	Station 1:	Station 2:	Station 3:	Station 4:
Turn the tech tool on and off				
Adjust the brightness				
Adjust the volume				
Use a navigation tool, like the mouse or touch screen				
Find the camera if the device has one				
If there is a camera, take a picture				



Pick the Right Tech:

I can choose the right app or program for my task.



Training outcome:

Participants can choose the right app or program for the task.



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 256.

Description (for facilitator or instructor):

Participants will practice choosing the right app or program for a task.

Sample description (to use with participants):

In this session, we will practice choosing the right app or program for our task.

Materials:

- Print off the Choose the Right App Activity sheet on page 255, one for each participant.

Instructions (for facilitator or instructor):

- Introduce the concepts of apps or programs, explaining the uses of apps like the calendar, camera, clock, and calculator.

Continued on next page





Continued from previous page

- Calculator app:
 - Some tech tools have calculators in them to help with math, like adding totals.
- Camera app:
 - The camera app is used to take photos, and to scan documents and special access codes (called QR codes or quick-response codes).
- Clock app:
 - The clock app provides timers for cooking, a stopwatch for fitness, alarms to remember things or know when to wake up, and the time of day (even in different time zones!).
- Calendar app:
 - The calendar app is where you can schedule appointments, set reminders of important days (like birthdays or special events), and check dates for your work shifts.
- Explain that using the right app or program can make tasks easier or faster. Here are some examples: a calculator app can help add up prices; a clock app can time your outdoor walk; a calendar can make reminders for important dates.
- Next, on their own, each participant will match the best app for the task from the Sample section on the next page.
 - Give each participant a copy of the Choose the Right App Activity sheet printed from page 255.
 - Participants will decide which app is best to use to complete each task.
- Once the activity is complete, have participants share responses with the group.
 - Ask participants, "Have you used these apps before?" and "Which apps are the best for what you want to do?"

Continued on next page





Continued from previous page

Sample:

- Apps on the Tech Tools:
 - Calculator app
 - Camera app
 - Clock app
 - Calendar app
- Tasks:
 - Add prices on a shopping list.
 - Take a photo of a work document.
 - Time your outdoor walk.
 - Split the cost of a meal out with friends.
 - Set a reminder alarm.
 - Set a timer for when to take the cookies out of the oven.
 - Schedule an appointment.
 - Scan a QR code for the menu at a restaurant.

Adaptations:

- Modify the tasks and apps or programs to choose to be more relevant to participants' specific job roles, industries, or location.

Continued on next page





Continued from previous page

Choose the Right App Activity

Think about the task on the left. Check the box beside the right app to choose for that task.

Task list:	Which is the right app to finish the task?	
Add prices on a shopping list.	<input type="checkbox"/> Calculator App <input type="checkbox"/> Calendar App	<input type="checkbox"/> Camera App <input type="checkbox"/> Clock App
Set a reminder alarm.	<input type="checkbox"/> Calculator App <input type="checkbox"/> Calendar App	<input type="checkbox"/> Camera App <input type="checkbox"/> Clock App
Take a photo of a work document.	<input type="checkbox"/> Calculator App <input type="checkbox"/> Calendar App	<input type="checkbox"/> Camera App <input type="checkbox"/> Clock App
Time your outdoor walk.	<input type="checkbox"/> Calculator App <input type="checkbox"/> Calendar App	<input type="checkbox"/> Camera App <input type="checkbox"/> Clock App
Split the cost of a meal out with friends.	<input type="checkbox"/> Calculator App <input type="checkbox"/> Calendar App	<input type="checkbox"/> Camera App <input type="checkbox"/> Clock App
Set a timer for when the cookies are done.	<input type="checkbox"/> Calculator App <input type="checkbox"/> Calendar App	<input type="checkbox"/> Camera App <input type="checkbox"/> Clock App
Schedule an appointment.	<input type="checkbox"/> Calculator App <input type="checkbox"/> Calendar App	<input type="checkbox"/> Camera App <input type="checkbox"/> Clock App
Scan a QR code for the restaurant menu.	<input type="checkbox"/> Calculator App <input type="checkbox"/> Calendar App	<input type="checkbox"/> Camera App <input type="checkbox"/> Clock App



Use Tech to Help Me:

I can use tech to help me with what I want to do.



Training outcome:

Participants can use technology to work on a task.



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 extending from the previous activity on page 252.

Description (for facilitator or instructor):

Participants will practice using digital technology applications or programs to work on tasks.

Sample description (to use with participants):

In this session, we will practice using tech apps and programs to work on our tasks.

Materials:

- Print off the Use the Right App Activity sheet on page 259, one for each participant.

Instructions (for facilitator or instructor):

- Introduce the ways that apps or programs often are used, explaining how to use apps like the calendar, camera, clock, and calculator.

Continued on next page





Continued from previous page

- Calculator app:
 - Some tech tools have calculators in them to help with math, like adding totals.
- Camera app:
 - The camera app is used to take photos, and to scan documents and special access codes (called QR codes or quick-response codes).
- Clock app:
 - The clock app provides timers for cooking, a stopwatch for fitness, alarms to remember things or know when to wake up, and the time of day (even in many time zones!).
- Calendar app:
 - The calendar app is where you can schedule appointments, set reminders of important days (like birthdays or special events), and check dates for your work shifts.
- Explain that using the right app or program can make tasks easier or faster. Here are some examples: a calculator app can help add up prices; a clock app can time your outdoor walk; a calendar can make reminders for important dates.
- Next, divide participants into groups. Each group will try to complete the list of tasks using the tech tools available (which might be a desktop computer, laptop, tablet, or smartphone).
 - Give each participant the Use the Right App Activity sheet, printed from page 259.
 - Participants will decide which app is the right one to use to complete each task.
 - Participants will try to use the app to complete each task.
- Once the activity is complete, have participants share which apps were the easiest or fastest to use for completing the tasks.

Continued on next page





Continued from previous page

Sample:

- Apps on the Tech Tools:
 - Calculator app
 - Camera app
 - Clock app
 - Calendar app
- Tasks:
 - Add up prices for your shopping list: eggs (\$5), milk (\$6), bread (\$3), and bacon (\$7).
 - Set a reminder alarm for when you want to wake up on Saturday.
 - Take a photo of a document.
 - Time how long it takes you to sing Happy Birthday (even in your head).
 - Split the cost of a meal (\$45.15) out with 2 friends and you ($45.15 \div 3 = \underline{\quad}$)
 - Set a timer for 10 minutes.
 - Schedule a celebration for when you complete this program.
 - Scan a QR code.

Adaptations:

- Modify the task list and apps to choose from to be more relevant to participants' specific job roles, industries, or location.

Continued on next page

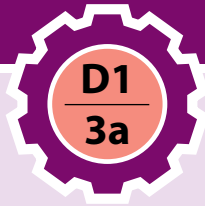




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Use the Right App Activity

Task List	Which app is best for doing the task?	Try using the apps. Were you able to finish the task? Add notes, if you like.
Add up prices for your shopping list: eggs (\$5), milk (\$6), bread (\$3), and bacon (\$7).		
Set a reminder alarm for when you want to wake up on Saturday.		
Take a photo of a document.		
Time how long it takes you to sing Happy Birthday (even in your head).		
Split the cost of a meal (\$45.15) out with 2 friends and you ($45.15 \div 3 = \underline{\quad}$)		
Set a timer for 10 minutes.		
Schedule a celebration for when you complete this program.		
Scan a QR code.		



Search Online:

I know how to do an online search.



Training outcome:

Participants can use a search engine to find general information.



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 about the different search engines online and use them to find general information.

Sample description (to use with participants):

In this session, we will explore different online search engines, and use them to find some information.

Materials:

- Enough tech tools for each group to use one of a smartphone, tablet, laptop, or desktop computer that has access to the Internet.

Instructions (for facilitator or instructor):

- Introduce the topic of search engines. Explain that a search engine like Google, Bing, or DuckDuckGo is a web service that provides us with results of searching the Internet. We get to search engines using a web browser like Firefox, Internet Explorer, or Chrome. A web browser (or browser) is an application that accesses webpages online and displays them for us.

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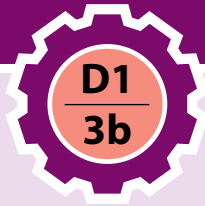


Continued from previous page

- Pre-activity: Ask participants, "What search engines have you heard of or used before?" and "What about Google, Bing, and DuckDuckGo - what do you know about these search engines?"
- Explain and show the search engines Google, Bing, and DuckDuckGo to participants. Explain that each search engine works similarly but can give slightly different results.
 - Google: The most widely used search engine, known for its fast results.
 - Bing: A search engine by Microsoft that shows similar results to Google but with a different design.
 - DuckDuckGo: A search engine that focuses on privacy and does not track your searches.
- Divide participants into small groups and give each group the task to:
 - Explore the different search engine sites and note any differences between them.
 - Ask all three search engines the same question, "How is the weather today?" and note any differences in the answers.
 - Explain to participants when searching using a search engine the question will go into a search bar (often a narrow, horizontal rectangle) and then click the search button or enter to start the search.
- After the groups are done the activity, ask the larger group these questions:
 - "Which search engine do you like best, and why?"
 - "What do you notice about the results you found with the different search engines?"
 - "What do you think about the privacy features of DuckDuckGo compared to Google or Bing?"
 - "Why is it important to know about different search engines?"

Adaptations:

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



Find Information Online:

I know how to look through a website to find what I'm looking for.



Training outcome:

Participants can navigate a website to find specific information.



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 finding information through a website.

Sample description (to use with participants):

In this session, we will practice searching through a website to find information we need.

Materials:

- A smartphone, tablet, laptop, or desktop computer that has access to the Internet, one for each participant.

Instructions (for facilitator or instructor):

- Introduce the topic of websites and the website menus. Using menus makes it easier to find things online, especially at work (like checking work hours or company info). Menus help you go to different sections on the website quickly.
- Using multiple tech tools (desktop computer, laptop, tablet, smartphone), show how to use menus.
 - Explain how to use a menu by clicking or tapping on a menu item to go to a specific section.

Continued on next page





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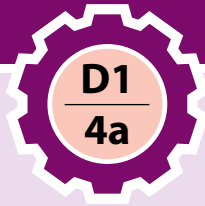
- Participants will individually use menus.
 - If participants can access the Internet, open a website that is relevant to your participants (library, college, community centre).
 - If participants cannot access the Internet, use printed screenshots from a website, with sections like 'home,' 'about us,' and 'contact us.'
 - Give each participant a task to complete by using menus from the Sample section below.
- After the activity is complete, ask participants to describe how they found the information.

Sample:

- Website list:
 - Local library
 - College
 - Community centre
 - Local store
- Task list:
 - Find the 'contact us' page, and note the phone number to call.
 - When was the college first opened?
 - Does the website have an 'about us' page to read about the college's history?
 - If you cannot find an 'about us' section, try using the website 'search' tool (often it is a rectangle and a magnifying glass in the upper-right part of a website).
 - Find the next event happening at the centre and make note of it.
 - Use the 'location' information or 'contact' webpage to find the store hours.

Adaptations:

- Add tasks that involve more searching, like finding answers in a Frequently Asked Questions "FAQ" section or find job listings.



Send and Receive Messages:

I can read and reply to messages I get online or on my phone.



Training outcome:

Participants can read and respond to messages on a phone or online.



Time estimate in minutes:
35 minutes

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

Description (for facilitator or instructor):

Participants will practice sending and replying to messages on a phone or online.

Sample description (to use with participants):

In this session, we will practice sending and replying to messages on a phone (smartphone) or online.

Materials:

- Printed message cards or sample emails or texts on screen (can be shared on a projector or printed).
- Blank reply cards or sticky notes.
- (Optional) Real or mock-ups of tech tools (smartphone, tablet, laptop, or desktop computer).

Instructions (for facilitator or instructor):

- Introduce the topic of reading and replying to messages. Messages can be emails, texts, or messages through apps. We use them to share and get information at work, at home, and in the community. This keeps you informed about important details and events.

Continued on next page





Continued from previous page

- Pre-activity: Ask participants, "Have you ever opened a message on your phone or computer? What helped you know how to read it or send a reply?"
- To help give context for how apps and accounts are linked, add that most messaging apps require a mobile phone number or an email address to create an account. This is a security feature that connects one person to a specific account. This is how apps and people you message with will know that it is you replying.
- If, through the pre-activity, you determine that participants are not familiar with messaging apps, start with the activity below. If participants already use messaging for some items, and you want to expand on more app uses of reading and replying to messages, continue to the next page.

Introducing replying to messages:

- Explain to participants that we will practice opening, reading, and replying to short digital messages.
- Give participants a sample message like "Hi! Can you come to the meeting at 2:00 pm?" or "Remember to bring your ID tomorrow." There are more example messages in the Sample section on the next page.
- Read the messages together: Read it out loud as a group, then invite participants to read it again silently. Check for understanding. Ask: "What is this message about?" or "What is this message asking for?"
- Ask participants, "Is a response needed?" and "How would you reply to this?" If practical steps will support participants, ask, "What button or icon would you click to reply? What would you type?"
- Have participants write their reply on a card or sticky note, if being online or replying using tech now might be a barrier. Participants can reply out loud. Remind participants to keep the reply short and practical. Example reply: "Yes, I will be there." or "Thanks! I will bring it."
- Optional tech practice: If devices are available, support participants to practice opening a message and typing a reply into an email or messaging app (real or mock).

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Exploring connections through replying to messages:

- Explain to participants that messaging apps help people share information about work, family, school, and community activities. Many people use them to send updates, ask questions, or give reminders.
- Introduce the activity: "In this activity, we will explore how we use messaging in everyday life. We will also think about what can happen when a message is not read or not answered. Then, you will work through some examples together in small groups."
 - Ask participants, "What do you use messaging apps for?"
 - **Possible participant responses:**
 - I use Team Snap for my child's sports team to make sure I know when games are.
 - I use a school message app to connect to my child's teacher or when my child is not going to be in school that day.
 - I use Facebook to keep in touch with my family.
 - I use Facebook Marketplace to message and buy or sell things.
 - Ask participants, "What would happen if you did not respond to a message in the examples?"
 - **Possible participant responses:**
 - If I didn't respond to a group message asking who is going to the game, they might think we are not going.
 - If I do not let my child's teacher know they are not going to school today, I might get a phone call asking where they are.
 - I might miss an important date for my family if I don't check in.
 - I could miss out on money if I do not respond to someone wanting to buy an item I am selling on Facebook Marketplace.
- Divide participants into groups. Give each group a set of examples messages.
 - Provide each group with example messages from the Sample section.
 - As groups to read and answer the questions for each message: "What is this message asking for?" and "Is a response needed? Why or Why not? How would you respond?"

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- Optional tech practice: If devices are available, support participants to practice opening a message and typing a reply into an email or messaging app (real or mock).
- After the activity is complete, invite participants to share their experience of reading and replying to messages.

Sample:

Introducing Replying: Examples

- "Hi, can you pick up milk after work?"
- "Reminder: Your dentist appointment is tomorrow at 10:00 am."
- "The parent-teacher meeting is on Thursday at 6:00 pm."
- "Don't forget to bring your child's health card for the school trip."
- "Our shift starts at 8:00 am tomorrow instead of 9:00 am."
- "Can you come to the community meeting at 2:00 pm?"
- "We're having a potluck at work on Friday. Can you bring something?"
- "Please call me when you have time."

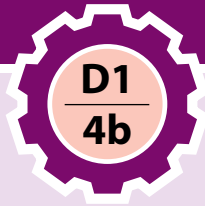
Exploring Connections: Examples

Some messages will need a response, and some will not:

- Work Message: "Please confirm if you're available to cover the evening shift tomorrow at 6:00 pm."
- Family Message: "Remember, the family dinner starts at 7:00 pm tonight. Let me know if you're bringing anything."
- Sports Team Message: "Who can drive the kids to the game on Saturday at 10:00 am? Please reply in the group."
- Promotional Message: "Congratulations! You've been selected for a free trial. Click here to claim your reward!"

Adaptations:

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



Complete Online Forms:

I can fill out a form online to get what I want or share information.



Training outcome:

Participants can fill out a form online to access services or share information.



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 filling out an online form.

Sample description (to use with participants):

In this session, we will practice filling out online forms.

Materials:

- Find or create an online form for participants to fill out.
 - The form will need to have space for a participant's name, email address, phone number, and mailing address.
 - It is up to participants if they are going to fill out the form with personal or fake information.
- A smartphone, tablet, laptop, or desktop computer that has access to the Internet.

Instructions (for facilitator or instructor):

- Introduce the topic of online forms. Explain that forms are used to collect information. Mention that they may need to fill out forms to apply for jobs, sign up for services, ask for support, or enter for prizes.

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- Pre-activity: Show participants an example form, such as a contact form or a job application, on a website or a printed screenshot of the online form.
 - Show participants how to navigate to the form's webpage. Explain how to search in the browser's search bar or use a search engine to find the form.
 - Point out common sections of forms, such as name, email, phone number, and other personal information.
 - Explain what information is needed for each part of the form. For example, "Write your first and last name in the 'Full Name' box."
- Participants will individually try and fill out the form:
 - Have participants fill out each section. You can work through each section with them, as needed.
 - Explain that it is important to check that they are typing the correct information in the right boxes.
 - Show them how to move from one section of the form to the next. For example, clicking or tapping on the 'next' box, or pressing the 'Tab' key.
 - Explain that the last step is to review the form.
 - Explain to participants that this step is checking the form for mistakes or missing information before they submit it.
 - Once the form is completed, show participants how to click the 'Submit' button, or another option to send the form.
 - Explain that after submitting, they will usually get a confirmation message or receive a confirmation email.

Adaptations:

- Ask the group if anyone has questions about an online form they want or need to fill out. The group can discuss the form, but explain that this is to offer guidance on what the form means - only the participant can fill out their own form.
 - Use sample forms from the participants' job roles, future job goals, industries, or areas of study.



Understand Risks:

I know that some things online are fake and might be dangerous.



Training outcome:

Participants can recognize that some online content might be misleading or unsafe.



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 recognizing online risks and practice being safe online.

Sample description (to use with participants):

In this session, we will practice noticing online risks and how to avoid them.

Materials:

- Find examples online, or print of examples of online risks such as:
 - Suspicious links,
 - Fake messages pretending to know you, and
 - Pop-up ads.
- A smartphone, tablet, laptop, or desktop computer that has access to the Internet.

Instructions (for facilitator or instructor):

- Begin by explaining the topic of online risks.

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- Pre-activity: Ask participants, "Have you ever seen something online that did not seem safe, like a weird link or a strange message?"
 - Next, ask participants, "Did it ask you for personal information, or did it seem suspicious in some way?"
- Take examples from what participants shared and use them to explain common online risks. The Sample section on the next page has examples. You can explain the types of examples below:
 - Suspicious Links: Links or messages that seem strange or promise rewards.
 - Fake Messages: Messages asking for personal information, pretending to be from banks or companies.
 - Pop-Up Ads: Pop-ups ask you to click or enter information, often without knowing where they lead.
- As a group, make a list of ways to be safe online and avoid these risks.
 - Create the list using these prompt questions:
 - "What do you do when you notice a link or message that feels strange?"
 - **Possible participant response:** "I'd delete it or ask someone."
 - "How can you tell if a message asking for personal information might be fake?"
 - **Possible participant response:** "If it asks for bank info, I'd ignore it."
 - "If a pop-up or ad promises something 'free,' like a prize or gift card, what should you do?"
 - **Possible participant response:** "I'd close it to stay safe."
 - "If you get a friend request or message from someone you don't know, what's the safest way to respond?"
 - **Possible participant response:** "I'd ignore or block it."

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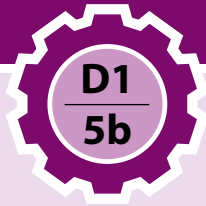
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Sample:

- Example 1: Suspicious Link
 - Message: "Hello we noticed some suspicious activity on your Facebook and we are looking to deactivate you, click here to stop the deactivation!"
 - Ask Participants: "What do you notice about this message? Does anything seem off?"
 - **Possible participant response:** "I don't think Facebook would personally message to tell me about deactivating me."
- Example 2: Fake GST message
 - Message: "Hello, your tax return is in! Click here to claim now."
 - Ask Participants: "What do you notice about this message? Would the government send GST information through a text message?"
 - **Possible participant response:** "The government sends letters about GST, not messages."
- Example 3: Pop-Up Ad
 - Pop-Up Message: "You've won! Click here to claim your prize and get started."
 - Ask Participants: "What do you notice about this pop-up? Does it seem trustworthy?"
 - **Possible participant response:** "I would close it without clicking on anything because it might take me to a risky website."

Adaptations:

- If participants would like to learn more about stopping online risks, an option is to practice reporting risks, like showing participants how to report a suspicious email or block a risky message.
- Modify the activity to include online safety rules of various companies, industries, or online safety risks they might face in their jobs or industries.



Be Responsible Online:

I know how to be safe and respectful when I go online.



Training outcome:

Participants can use safe and respectful behaviour online.



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 how to be safe and respectful when online.

Sample description (to use with participants):

In this session, we will practice being safe and respectful online.

Materials:

- In advance, prepare scenarios from the Sample section on cue cards or paper.
- A smartphone, tablet, laptop, or desktop computer that has access to the Internet.

Instructions (for facilitator or instructor):

- Introduce the topic of safe and responsible online practices. Explain that being safe means not sharing personal information (like your home address or phone number) with people you do not know; and being respectful communicating with others in a clear and polite way.

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- Pre-activity: Ask participants, "Have you ever shared a phone or used a shared computer? For example, at a library or with a roommate? What did you do to keep your information safe?"
 - Use the questions below to prompt ideas:
 - Logging Out: "Why do you think logging out is important on a shared device?"
 - Keeping Passwords Private: "Who here has had someone ask for their password? How did you respond?"
 - Handling Devices Carefully: "What are some ways to take care of a shared device to make sure it's ready for the next person?"
- Divide participants into groups. Each group will respond to three scenarios from the Sample section below.
 - The groups will discuss the best way to deal with each scenario.
- Once the activity is complete, as a group ask, "What's one responsible online practice you think is most important when using a tech tool or device?"

Sample:

- Scenario 1: "You finish using a computer at a library or workplace. What should you do before you leave?"
- Scenario 2: "You are part of an online group for a hobby you enjoy. Someone posts a question asking for help with a problem. What do you do?"
- Scenario 3: "You notice someone else forgot to log out of a shared device. What would you do?"

Adaptations:

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



Explore New Features:

I explore new updates on my apps.



Training outcome:

Participants can explore updates on technology and in apps to understand their use.



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 new updates on apps.

Sample description (to use with participants):

In this session, we will practice exploring new updates on our apps.

Materials:

- A smartphone, tablet, laptop, or desktop computer that has access to the Internet.

Instructions (for facilitator or instructor):

- Introduce the topic of testing a new feature.
- Pre-activity: Ask participants, "When have you noticed a change or something new on your phone or computer? Did you try out the new feature?" and "Why might it be helpful to explore new features?"

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- Explain that sometimes a digital tool or app updates, and new features are added. Learning how to use new features is part of building strong digital skills. It helps us keep using the tool for work, home, or other tasks.
- As a group, create a list of useful steps to follow when a new update or feature appears on a tech tool.
 - **Possible participant responses:**
 - Start by looking at what's new: Check the screen or tool to see what has changed.
 - Try the feature in small steps: Use it a little at a time to learn what it does.
 - Pay attention to what happens: Notice what the feature changes or adds.
 - Ask for help if needed: Use help buttons or ask someone you trust.
 - Let participants know that there is no one "right way" to explore a new feature. These steps are tools to help you test things out and decide if the feature is helpful for what you need or want to do.
- Have participants choose one new feature they want to explore on a tech tool or app they already use. They will try it out on their own, using the steps the group created.
- Once participants are finished, ask the group, "Which steps helped you explore the new feature?" and "Would you use those steps again next time something changes or is added to your tech tool?"

Adaptations:

- Participants can explore updates on other technology.
- If no new updates are available to explore at this time, have a list of new apps for participants to explore instead, such as:
 - a note-taking app
 - a measurement app (decibels, distance)
 - a to-do list app
 - a reminders or planning app



Learn about Tech Tools:

I learn about new tech tools that could help me with things I do.



Training outcome:

Participants can identify new tech tools that could support existing tasks.



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 finding out about new tech tools or apps to support what they already do.

Sample description (to use with participants):

In this session, we will practice finding and trying new tech tools or apps to make what we already do easier, faster, or better.

Materials:

- A smartphone, tablet, laptop, or desktop computer that has access to the Internet.

Instructions (for facilitator or instructor):

- Introduce the topic trying new tech tools. Explain that technology offers many tools or apps that make the tasks we do in a day easier or faster. For example, sending messages, tracking exercise or foods, or managing appointments.
- Pre-activity: Ask participants, "What tasks do you do every day that might be easier with a new tech tool or app?"

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- Using the tech tools, have participants do an online search to find apps or tech tools to try out.
 - Tips for searching for a new app to try:
 - In the search bar, type keywords related to the task you want help with.
 - Scroll through the list that appears and check if they will help with your need.
 - Check ratings and reviews through a search engine or a website related to the tech tools or apps you are interested in. Consider the privacy information, including what information they ask for or keep about you and how you use the tech tool or app.
 - Once you find an app you want to try, tap on the "Install" or "Get" button to download the app to your device.
 - Wait for the app to install, and then open it.
 - After the app is installed, open it and explore the features.
 - After testing the app, ask yourself:
 - Does it make the task easier?
 - Is it easy to use?
 - Do you want to keep using it?
- Once the activity is complete, ask participants if the new app or tech tool will be useful for their tasks.

Adaptations:

- If participants are having trouble researching apps or tech tools, have participants choose an app from a list, such as a note-taking app, a measurement app (for decibels or distance), a to-do list app, or a reminders or planning app.
- If participants do not have a device of their own, or their device does not have room to download, check if you can borrow ones from your program. Ensure you have permission, and the necessary passwords or access, to be able to download apps to that device. Check with your program about the rules for if you need to delete the app before returning it.

Level 2: Developing Digital Skills

The six digital skill components as outlined in the Skills for Success framework (pages 217 and 218) 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 digital 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 and celebrate the skill advancement of each participant.

Content:

- Benchmarks and associated training outcomes (page 279, below)
- Digital skill map (page 283)
- Self-assessment (beginning on page 286; designed for both pre- and post-assessment)
- Activities (beginning on page 299)
 - 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 220 and 221.

Benchmark 1: Know the terms and uses for the main features of a tech tool.

Benchmark 2: Use the right tech tools and keep them updated.

Benchmark 3: Search and navigate online for reliable information.

Benchmark 4: Navigate social media and learn about online purchases.

Benchmark 5: Identify and avoid online risks by using safe practices.

Benchmark 6: Explore specialized tech tools and features to build on current skills.

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

Digital Skill Level 2 Benchmarks and Training Outcomes

Benchmark 1: Know the terms and uses for the main features of a tech tool.

Training Outcome 1:

Name, explain, and use the main features of tech tools to complete tasks.

Benchmark 2: Use the right tech tools and keep them updated.

Training Outcome 2:

Use the right tech tool for specific tasks, and ensure that the latest updates are installed.

Benchmark 3: Search and navigate online for reliable information.

Training Outcome 3:

Search online to find information needed, and evaluate if this information can be trusted.

Benchmark 4: Navigate social media and learn about online purchases.

Training Outcome 4:

Use social media to connect with others and find information, and understand information about purchasing online.

Benchmark 5: Identify and avoid online risks by using safe practices.

Training Outcome 5:

Identify and avoid online risks, including for protecting personal information while online.

Benchmark 6: Explore specialized tech tools and features to build on current skills.

Training Outcome 6:

Try new tech tools and features, using existing skills, to explore new ways of using technology.

Digital Skill 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. Use the names of tech tool features and explain what they do.</p> <hr/> <p>1b. Use the main features of tech tools to complete tasks.</p>
Benchmark 2	<p>2a. Use the right tech tool for specific tasks.</p> <hr/> <p>2b. Ensure tech tools have the latest updates installed.</p>
Benchmark 3	<p>3a. Search online to find information needed.</p> <hr/> <p>3b. Evaluate if online information can be trusted.</p>
Benchmark 4	<p>4a. Use social media to connect with others and find information.</p> <hr/> <p>4b. Locate and understand information about making purchases online.</p>
Benchmark 5	<p>5a. Identify and avoid online risks effectively.</p> <hr/> <p>5b. Protect personal information while online.</p>
Benchmark 6	<p>6a. Try new tech tools and features to check how they could help with tasks.</p> <hr/> <p>6b. Use existing skills to learn new ways of using tech tools.</p>

Digital 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 Digital Skill Map – D2

Activity D2-#	Self-Assessment (for participants) (p. 286) When you read each statement, think: "I can... avoid online risks" (for example)	Participants can... (for facilitators/ instructors) (p. 281) Each statement connects to training outcomes for each benchmark	Benchmark (p.279) Each benchmark connects at level 2
1a	Understand Tech Features: I use the names of tech tool features and know what they do.	Use the names of tech tool features and explain what they do.	Benchmark 1: Know the terms and uses for the main features of a tech tool.
1b	Use Main Functions: I use the main features of my tech tools to complete tasks.	Use the main features of tech tools to complete tasks.	
2a	Use the Right Tools: I use the right tech tool for my task.	Use the right tech tool for specific tasks.	Benchmark 2: Use the right tech tools and keep them updated.
2b	Keep Tools Updated: I make sure my tech tools have the latest updates.	Ensure tech tools have the latest updates installed.	
3a	Search for Information: I search online to find the information I need.	Search online to find information needed.	Benchmark 3: Search and navigate online for reliable information.
3b	Check if Info Is Reliable: I check if what I find online can be trusted.	Evaluate if online information can be trusted.	
4a	Connect on Social Media: I use social media to connect with others and find information.	Use social media to connect with others and find information.	Benchmark 4: Navigate social media and learn about online purchases.
4b	Learn about Online Buying: I find and understand information about buying things online.	Locate and understand information about making purchases online.	
5a	Avoid Online Risks: I know how to avoid online risks.	Identify and avoid online risks effectively.	Benchmark 5: Identify and avoid online risks by using safe practices.
5b	Keep My Personal Data Safe: I keep my personal information safe when I am online.	Protect personal information while online.	
6a	Try New Tools: I try new tech tools and features to check how they could help me.	Try new tech tools and features to check how they could help with tasks.	Benchmark 6: Explore specialized tech tools and features to build on current skills.
6b	Learn New Skills: I use what I know to learn new ways of using tech.	Use existing skills to learn new ways of using tech tools.	

Why Digital Skills Are Important

Facilitator or Instructor Instructions

This activity provides 10 examples of why digital skills are 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 digital skill at level 2 (starting on page 279 for benchmarks; go to page 283 for the digital 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.

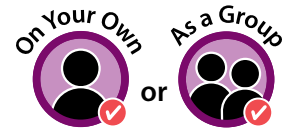
To help **identify the skill points that will help reach participants' goals**, have both levels of the skill maps available during this activity. Reviewing the self-assessment statements in the skill maps can help highlight participants' existing strengths in this skill: these can be added to a portfolio. 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 Digital Skills Are Important



Digital skills are part of the nine Skills for Success. These skills focus on our ability to use technology and digital tools to complete tasks and reach our goals. When we have strong digital skills, we can use technology to find information, share ideas, get things done, and stay connected in everyday life.

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

At Work:

1. Complete Online Forms

You fill out online forms at work to keep records up to date.

2. Fill Out a Timesheet

You enter the hours you worked into a digital timesheet to make sure you get the right amount of pay.

3. Submit a Job Application

When looking for your next job, you write and send a job application online that includes your experience and skills for the position.

4. Send an Email to a Supervisor

You write a clear email to your supervisor, asking for a day off from work for an appointment.

5. Use a Digital Training Checklist

You check off each task you completed in an online training checklist to confirm you learned these skills.

At Home:

6. Write an Email to a Landlord:

You write an email to your landlord, explaining a problem, like a leak, and asking for it to be fixed.

7. Message with Family:

You send a text to a family member to tell them when you will be home and ask if they need anything from the store on your way home.

8. Create Digital Instructions for a Babysitter:

You make and send a clear list of instructions for a babysitter, with the schedule, meal times, and medicines your children need.

In the Community:

9. Register for a Community Event:

You use an online form to sign up for a local workshop, course, or gathering.

10. Share a Post on Social Media:

You write a short social media post to share local news or invite others to an event, like a garage sale or park cleanup.

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!

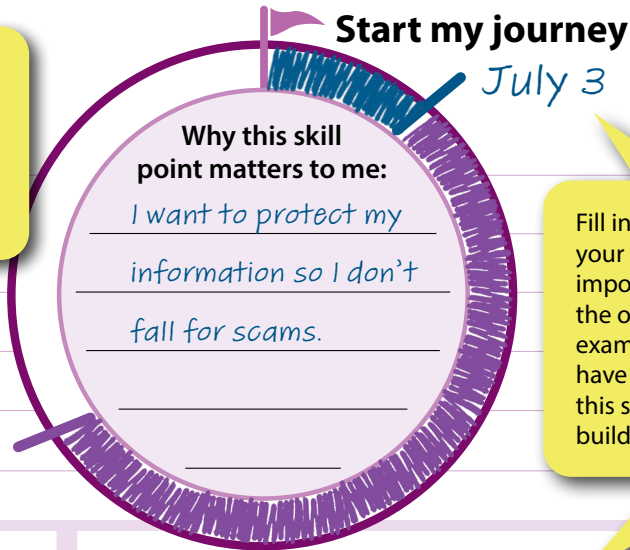


Keep My Personal Data Safe:

I keep my personal information safe when I am online.



This gear shows the skill, level, and number of each self-assessment.
D2 – Digital level 2
5b – Self-assessment "b" for benchmark 5



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.

Why this skill point matters to me:
 I want to protect my information so I don't fall for scams.

What will success look like in this skill point?

I'll check websites, create strong passwords, and avoid sharing personal details.

What have I done already in this skill?

Date:	Example:
July 3	I Set up two-step verification on my email.
July 18	I updated my passwords for online banking.

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

I will spend time with my family.

How will I celebrate when I achieve this skill point?

I'll treat myself to my favorite snack.



Understand Tech Features:

I use the names of tech tool features and know what they 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:

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?

How will I celebrate when I achieve this skill point?



Use Main Functions:

I use the main features of my tech tools 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:

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?

How will I celebrate when I achieve this skill point?



Use the Right Tools:

I use the right tech tool for my 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:

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?

How will I celebrate when I achieve this skill point?



Keep Tools Updated:

I make sure my tech tools have the latest updates.



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?

How will I celebrate when I achieve this skill point?



Search for Information:

I search online to find the information I need.



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.



Check if Info Is Reliable:

I check if what I find online can be trusted.



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?

How will I celebrate when I achieve this skill point?



Connect on Social Media:

I use social media to connect with others and find information.



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

Start my journey

Why this skill point matters to me:

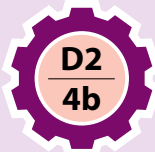
What will success look like in this skill point?

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?

How will I celebrate when I achieve this skill point?



Learn about Online Buying:

I find and understand information about buying things online.



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?

How will I celebrate when I achieve this skill point?



Avoid Online Risks:

I know how to avoid online risks.



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.



Keep My Personal Data Safe:

I keep my personal information safe when I am online.



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?

How will I celebrate when I achieve this skill point?



Try New Tools:

I try new tech tools and features to check how they could help me.



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.



Learn New Skills:

I use what I know to learn new ways of using tech.



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 Digital Activities – D2

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: **D2** – Digital level 2
3b – Activity "b" for benchmark 3



Activity: Digital 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 of 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.



Understand Tech Features:

I use the names of tech tool features and know what they do.



Training outcome:

Participants can use the names of tech tool features and explain what they do.



Time estimate in minutes:
15 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 303.

Description (for facilitator or instructor):

Participants will practice using the names of tech tool features and explaining what they do.

Sample description (to use with participants):

In this session, we will practice using names of tech tool features and explaining what they do.

Materials:

- A smartphone, tablet, laptop, or desktop computer that has access to the Internet.

Instructions (for facilitator or instructor):

- Introduce the topic of using names of features and explaining what they do. Explain that knowing the names of tech tool features makes it easier to use them. When you know what a button or option is called, you can look it up, find

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instructions, or figure out how to use it in a new way. You can also find the same feature on other tools or apps that work in a similar way.

- Pre-activity: Ask participants what features they use most on their tech tools.
 - **Possible participant responses:**

Flashlight	Timer
Level	Maps
Alarm clock	Camera
- Create a list of tech tool features as a group. Have participants explain what each feature is for. The Sample section below has few features and examples of their uses.
- After the list is complete, ask participants if there is a new feature that seems helpful.

Sample:

- App and Tech Tool Features and Uses:
 - Wi-Fi (Wireless Connectivity): A feature that connects devices to the Internet or a local network without cables.
 - Bluetooth: A wireless way to connect to other devices (like headphones) or even to share files.
 - Ports: Ports for connecting devices to or charging a computer or phone.
 - GPS (Global Positioning System): Maps use GPS to give you directions to where you want to go. Some maps even have bus or walking routes.
 - Battery Saver Mode: A feature that saves battery life, and can help keep things working when you have low battery and do not have access to a charger right away.
 - Security: Multiple features to keep your information safe, and it could include using face identification (face ID), passwords, or a PIN.

Adaptations:

- Add tech tool and app feature uses that are connected to participants' area of study, job, or industry. For example, using airplane mode to increase attention and security when on certain job sites.



Use Main Functions:

I use the main features of my tech tools to complete tasks.



Training outcome:

Participants can use the main features of tech tools to complete tasks.



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 301.

Description (for facilitator or instructor):

Participants will practice using tech tool features to complete tasks.

Sample description (to use with participants):

In this session, we will use the features on our tech tools to complete tasks.

Materials:

- A smartphone, tablet, laptop, or desktop computer that has access to the Internet.

Instructions (for facilitator or instructor):

- Begin by reviewing the tech tool features participants previously discussed in activity D2-1a. Check to make sure participants understand each feature and how it works.

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- Review a few of the features from the previous activity: D2-1a. These are optional examples you could use:
 - Wi-Fi: Connects to the Internet wirelessly.
 - Bluetooth: Connects devices like headphones or speakers.
 - GPS: Provides directions and location-based services.
 - Battery Saver Mode: Makes the battery last longer until the next charge.
- As a group, go through the scenarios and answer the questions in the Sample section on the next page.
- Next, have participants pair up to try and complete a list of tasks using the tech tool features discussed from activity D2-1a and above. The Sample section below has examples for a task list.
- After the activity complete, ask participants to answer the following questions in the larger group:
 - "Did using the app and tech tool features help complete the task?"
 - "Was there any feature that was confusing or hard to use?"
 - "How will you use these features in your home or work?"

Sample:

- Scenarios:
 - Scenario 1: You need to find your way to a new store, but you do not know where the store is. What feature could you use to give you directions?
 - **Possible participant response:** GPS or Maps
 - Scenario 2: Your phone battery is on low power, and you need it to last for the rest of the day. What feature can you use to keep your phone lasting longer?
 - **Possible participant response:** Battery Saver Mode

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- Task List:
 - Task 1: Use Wi-Fi
 - Ask participants to connect to Wi-Fi on a device and browse a website or use an app.
 - Task 2: Use the clock or alarm app to set a timer
 - Have participants set a timer for three minutes.
 - Task 3: Use GPS(Maps) to get directions to the SaskTel Centre in Saskatoon, Saskatchewan.
 - Ask participants to open a maps app, find the directions from where the participants are now to the SaskTel Centre in Saskatoon.
 - Task 4: Use Battery Saver Mode
 - Instruct participants to turn on battery saver mode and monitor the changes in their device.
 - Task 5: Use Siri, Alexa, or Google Assistant to ask for the weather tomorrow.
 - Ask participants to use Siri, Alexa, Google Assistant to get information about the weather tomorrow.

Adaptations:

- Modify the discussion prompts, scenarios, and tasks to be more relevant to participants' specific job roles, industries, or location.
- At the end of each task, have participants share that they have completed each task.



Use the Right Tools:

I use the right tech tool for my task.



Training outcome:

Participants can use the right tech tool for specific tasks.



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 choose a tech tool - an app or a digital device - for a certain task, and use it.

Sample description (to use with participants):

In this session, we will choose a tech tool for a task and try it out. A tech tool can be an app or a digital device, like a phone, calendar app, digital blood pressure monitor, or digital kitchen scale.

Materials:

- A smartphone, tablet, laptop, or desktop computer that has access to the Internet.

Instructions (for facilitator or instructor):

- Introduce the topic of using certain tech tools to complete a task.

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- Pre-activity: Ask participants what app or tech tools they use often.
 - **Possible participant responses:**
 - Phone timer
 - Alarm clock
 - Calendar app
 - Digital scale
 - Social media app
 - Flashlight on phone
- Next, ask participants which tech tool they use the most and why it is useful.
 - **Possible participant responses:**
 - I always use my timer when I cook.
 - I use the calendar to remember appointments.
 - My digital level helps me install things straight.
 - I check my blood pressure every morning with my monitor.
- Divide the participants in pairs or groups of three. Each group will answer questions based on scenarios given in the Sample section below.
- After the groups have answered the scenario questions, provide each group with a task to try using a tech tool.
- Once the activity is complete, compare answers as a larger group and note any differences in how and why people use various tech tools.

Sample:

- Scenarios
 - **Scenario 1:** You need to track your daily steps and exercise. What app or tech tool would complete the task?
 - **Scenario 2:** You have an appointment tomorrow and need to set a reminder. What app or tech tool would complete the task?

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- **Scenario 3:** You need to check the weather to decide what to wear today. What app or tech tool would complete the task?
- **Scenario 4:** You want to check your blood pressure every morning. What app or tech tool could you use?
- **Scenario 5:** You need to know if a picture frame is hanging straight. What app or tech tool would help?
- Task list:
 - Use Google Keep or notes to create a to-do list with 3 tasks you need to do today.
 - Use MyFitnessPal or any exercise app to track your daily steps or log your exercise for the day.
 - Open a Weather App to check the forecast for today and decide what to wear for working outside.
 - Use Google Calendar or Apple Calendar to set a reminder for an upcoming meeting or event.

Adaptations:

- Modify the discussion prompts, scenarios, and tasks to be more relevant to participants' specific job roles, industries, or location.
- At the end of each task, have participants share that they have completed each task.



Keep Tools Updated:

I make sure my tech tools have the latest updates.



Training outcome:

Participants can ensure tech tools have the latest updates installed.



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 tech tool updates and upgrades.

Sample description (to use with participants):

In this session, we will talk about tech tool updates and upgrades.

Instructions (for facilitator or instructor):

- Introduce the topic of keeping tech tools updated. Explain that updates for apps, programs, and devices often program often include new features, bug fixes, and security patches. Keeping devices and apps up to date helps them run smoothly and safely. New tech devices are developed periodically, but this does not mean you have to always get every new tech tool that comes out.
- Pre-activity: Ask participants, "Is there an update you remember that brought a useful change to your tech tools or apps?"
 - **Possible participant responses:**
 - I can call a phone number directly from the website on my phone's browser.
 - Having an option to group my apps into one box on my phone.
 - When you get a message with a security code, you can choose to automatically put it in to verify your access.

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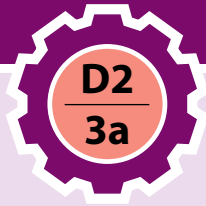


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- As a group, ask participants when should you check your tech tools for updates and where on your tech tools is the best place to check for updates.
 - **Possible participant response:** Check monthly for updates in 'settings.'
- Note: We want to create a discussion around not always getting the new phone or tech being produced. Below are possible discussion prompts.
 - What are some signs that tell you it is time to update your device? For example, the device could be very slow or crash often, or it could be that updates are not available anymore (stopping service for this device's software).
 - How do you decide if you really need the newest tech, or if your current device still works well?
 - What reasons might you have for keeping an older device? What are some reasons to consider upgrading?
 - What are some things you might do to make your current device last longer without needing to buy a new one? For example, updating the software, replacing the battery, cleaning up storage.
 - Can you think of any new features that would make you want to upgrade your device, even if the current one still works?
 - How can you tell if an update or new version of your phone or computer will actually improve your experience, or if it is just a marketing strategy to get you to buy something new?
 - How can keeping an older phone or device save you money, and are there any other benefits?
 - What advice would you give to someone who feels the need to upgrade just because their phone is "old" but still works fine?
- After the discussion is done, remind participants that updating a device should be based on what works best for them, not just because a new version is available. If the current tech device still works well, they do not need to upgrade right away. Keeping it updated can help it last longer and save money.

Adaptations:

- Modify the discussion prompts to be more relevant to tech tools in participants' specific job roles, industries, or location.



Search for Information:

I search online to find the information I need.



Training outcome:

Participants can search online to find information needed.



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 using online search engines to find information.

Sample description (to use with participants):

In this session, we will practice searching online for information.

Materials:

- A smartphone, tablet, laptop, or desktop computer that has access to the Internet.
- Print off the Digital Scavenger Hunt Bingo sheet on page 313, one for each participant.
- Pens or pencils.

Instructions (for facilitator or instructor):

- Introduce the topic of searching for information online. Explain that online searches can provide information to solve problems, fix issues and items, answer questions, and complete tasks we want to do at work and at home.

Continued on next page





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- Pre-activity: Ask participants to share how they use the Internet.
 - **Possible participant responses:**
 - To stay connected with people.
 - To show me how to do something.
- Give each participant the Digital Scavenger Hunt Bingo sheet on the next page. Explain the instruction on the sheet and ensure participants have access to devices to do these searches online.
- After the activity is complete, ask participants these questions:
 - “What was something you searched that was new to you?”
 - “Which information was hardest to find? Which was the easiest?”

Adaptations:

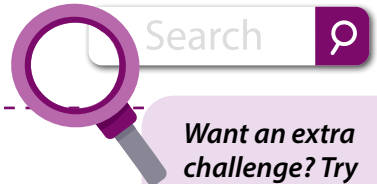
- Build a digital scavenger hunt task list that is more relevant to participants' specific job roles, industry, or location.

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Digital Scavenger Hunt Bingo

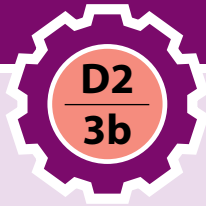


Use a search engine like Google, Bing, or DuckDuckGo to find the information in each square.

Choose any 5 squares in a row: across, up and down, or diagonal. When you find the information, write it in each square.

Want an extra challenge? Try to complete the whole bingo card!

The hours for your nearest health clinic or nursing station.	A recipe using 3 ingredients you already have at home.	The phone number for a store or business in your area.	What the weather will be like tomorrow in your area.	A map or directions to the nearest town or service centre.
A free online event or workshop you can join this week.	How to renew a health card or ID card.	A local place where you can drop off recycling.	A how-to video for fixing or cleaning something at home.	If there is a community Facebook group for your area.
A job board or employment site for your region.	How many people live in your town or nearby community.		A phone number for a local utility service.	Where to get a photo taken for your ID or official document.
The hours for a nearby post office or mail pickup.	What time the sun will set today.	A sample online form for booking an appointment.	A news story from Saskatchewan from today.	Where you can buy propane or firewood for barbecue.
How to clear your Internet browser history.	What makes a strong password.	Directions to a local community hall.	Your local or regional library.	A healthy lunch or snack idea.



Check if Info is Reliable:

I check if what I find online can be trusted.



Training outcome:

Participants can evaluate if online information can be trusted.



Time estimate in minutes:
30 minutes

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

Note: On page 286 of resource 1, activity PS2-2b focuses on getting the right information. It can be useful to connect to or revisit for this activity. It also has a resource sheet to print: How to Know What to Believe Online on page 288 in that resource.

Description (for facilitator or instructor):

Participants will practice researching and checking if information can be trusted.

Sample description (to use with participants):

In this session, we will practice researching and checking if information we find can be trusted.

Materials:

- A smartphone, tablet, laptop, or desktop computer that has access to the Internet.
- Print off the How to Know What to Believe Online sheet on page 288 in resource 1, one for each participant.

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Instructions (for facilitator or instructor):

- Introduce the topic of checking if information we find online can be trusted. Explain that we need to check if the information we find online is true or if it is fake. It is important to know how to check if the information you find can be trusted, especially when you need to make decisions based on that information.
- Pre-activity: Ask participants, "Where have you noticed there is fake information online?" and "Is it only certain websites or services?"
 - **Possible participant responses:**
 - I saw a post on Facebook that looked real, but it turned out the information wasn't true. (This shows awareness that social media can have false or misleading posts.)
 - I searched for a government service and clicked the wrong link. It looked like the real site, but it was asking for money. (Highlights experience with scam websites that copy official ones.)
 - I get text messages that say I won a prize, but I know they're fake because I didn't enter anything. (Recognizes phishing attempts or scam messages through text.)
- Distribute the resource How to Know What to Believe Online to each participant.
 - Explain that these steps are one way to check if online information can be trusted.
- Next, divide participants into groups. Explain that each group will search online for two topics from the Sample section on the next page. Each group will use the printed sheet How to Know What to Believe Online to check if the information can be trusted.
- Once the activity is complete, invite participants to share if the information they found was true or if it was fake. Ask participants, "How did you decide if the information could be trusted?"

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Sample:

- Topic 1: Find a Health Article Online
 - Have participants search for a health-related article online, such as a diet tip or fitness advice.
 - Use the strategies in the How to Know What to Believe Online resource to check if the information can be trusted.
 - Ask participants to consider if there is **bias*** in the article. For example, does it only promote one brand or product?
- Topic 2: Find a News Story Online
 - Ask participants to find a news story or article about a recent event.
 - Use the strategies in the How to Know What to Believe Online resource to check if the information can be trusted.
 - Ask participants to consider if there is bias in the article. For example, does the news source want us to think or act a certain way?

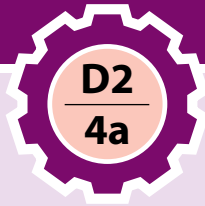


Bias

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."

Adaptations:

- Choose information sources and topics that are more relevant to participants' specific job roles, industries, or location.



Connect on Social Media:

I use social media to connect with others and find information.



Training outcome:

Participants can use social media to connect with others and find information.



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 discuss buying and selling through social media.

Sample description (to use with participants):

In this session, we will discuss buying and selling items through social media.

Materials:

- Print off the Tips for Selling on Social Media sheet on page 319, one for each participant.
- (Optional) A smartphone, tablet, laptop, or desktop computer that has access to the Internet, for each group.

Instructions (for facilitator or instructor):

- Introduce the topic of connecting through social media.
- Pre-activity: Ask participants, "Do you use social media? What do you use it for?"
 - **Possible participant responses:**
 - I use Facebook to see pictures from my family.

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I follow local pages to find out what's happening in my community.
(Shows how social media helps with community news or events.)

I use Messenger or WhatsApp to send messages instead of paying for texting.
(Highlights using social media platforms for everyday communication.)

- Explain that social media platforms are for more than connecting with friends and family. People also use these platforms to sell used items, handmade products, or even offer services like snow shovelling.
- Ask participants if they have any tips for buying or selling items through social media.
- Give each participant a copy of the resource on page 319: Tips for Selling on Social Media, and review it as a group.
- Ask participants these questions:
 - "What are the risks and benefits of buying and selling on social media?"
 - "How do hashtags help make your post visible to more people?"
- Divide participants into small groups. Have each group use the tip sheet to plan what they would need to do for a social media post to sell a gently-used desk they don't need anymore.
- (Optional) Have participants make and share the post their group planned.
- After the activity is complete, ask participants for more ideas about how they connect with others and find information on social media.

Adaptations:

- Use the social media, group software, or messaging apps for participants' area of study or workplace to demonstrate how to use social media to connect with others and find information about their industry.
- Try using professional networking platforms, like LinkedIn, to build their career profile and connect with others in their field. Participants can use these networking platforms to gather information about the training and experience needed for job roles participants have as a professional goal.

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Tips for Selling on Social Media

Take Clear Photos:

- Whether posting on Facebook Marketplace or in a social media post, clear and well-lit photos are important. Buyers need to understand the details of the item before purchasing. Take pictures of different angles and any flaws, if there are any.

Write a Clear, Truthful Description:

- Be descriptive and honest in your social media posts. Include the item's condition, size, and price. If there are any defects, be truthful about them to build trust with buyers.

Set the Right Price:

- Research similar items to check what they are selling for and set a price that reflects your item's condition. Do not sell for too much or too little, as both can affect your chances of selling.

Use Hashtags and Tags:

- Hashtags (#) can help your posts reach more people. Use hashtags related to what you are selling. For example, #ForSale, #HandmadeJewelry, or #UsedFurniture. On social media platforms, hashtags make it easier for people to discover your items when they are searching.

Respond Quickly to Buyers:

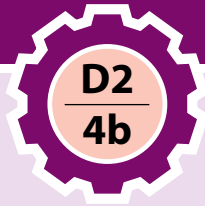
- If someone shows interest, reply quickly. Quick responses show buyers you are serious about selling and can help finish the sale faster.

Stay Safe:

- Always meet buyers in a public place for exchanges when possible and avoid sharing personal information, such as your home address. Use secure payment methods.

Post in Groups or Use Stories:

- On platforms like Facebook or Instagram, you can share items in buy-and-sell groups or post them in your story for wider reach.



Learn about Online Buying:

I find and understand information about buying things online.



Training outcome:

Participants can locate and understand information about making purchases online.



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 use strategies and tips about making purchase online.

Sample description (to use with participants):

In this session, we will find and use strategies for buying online.

Materials:

- A smartphone, tablet, laptop, or desktop computer that has access to the Internet, for each group.
- Print off the Tips for Buying Online sheet on page 322, one for each participant.

Instructions (for facilitator or instructor):

- Introduce the topic of online buying. Explain that buying things online is common today and can save time and money. To make good purchases, and to protect your personal information, it is important to compare products and prices, information about the seller, and check if the website you are buying from can be trusted.

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- Pre-activity: Ask participants, "Have you bought something online before? What website did you buy things from?"
 - **Possible participant responses:**
 - I bought tools from Canadian Tire's website and picked them up at the store. (Shows experience with online ordering and store pickup.)
 - I ordered school clothes for my kids from Superstore because I couldn't find them in my town. (Reflects using online shopping to access items not available locally.)
 - I bought a used sofa from someone through Facebook Marketplace. (Demonstrates experience with peer-to-peer online buying.)
- Give each participant a copy of the resource on page 322: Tips for Buying Online, and review it as a group.
- Next, pair up participants to research barbecues online. Using the tip sheet, each pair will search online for information about which barbecue to buy. Participants can try using websites from stores or selling platforms. For example, Canadian Tire, Home Hardware, Superstore, or Facebook Marketplace.
- Once the activity is complete, invite participants to share and compare the results of their online searches.

Adaptations:

- Participants must buy items, and the barbecue from above, on behalf of a community project. Provide them with a budget and outline of items to purchase online.

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Tips for **Buying Online**

Read Product Descriptions:

- Each seller should have a description about the item they are selling. Read the description carefully to know the features of the product.

Compare Prices of Similar Items:

- Check the prices of the same or similar product from different sellers or websites to make sure you are getting the best deal.

Find Shipping Information and Costs:

- Check for the shipping costs, delivery times, and where the item will be shipped from. Some sellers offer free shipping, and others charge shipping fees. Some sellers will ship to Canada Post office locations, like in Shoppers Drug Mart, without you needing a post office box. Bigger stores will often ship to any of their store locations for you to pick up in person.

Check Seller Ratings and Product Reviews:

- Many websites provide seller ratings or product reviews from other buyers. Check these to get an idea if the product is useful and if the seller can be trusted.

Review Return and Refund Policies:

- Understand the return and refund policies before you buy an item in case it is damaged, does not work, or is the wrong item.



Avoid Online Risks:

I know how to avoid online risks.



Training outcome:

Participants can identify and avoid online risks 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 practice strategies to avoid online risks.

Sample description (to use with participants):

In this session, we will practice strategies to avoid online risks.

Materials:

- Print off the 10 Strategies to Stay Safe Online sheet on page 325, and the Staying Safe Online: Match the Strategy activity sheet on page 326, one for each participant.
- Pens or pencils.

Instructions (for facilitator or instructor):

- Begin by introducing the topic of avoiding online risks.

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- Pre-activity: Ask participants, "What are some online risks, or some of the dangers to being online?"
 - **Possible participant responses:**
 - I got a text saying I won a prize, but it was fake. (Shows awareness of scam messages that try to trick people into giving personal information.)
 - I clicked on a link that looked real, but it wasn't the real website. (Reflects experience with phishing or fake sites designed to steal information.)
 - I saw someone post something mean on social media. (Demonstrates awareness of harmful or unsafe behaviour online, such as cyberbullying.)
- Review and discuss, as a group, the 10 Strategies to Stay Safe Online on the next page. Give a copy to each participant.
- Divide participants into small groups, giving each participant a copy of the Staying Safe Online: Match the Strategy activity sheet from page 326.
 - Let participants know, "You can discuss, in your groups, about each risky action and a strategy you could use to stop that risk. On your own sheet, draw a line between the risky action and the strategy to stay safe online. You can use these strategies when you're online on your phone, tablet or computer, or other tech tools."
- Once the activity is complete, invite participants to share their answers or any questions they have, in the larger group.
- Ask the participants these questions:
 - "Which of these safety strategies do you already use when you're online?" (This helps participants recognize and name their strengths.)
 - "Which strategy would you like to try using more often, and why?" (Encourages goal-setting and personal connection to the strategies.)

Adaptations:

- Discuss risky actions, and strategies to address them, that are common in their job roles or industries.

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10 Strategies to Stay Safe Online

- 1. Don't trust offers that sound too good to be true.**
(They are often scams that try to trick you.)
- 2. Only use websites that start with "https."**
(The "s" means the site is more secure.)
- 3. Check who sent the email or message before you click anything.**
(Scammers often pretend to be someone else.)
- 4. Look for signs that a website is safe before you enter personal info.**
(Check reviews, look for a padlock, and watch for spelling mistakes.)
- 5. Use strong passwords with letters, numbers, and symbols.**
(Don't use the same password for everything.)
- 6. Keep your phone, computer, and apps updated.**
(Updates help protect against new online threats.)
- 7. Log out when using a shared computer or public device.**
(This keeps your accounts and personal info safe.)
- 8. Don't share personal information on public pages or posts.**
(Only send private information through trusted messages or forms.)
- 9. Change passwords often and keep them private.**
(Change your passwords often and don't share them with anyone.)
- 10. Be careful when using public Wi-Fi.**
(Avoid entering personal information or passwords on public networks.)

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Staying Safe Online: Match the Strategy

Discuss in a group, or think on your own, about risky actions and a strategy you could use to stop that risk. On this sheet, draw a line between the risky action and the strategy to stay safe online. You can use these strategies when you're online on your phone, tablet or computer, or other tech tools.

Risky Actions

Clicking a link in a message from someone you don't know.

Using the same password for every account.

Sharing your full name, address, or ID number on a public post.

Buying something from a website you've never heard of without checking it first.

Telling someone your password when they ask for help.

Logging in to your email on a public computer and forgetting to log out.

Opening a message that says you won a prize you didn't enter.

Using a website that doesn't have "https" in the address.

Typing your bank info while using free public Wi-Fi.

Skipping updates for your phone or apps.

10 Strategies to stay safe online

Don't trust offers that sound too good to be true.

Only use websites that start with "https."

Check who sent the email or message before you click anything.

Look for signs that a website is safe before you enter personal info.

Use strong passwords with letters, numbers, and symbols.

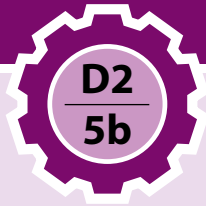
Keep your phone, computer, and apps updated.

Log out when using a shared computer or public device.

Don't share personal information on public pages or posts.

Change passwords often and keep them private.

Be careful when using public Wi-Fi.



Keep My Personal Data Safe:

I keep my personal information safe when I am online.



Training outcome:

Participants can protect personal information while online.



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 use strategies to keep personal information safe when online.

Sample description (to use with participants):

In this session, we will practice strategies to keep our personal information safe when we are online.

Materials:

- A smartphone, tablet, laptop, or desktop computer that has access to the Internet.

Instructions (for facilitator or instructor):

- Introduce the topic of keeping our personal information safe. Explain that personal information includes things like your name, address, phone number, email, social insurance number, and bank account details. Protecting this information is important because some people might try to use it for harmful purposes like identity theft or scams.

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- Ask participants, “What are some things you do to keep your information safe online?”
 - **Possible participant responses:**
 - I do not tell people my password.
 - I only share personal information on websites I trust.
 - I log out of websites when I’m done using them.
- Explain to participants that there are strategies to use to keep your personal information safe while online. Here are some examples:
 - Use Strong and Unique Passwords:
 - Passwords should be difficult to guess and should include a mix of letters, numbers, and symbols. Avoid using the same password for multiple accounts.
 - Check for Secure Websites:
 - When entering personal information on a website, make sure that website uses “https” (the “s” stands for secure) in its website link. Search for a padlock icon in the browser bar.
 - Avoid Sharing Personal Information on Social Media:
 - Do not share personal details like your full name, address, or phone number on social media.
 - Be Careful of Phishing Scams:
 - Phishing scams trick people into giving away personal information by pretending to be real companies. If a message asks for personal information, you should check the sender before responding.
- Next, divide participants into pairs. Each pair will explore an example page on the [phishing.org](https://www.phishing.org) information site: <https://www.phishing.org/phishing-examples>
 - Have participants check the example they picked, considering:
 - How does the website try to trick us into thinking it is safe and genuine?
 - What can help us identify what is unsafe or a scam.

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- After the activity is complete, ask participants these question in the larger group:
 - "What are some things you can check to know if a website is safe?"
 - "Why is it important to use strong, unique passwords?"
 - "How can you tell if a message is a phishing scam?"

Adaptations:

- Use example safe website and example scams that are more common in participants' job roles, industries, or location.



Try New Tools:

I try new tech tools and features to check how they could help me.



Training outcome:

Participants can try new tech tools and features to check how they could help with tasks.



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 try new tech tools and features that could help with a task.

Sample description (to use with participants):

In this session, we will try new tech tools and features to check how they can help us with our tasks.

Materials:

- A smartphone, tablet, laptop, or desktop computer that has access to the Internet.

Instructions (for facilitator or instructor):

- Introduce the topic of trying new tech tools and features.
- Pre-activity: Ask participants, "What tech tools or features do you use often, or for something special?"
 - **Possible participant response:**
 - Online banking app
 - Digital level app
 - Calculator app

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- Ask participants, "Have you ever used technology to sell or promote something online? What about buying something? What makes a good post about the product or item?"
 - **Possible participant recourse:**
 - Cool posters
 - Knowing the price
- If you are making a post to sell something, finding free online tools can help you make a good post about it. A couple of examples are tools like design tools and notes apps.
 - Design tools have options you can use to design posters, social media posts, and more for your business idea. Canva is one example that has many free options.
 - Notes apps help you plan the product details and descriptions you need for your posts. You can also plan a to-do list when you will post and what you will say. One example of a notes app is Google Keep.
- Next, have participants try using a design tool or a notes tool to make a social media post for a business or event to promote, or an item to sell.
- After the activity is complete, ask participants, "How was it using these tools to create something new? Has anyone used these tools before? Were there new features?" Explain that finding and using new tools helps to discover which tools will best support your goals. Tools can help with tasks you do often, or be for a new direction you want to try - like a new business or event idea! There are always new tools or new features for familiar tools, so keep checking which ones are most useful to you.

Adaptations:

- Modify the sample activity and new tools or features to be more relevant to participants' specific job roles, industries, or location.



Learn New Skills:

I use what I know to learn new ways of using tech.



Training outcome:

Participants can use existing skills to learn new ways of using tech tools.



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 tips on how to approach learning a new tech tool using existing skills and knowledge.

Sample description (to use with participants):

In this session, we will learn tips to help learn a new tech tool using the skills we already have.

Instructions (for facilitator or instructor):

- Introduce the topic of learning a new skill by using current skills.
- Pre-activity: Ask participants, "What tech tools do you use at work but not at home, and why?"
 - **Possible participant response:** A calibrator for work and there is nothing to calibrate at home.
- "Next, ask participants, "How do you approach learning new tech tools or programs for your job?"
 - **Possible participant responses:** I get training from my work. I avoid learning about it until I have no choice.

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- Explain that when we are learning a new tech tool, we can remember that most tech tools and apps have common functions and features. For example, an on and off button, and buttons or places to press to access features or information.
- As a group, discuss strategies we can use when learning to use new tech. Here are some examples:
 - **Use what is familiar from tools you've used before.**
If you've used a phone to check the weather used a debit machine, a barcode scanner, or a digital thermostat, you've already worked with menus, screens, and buttons. Many tools use the same steps, like pressing "enter," following prompts, or checking for lights or sounds to show something worked.
 - **Try actions you already use on other tools.**
Swiping, tapping, scrolling, or pressing and holding buttons: these actions work on many tools. If you've reset a tech tool on a job site, for example, you can try the same actions on a new digital device or display, like a trip counter or a digital scale.
 - **Notice patterns that show up in other tools.**
Many tools ask you to do the same things: enter numbers, check a box, press "next," or wait for a loading symbol. If you've filled in a form online, programmed a job site level, or used a cash register screen, knowing these patterns lets you think about where info usually goes and what buttons come next.
 - **Build from small wins you already have.**
If you've learned how to send a text, print a label, or use a fuel-tracking app, that means you've already figured out good steps for using tech. Try out one more feature on that tool, or apply what you've done before to something new, like a delivery app, safety checklist, or scheduling system.
- Next, ask participants, "What are some ways you could 'level up' or advance your digital skills, based on technology you already know?" Here are some ideas:
 - **Explore a new setting or feature in a tool you already use.**
If you've used your phone camera, try turning on grid lines or scanning a QR code. If you've used a digital measuring tool, try switching units or using a memory function to save results.

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- **Use a tool in a new way to support something you already do.**
If you use a notes app for shopping lists, try using it to save part numbers or tool measurements. If you use a point-of-sale system at work, try tracking stock levels or entering a return.
- **Switch from paper to tech for one task.**
If you write down appointments in a notebook, try setting reminders on a calendar or scheduling screen. If you track fuel or repairs in a logbook, try entering them into a digital tracking sheet or app.
- **Try a tool that helps you track something over time.**
You might something to track how many steps you take in a day, or you might try a fuel log or mileage tracker. You could also try tracking shift hours, supply usage, or completed service calls.
- **Use search tools to answer your own tech questions.**
If something isn't working or is new to you, try typing your question into Google or YouTube. For example, "How to reset a laser level" or "How can I retrieve a photo I accidentally deleted?"
- **Use tech to compare, choose, or make decisions.**
Search prices for tools or gear, check safety ratings, or read reviews before choosing a product or supplier. You can also check weather apps or radar before planning outdoor work or travel.
- **Look for tools that connect with things you already care about.**
If you like cooking, try a recipe app. If you fish or hunt, try a weather radar or tracking app. If you do crafts, try watching a how-to video or joining a group online.
- After the group discussion, ask participants these questions:
 - "What is one thing you already know about tech that you could use to figure out something new?"
 - "Which idea from today could make it easier to try something you haven't done with tech before?"

Adaptations:

- Modify the examples of what is familiar and what tech skills to advance to be more relevant to participants' specific job roles, industries, or location.

Levels 3 and 4: Action Plan for Digital



Levels 3 and 4

For **levels 3 and 4**, digital skills training is more advanced. Instructors or facilitators guide participants in applying digital skills in work-related contexts, and leading by example in learning new digital tools. 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 have in-depth knowledge of digital device operations and information technology system. You can find, use, and build on relevant and reliable online information to improve digital processes, including enhancing your own online safety. You can assess future digital needs and keep your own digital skills up to date."

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 337 and 338.

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?

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Action Plan

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



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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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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?

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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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