

# Sharing Pearls of Wisdom

## Laubach Literacy Ontario Conference Proceedings Report 2009



LAUBACH LITERACY ONTARIO  
Since 1981

LLO Annual Conference , June 11-14, 2009  
Georgian College, Barrie, Ontario

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## Conference Overview

Once again, Laubach Literacy Ontario held another successful networking and professional development conference June 11-14<sup>th</sup>, 2009. **238 practitioners, staff, and students** – the highest number yet to attend an LLO conference – made their way to Georgian College in Barrie for the 2009 **“Sharing Pearls of Wisdom”** Conference. Pearls were chosen as a theme to commemorate the Barrie Literacy Council’s 30<sup>th</sup> anniversary.

The weekend of learning and fun garnered positive feedback and praise from participants. **97%** of participants rated the conference organization as good or excellent, while **91%** rated the relevancy of workshops at the same high level. **96%** ranked their overall conference experience as good or excellent and **69%** hope to attend again next year.

The conference certainly lived up to its name, giving participants the opportunity to gain pearls of wisdom from presenters, and share their own knowledge with others. LLO partnered with the **Barrie Literacy Council**, which hosted the event, and with the **Simcoe/Muskoka Literacy Network**, which provided pre-conference workshops. These collaborative partnerships were instrumental in being able to offer four days of high quality workshops, networking opportunities and entertainment.

The **27 different workshops** covered a wide range of topics from Workforce Literacy, Essential Skills, successful Employment Ontario transitions, flexible and distance learning, new technologies for learners and practitioners, academic upgrading/GED, Learning Disabilities, literacy best practices, tutor-training, volunteer management, fundraising, student leadership, personal growth, stress management, literacy and health, leadership development, and general interest. This year’s conference included Employment Ontario Networking Exhibits on display throughout the weekend, and a **“Pathways to Training and Employment” Panel Discussion** for those interested in learning more about the Employment Ontario environment.

Several awards were presented to recognize the achievements and commitment of LLO members and students. **Mike Chamberlain** of the Literacy Council York Simcoe in Newmarket, was the recipient of the 2009 Arnie Stewart Individual Achievement award, and **Sue Bannon**, Executive Director of Midland and Area Reading Council, and LLO’s new President, received this year’s Lana Faessler Outstanding Service award.

To read more about these awards, or about our guest speakers **Garfield Dunlop, MPP** for Simcoe North, **Spider Jones** and **Gary Porter**, or to view our slide show of the conference, visit our website at <http://www.laubach-on.ca/conf2009.html>

### Conference Funding

LLO has successfully delivered annual provincial conferences and training events for over twenty-six years, with many of them funded through projects by both the provincial and federal governments. Years of experience have gone into a comprehensive conference-planning manual. This manual is updated annually, and provided to host councils and/or literacy agencies. It covers most scenarios, including whether the conference is funded or unfunded.

Providing a conference that is not funded is a challenge and the burden of the costs rests mainly with the participants. Registration fees, charged at a cost-recovery rate, are usually in the \$200-\$250 range, and are only this low because of the university/college residence venue. This cost is prohibitive for paid literacy workers, let alone volunteer tutors and adult literacy students, so **we are very thankful to the Ministry of Training, Colleges and Universities** for providing project funding through their Employment Ontario Network Development Fund. As a result of this funding we were able to provide three full days of training and networking for the low cost of \$50.00 (and only \$25.00 for literacy students, as a result of a generous donation from **Arnie Stewart**). Travel subsidies were also provided to each member agency.

## Conference Overview

### Employment Ontario Network Development Fund Project Overview

The project, entitled “LLO EO Networking and Professional Development Conference” had the following objectives, all of which were achieved with great success.

“Increase the management strength and organizational capacity of conference participants to achieve Employment Ontario objectives, by increasing knowledge, awareness and understanding, and by providing networking opportunities, including:

- **Offering at least 20 workshops including panel presentations** that are related to program capacity, chosen on the basis of increasing knowledge to assist EO service deliverers to provide a high quality standard of service for learners.
- **Providing workshops and networking opportunities for learners**, to ensure their voices are heard, and that they hear and learn about the vast range of opportunities in the Employment Ontario environment.
- **Inviting other sectors, particularly Employment Services Providers**, to participate in panel discussions and networking opportunities before and after panel presentations, between workshops, and at a “tradeshow event” that showcases EO services and programs. These opportunities to interact will serve to facilitate improved communication and engagement within sectors and between sectors and government to support consistency and continuous improvement in the delivery of Employment Ontario services and programs.
- **Featuring interactive workshops** and seminars that provide resources, tools and best practices that build the capacity to achieve Employment Ontario objectives.
- **Providing an affordable and accessible event** to EO service providers and consumers (adult students, particularly those in literacy programs) to reduce financial barriers to participate fully.
- **Providing relevant resources, tools and best practices** that result from the workshops.
- **Providing an opportunity for networking, sharing of knowledge, and increased understanding** between and among the stakeholders is one of the strengths of a conference that actively encourages and motivates learners and practitioners to interact.

A secondary outcome for adult students/learners is increased access to personal development/leadership training and networking opportunities and increased self-esteem by involving adult literacy students in the planning of the conference, and ensuring they are actively engaged as full participants in all events.”



## Conference Overview

### Conference Proceedings Report

One of the Ministry's priorities when funding projects is the transferability of professional development activities. Through this Conference Proceedings report and a video of the panel presentation "Pathways to Training and Employment", knowledge / practices learned in the professional development sessions will be transferred to other agencies. This report and the video will be posted on our website and promoted via email distribution lists to all Employment Ontario agencies.

The Conference Proceedings Report, published in both English and French, has been created to help build the capacity to achieve Employment Ontario objectives for those literacy practitioners unable to attend the conference, and to provide the literacy field and Employment Ontario partners with information about presenters and workshops for future training events.

### Acknowledgments

There are so many people to thank when a conference is as successful as this one was—as some people said in their evaluation "this was the best conference ever!" The Barrie Literacy Council's staff and volunteers were great hosts, and the conference committee members, headed by Joanne Prior as the conference coordinator, were great organizers. The Simcoe/Muskoka Literacy Network staff (Stephanie Hobbs and Cindy Haché) and the conference committee worked closely with Laubach Literacy Ontario staff to select and provide a wide variety of workshop choices. Mary Anne Baker, LLO's Office Manager, and Carolyn Psutka, our Canada Summer Jobs (CSJ) student for the third year, managed all the administration and registration details with both competence and cheerfulness. Tudor Custache, a former CSJ student, and professional photographer, took over 300 pictures at the conference, and Sheila Roberts, LLO's communications specialist, designed the conference logo and updated our website. Hayley Mundy of Sound Data Solutions, the external evaluator, created, analyzed and summarized workshop evaluations and the overall conference evaluation, as well as ensuring that project objectives and timelines were met.

We want to thank all of the presenters who shared their knowledge and provided excellent workshops for a very nominal cost to the organization. We are fortunate to have so many knowledgeable people within the Employment Ontario Network. Lastly, we acknowledge and value the support of the Ministry of Training, Colleges and Universities, whose funding made the conference affordable for so many literacy agency staff, volunteers and literacy students to attend.

We look forward to our 30<sup>th</sup> Conference and AGM to be held June 11-13, 2010.





## OVERALL CONFERENCE EVALUATION

***"These conferences are essential for professional development for Council volunteers, staff, practitioners and trainers"***

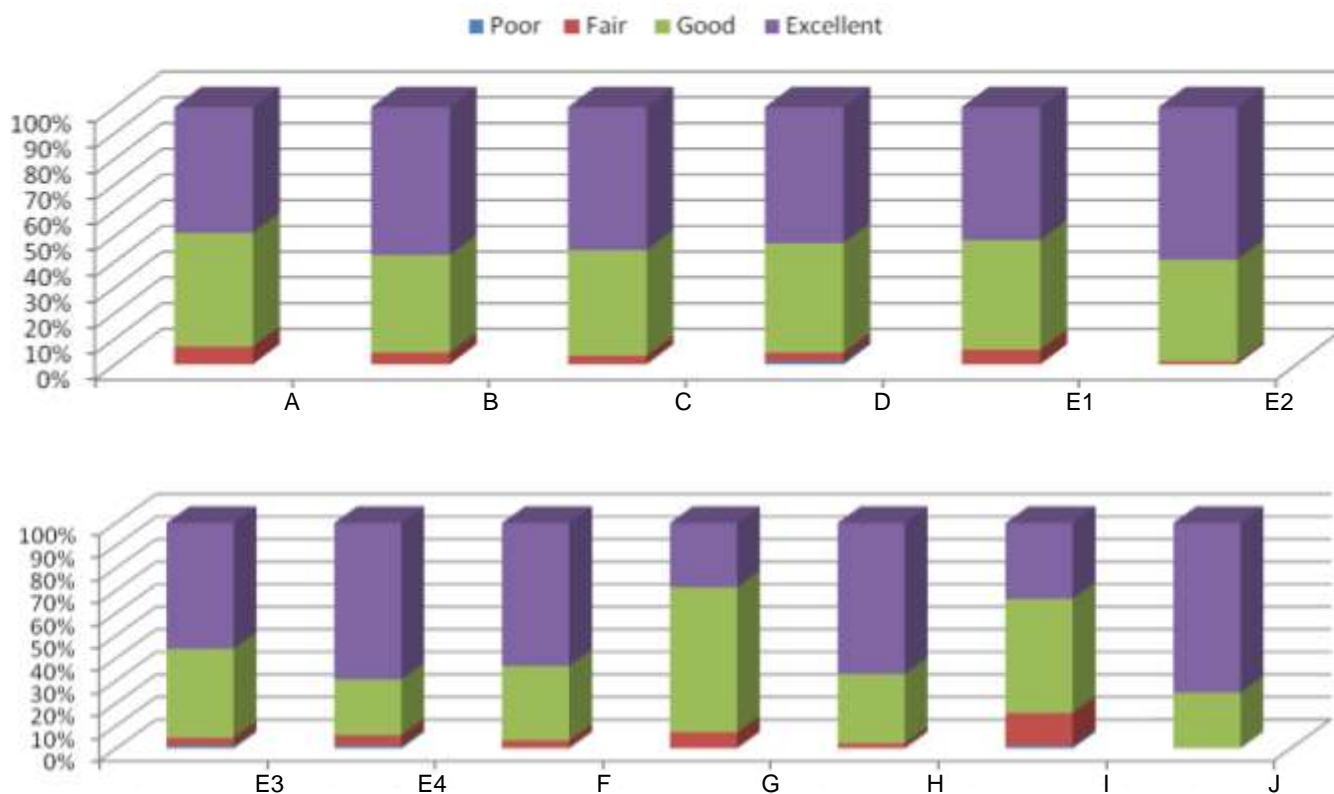
***"The students' major role in the conference is "a strong reminder and affirmation of the work we do."***

***"I hope that the Ministry will continue to see the importance of continuing to fund LLO to provide this training to LBS programs in Ontario."***

## OVERALL CONFERENCE EVALUATION

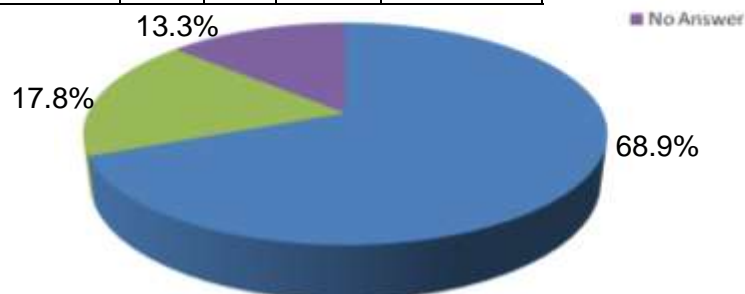
**Results:****Participants: 238****Completed Evaluations: 90****Response Rate: 38%**

1. Please rate the following:	Poor	Fair	Good	Excellent
A. Facility (rooms, food, service)	0	6	38	42
B. Workshop rooms	0	4	33	50
C. Organization of the conference	0	3	37	50
D. Conference brochure	1	3	37	46
E1. Time allowed for mail-in registration	0	5	37	45
E2. Registration process at conference	0	1	34	51
E3. Number of registration options offered	1	3	34	48
E4. Cost/affordability	1	4	21	59
F. Relevance of workshops	0	3	28	54
G. Employment Ontario Networking exhibits	0	5	45	20
H. Overall conference experience	0	2	27	59
I. Adequate maps/signage	1	13	45	20
J. Helpfulness and courteousness of staff	0	0	21	64

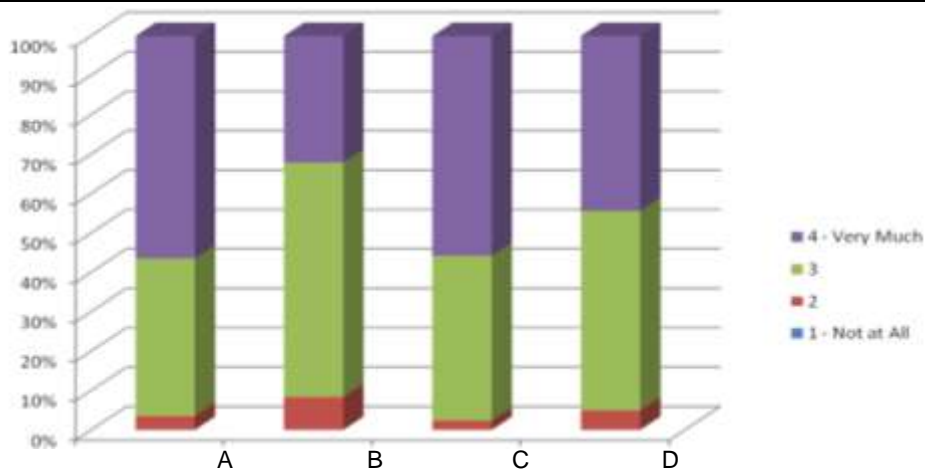


## OVERALL CONFERENCE EVALUATION

1. Continued	Yes	No	Maybe	No Answer
Do you plan on attending the	62	0	16	12

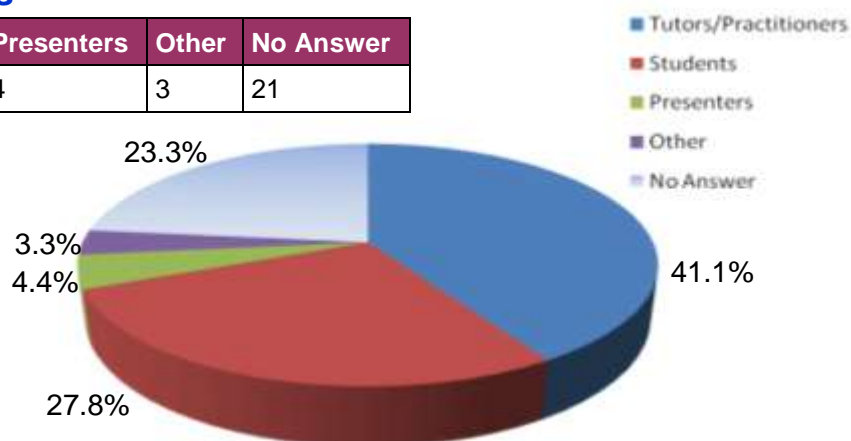


2. Please rate how much attending the conference has contributed to	1—Not	2	3	4—Very
A. Strengthening working relationships	0	3	34	48
B. Understanding of training and employment options and services	0	7	50	27
C. Personal/Professional development	0	2	36	48
D. Improving service delivery (practitioners only)	0	4	41	36



### Evaluation Respondents

Tutors/Practitioners	Students	Presenters	Other	No Answer
37	25	4	3	21



## EVALUATION RESPONDENT COMMENTS

*The following is a summary of answers to questions posed to participants: A) What did you like most about the conference; B) What did you like least about the conference?; C) What are some suggestions for the next conference?; and D) What other comments would you like to share? Along with the compilation of responses, editor's notes have been added to explain, expand and reflect on certain comments.*

LLO's 2009 conference, "Sharing Pearls of Wisdom," earned a great deal of positive feedback. One participant wrote that while "LLO conferences are always great, this one was outstanding," citing the added employment aspect, the networking, the meals and the accommodations as top reasons for their excellent experience.

When asked what they liked most about the conference, participants repeatedly brought up the **networking opportunities**. Many commented that they enjoyed meeting new people and reuniting with old friends. One participant described the atmosphere as one of camaraderie, while another enjoyed the weekend in "**a very caring community**." The new relationships built during the course of the conference led not only to friendship, but to unique opportunities for learning. Several participants **praised the quality of information shared** both in and out of workshops, the **exposure to new resources**, ideas and best practices, and the contacts made in the process. A few participants appreciated the opportunity to hear from other councils and literacy practitioners from other regions. Another liked "**the mix of literacy with other Employment Ontario service providers**."

The participation of students was another highlight of the conference. Several participants enjoyed the **interaction with students**, and seeing how much they enjoyed the weekend. One participant reflected on how much she learned from the students while at the conference. For the next conference, one recommendation was to encourage even more students to attend. As one participant said, **the students' major role in the conference is "a strong reminder and affirmation of the work we do."**

The workshops, of course, were the focal point of the conference, and while a few found the rooms too cold, the workshops were well-received. One participant said this conference **was "the best yet as far as workshops go."** For many participants, the workshops were what they liked most about the weekend. They were praised repeatedly for their **valuable information and relevancy to issues in literacy**. One participant said that "the classes and presenters were excellent. They were well thought out with very good handouts." The **variety and diversity of topics was also commended** by a few participants. A number of workshops were specifically mentioned on the evaluations. One participant enjoyed Sulakshan Mohan's *Financial Literacy—how to take control of your financial life* workshop, saying they appreciated the level of control Sulakshan's method of presentation gave participants who were at lower literacy levels. Helena Broad's *Celebrate What's Right with the World* workshop was "awesome." *Bridging the Employment Gap* (Ann Kelland, Alison Wasielewski), *Pathways to Training and Employment Panel* (Lana Faessler), *Health and Literacy* (Julie Patterson), *Scrapbooking 101—Create Your Own Cards* (Rosemarie Hoy, Mary Anne Baker), *Stress Management* (Mark Whitrod) and *Learning Disabilities* (Laurie Laing) also garnered special mention from participants, as did the work accomplished in the student caucus.

However, a few participants remarked that some workshops weren't geared towards their intended audiences. For example, one participant recommended that the members of the *Pathways to Training and Employment Panel*, a workshop designated for "all" conference attendees, be encouraged to "talk more about specific examples rather than too much jargon." The participant said specific examples would be more helpful, rather than assuming the audience knows the services being discussed. Another participant wrote that for student workshops, "it needs to be clearer to presenters what would be considered suitable - easy - for students to participate in [and] what presenters would need to do to be inclusive, and what low literacy means." This comment was directed towards non-literacy presenters, and the participant cited an example of one workshop presenter referring to people with literacy challenges as "disabled" with students in the room. Another example was one facilitator making the comment, "we can all read" with five students



attending the workshop. Another participant suggested that in the future, it may be beneficial to provide presenters with a list of workshop participants and indicate if they are a student, tutor, staff or volunteer so they can gear the workshop to their particular audience and their level of learning. Though presenters were provided with attendance sheets, they did not specify which participants were students. Perhaps if this had been done, the above comments could have been avoided, as they stemmed not from prejudice, but simply from a lack of information.

Other suggestions were made regarding the workshops. Some conflicted - some participants thought the workshops were not long enough, while others said the opposite. Some participants recommended offering fewer workshops, while others requested more. Many participants gave ideas for workshops they would find interesting. Having a bigger variety of hands-on and “fun” workshops for students was suggested by a few participants. One participant suggested a workshop about writing training/learning plans, while another recommended one on understanding various literacy organizations and their niches and connections. Other suggestions included workshops to understand correlations between LBS and ES levels and one on identifying proper resources for students (i.e. Challenger, Voyager, etc.)

Outside of the workshops, the open sessions and guest speakers were also praised. The talks by **Spider Jones** and **MPP Garfield Dunlop** came up repeatedly in evaluations as some of the most-liked aspects of the conference.

The accommodations and Summer Suites staff also received positive comments from several participants. Though some commented that the walk from the accommodations to the workshop rooms was too long, many were appreciative of the golf carts provided. Several found the campus difficult to navigate, and many suggested having more signs, better maps or even guides to help participants get around. Participants were provided with personal schedules and a conference handbook outlining room numbers and locations of workshops. However, a few comments indicated that having this information all on one page would have been helpful.

There were a few other suggestions for improvement, again some conflicting. One participant said they would prefer having a two-day conference rather than three days, while another would like an extra day. Also included were several comments about the food. Though some participants loved the meals, and one described the food service as “phenomenal,” others complained of a lack of available bottled water, variety in the meals, and options for those with special diets, such as vegetarians and diabetics. There were also suggestions regarding registration, such as having online registration, a more straight-forward registration form, and having the registration desk in the same location the workshops are taking place. As well, one participant would have liked to see more displays in a more visible location.

While there is always room for improvement, the outcome of the conference was extremely positive, with **95.6%** of evaluation respondents rating their overall conference experience as **good or excellent**. When asked what to do for future conferences, several participants encouraged having another one. The organization of the conference was repeatedly praised, and one participant suggested creating “a CD for next year’s organizers of all the planning activities required and used in this year’s event. It was well organized!” Thankfully, LLO does indeed have available a Conference “How-to” Conference Manual, which will be updated with the suggestions gathered through this survey. Several participants thanked staff for their helpfulness, excellent organizing, and the difference made through holding the annual conference. One participant urged the continuation of the LLO conference: **“These conferences are essential for professional development for Council volunteers, staff, practitioners and trainers,”** they wrote. **“I hope that the Ministry will continue to see the importance of continuing to fund LLO to provide this training to LBS programs in Ontario.”**



WORKSHOP DESCRIPTIONS &  
EVALUATIONS

GENERAL AUDIENCE

## Workplace Communications

Presenters: Barb Duguay, Valerie Larson and Kim Redford, *Valley Adult Learning Association, Fort Francis*

**Workshop Description:** This one-day workshop addressed the many barriers and challenges faced while communicating in the workplace. It took participants through a series of individual and group exercises in verbal, visual, and non-verbal communication which can help them enhance their skills in relating to others.

Some of the topics covered in verbal communication were increasing your vocabulary, effective listening, helpful and unhelpful ways to respond, and expanding your awareness. Visual communication skills and benefits were demonstrated with participants completing a visualization drawing using perceptual skills for expanded thinking. Forms of non-verbal communication were defined and the importance of knowing the various interpretations. Participants of this informative, hands-on, workshop acquired a deeper understanding of ways to improve and sustain their working relationships. **Extra Materials:** Folder containing accompanying handouts, business cards and Valley Adults Learning Association pamphlet

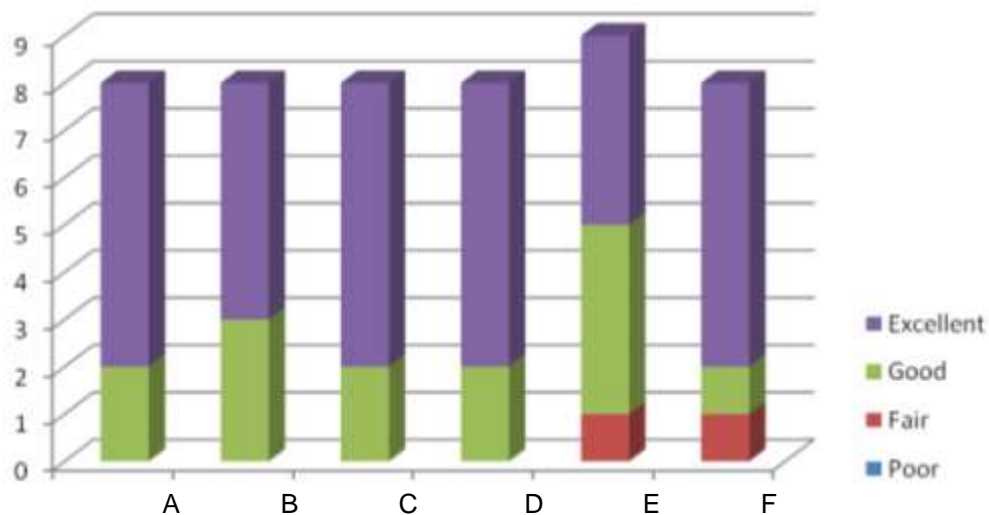
### Results:

Participants: 9

Completed Evaluations: 9

Response Rate: 100%

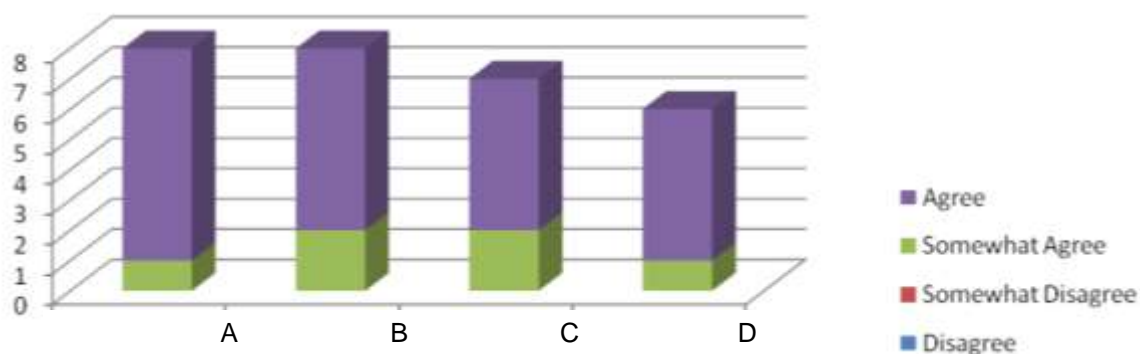
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	2	6
B. Content of the workshop	0	0	3	5
C. Presentation of the workshop	0	0	2	6
D. Value of handouts	0	0	2	6
E. Amount and value of group participation	0	1	4	4
F. Multimedia technology used	0	1	1	6



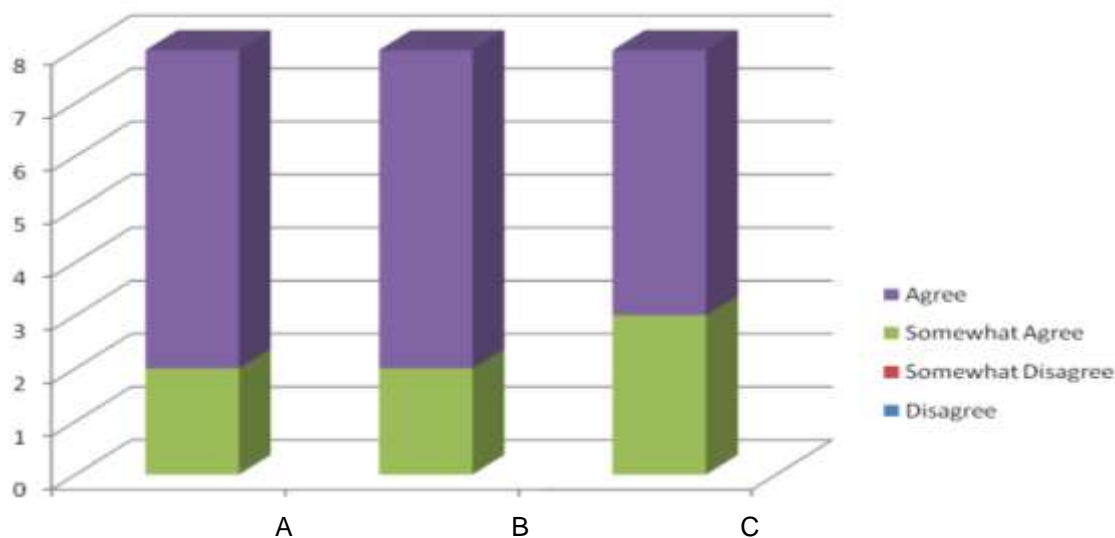
2. Value	Disagree	Somewhat	Somewhat	Agree
A. This workshop kept my interest	0	0	1	7
B. I understand the subject better	0	0	2	6
C. My goals were met	0	0	2	5
D. I will use this information in my program delivery (literacy workers only)	0	0	1	5

## Workplace Communications

Presenters: Barb Duguay, Valerie Larson and Kim Redford, *Valley Adult Learning Association, Fort Francis*



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have improved communication skills (verbal, visual, non-verbal) for the workplace.	0	0	2	6
B. I am aware how feelings and communication are	0	0	2	6
C. I have improved effective communication skills (listening, responding and personalizing techniques)	0	0	3	5



### What new behaviours or practices will you begin using after the workshop?

- Personalizing statements
- Vocabulary sheets
- I will work on effective listening and non-verbal expression
- Use helpful resources more often

### Other comments (i.e. what would you like to see in this workshop in the future?):

- I would have liked to see the hat activity. Great job!
- Good presentation with the drive!

## Pathways to Employment Panel

Presenter: Lana Faessler

**Workshop Description:** Margaret Maynard, Executive Director of Niagara West Employment & Learning Resource Centres; Kelly Scott, Employment Services Supervisor for Ontario Works, Simcoe County; Megan Fenton, Career Consultant of Job Connect; Judy Noel, Executive Director of the Simcoe Muskoka Workforce Development Board; Danielle Larose, Project Director of Alpha Huronie; and Donna Newell, Project Manager of Northern Lights Employment Resource Centre were part of a panel to describe their programs and discuss best practices for collaboration and enhanced referrals.

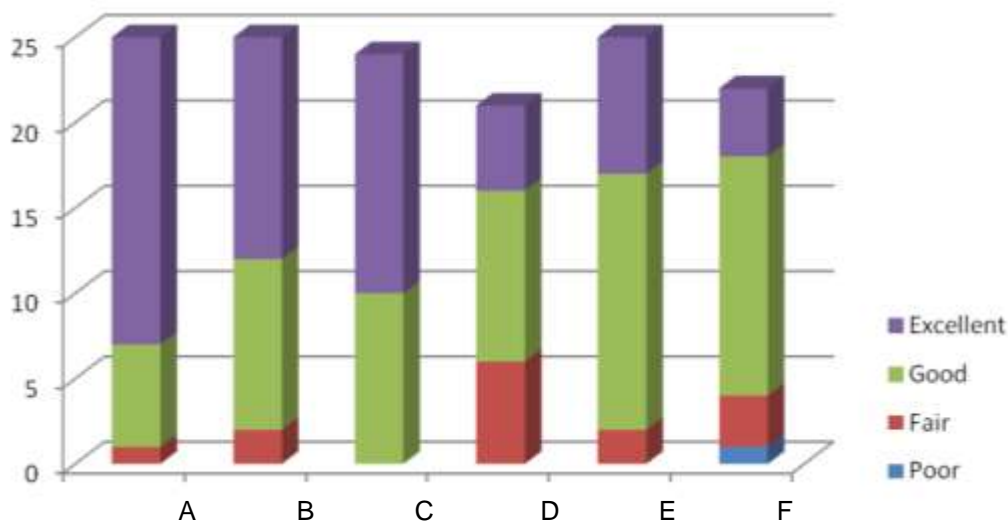
Lana Faessler moderated the panel discussion, beginning with an outline of the reasons behind the workshop: to collaborate, network, facilitate seamless transitions, develop partnerships, continually improve our services, communicate and engage. She encouraged panellists and participants to think about differences in the literacy field over the years in terms of these reasons.

In discussion, panellists emphasized maintaining strong relationships with other community services ranging from employment services, to those providing food and shelter. By fostering these relationships, agencies can enhance their referral process, and ensure they are addressing the needs of students. Panellists also discussed the obstacles of little funding and collaborating with others, and how to overcome these roadblocks to stay focused on helping students. Panellists agreed that the best sign that they had succeeded is to see learners enthusiastic and invested in an activity, whether that be education or employment, or working towards those goals.

Then the panel was open to participant questions. Several participants, including students, asked questions, many interested specifically in Ontario Works. **Extra Materials:** *Copy of Power Point presentation (with notes), video recording posted on [www.laubach-on.ca](http://www.laubach-on.ca)*

**Results:**      **Participants: 28**      **Completed Evaluations: 25**      **Response Rate: 89.3%**

1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	1	6	18
B. Content of the workshop	0	2	10	13
C. Presentation of the workshop	0	0	10	14
D. Value of handouts	0	6	10	5
E. Amount and value of group participation	0	2	15	8
F. Multimedia technology used	1	3	14	4

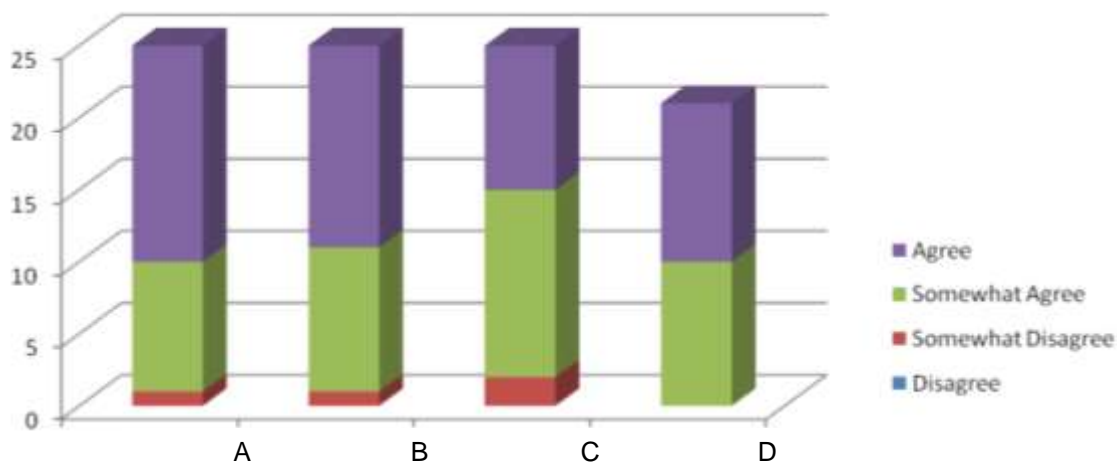




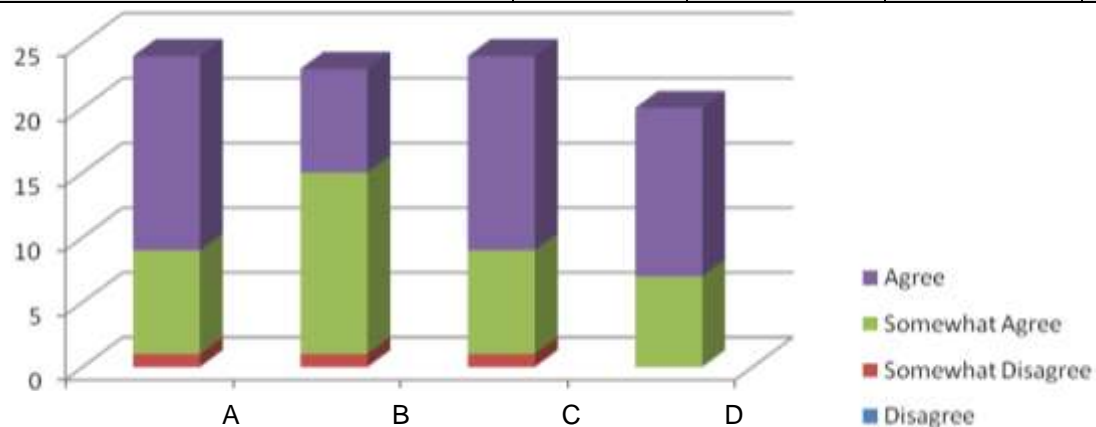
## Pathways to Employment Panel

Presenter: Lana Faessler

2. Value	Disagree	Somewhat	Somewhat	Agree
A. This workshop kept my interest	0	1	9	15
B. I understand the subject better	0	1	10	14
C. My goals were met	0	2	13	10
D. I will use this information in my program delivery (literacy workers only)	0	0	10	11



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I understand more about the services available to those seeking employment	0	1	8	15
B. I have gained a better understanding of the referral process	0	1	14	8
C. I have an increased awareness of the role of other sectors of the EO service delivery network	0	1	8	15
D. This workshop will help to improve the capacity of my organization to meet the needs of learners	0	0	7	13



## Pathways to Employment Panel

Presenter: Lana Faessler

### What new behaviours or practices will you begin using after the workshop?

- Bring great speakers
- Who to contact to get work in my area

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- More interaction. Good workshop.
- Thanks to the panel
- Would have liked handouts by Ontario Works and YES Employment - what is mandated, etc.



## Financial Literacy—How to take control of your financial life

Presenter: Sulakshan Mohan, JVS Toronto

**Workshop Description:** There are two kinds of people. People who make things happen and others who watch them make things happen. Most of us are so caught up in trying to make a living that we forget about making a life.

Sulakshan Mohan's popular workshop on 'how to take control of your financial life' helped people focus on the issues that are really important to them and motivated them to do something about it. In this inspiring, engaging and entertaining workshop the participants: found a direction in life; learned to set financial goals and convert dreams into reality; identified personal barriers to financial freedom; planned strategies to overcome obstacles; learned how to motivate themselves and stay motivated; mastered basic principles of money management; gained the ability to plan monthly expenditure; discovered ways to reduce expenses and find the money for life's goals.

All participants received a workbook, in which they designed the future of their dreams and created a road map to reach it. Full of money management tools and tips to reduce expenses, the workshop helped them to take charge of their financial life. **Extra Materials:** *Accompanying handouts*

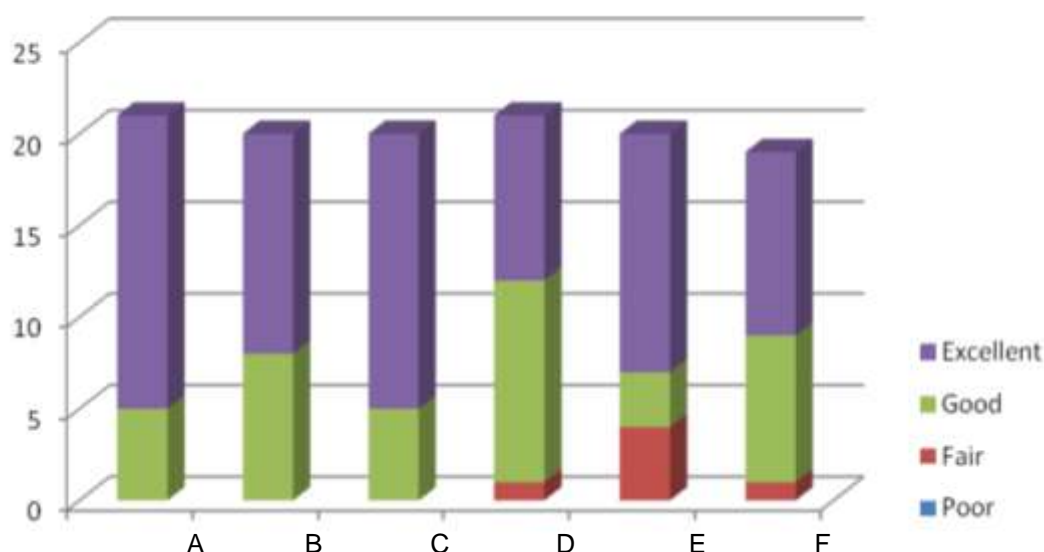
### Results:

**Participants: 25**

**Completed Evaluations: 21**

**Response Rate: 84%**

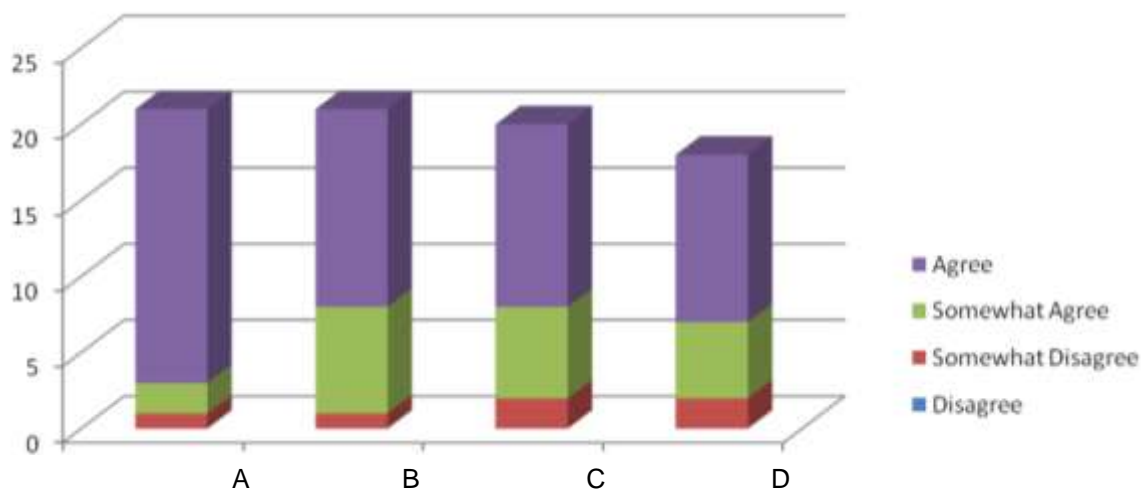
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	5	16
B. Content of the workshop	0	0	8	12
C. Presentation of the workshop	0	0	5	15
D. Value of handouts	0	1	11	9
E. Amount and value of group participation	0	4	3	13
F. Multimedia technology used	0	1	8	10



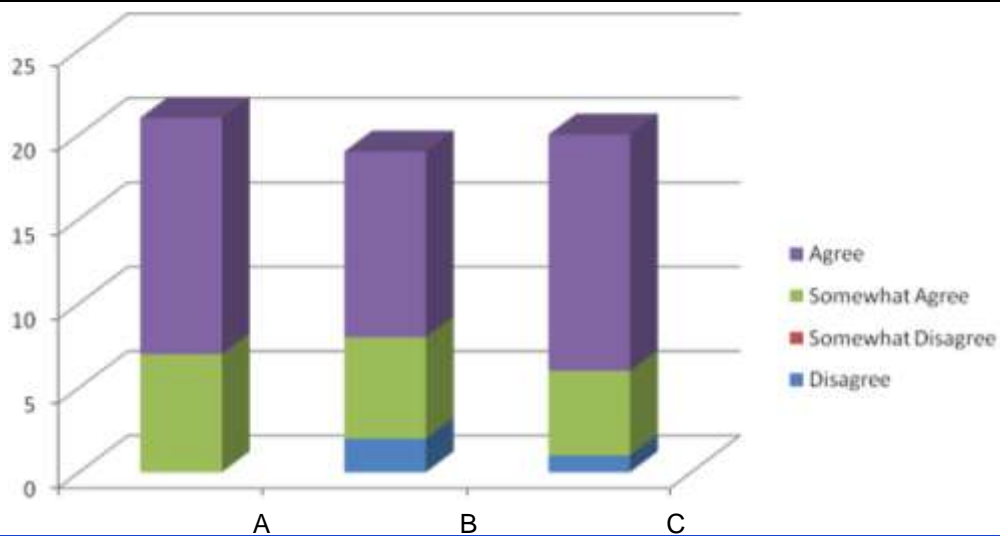
## Financial Literacy—How to take control of your financial life

Presenter: Sulakshan Mohan, JVS Toronto

2. Value	Disagree	Somewhat	Somewhat	Agree
A. This workshop kept my interest	0	1	2	18
B. I understand the subject better	0	1	7	13
C. My goals were met	0	2	6	12
D. I will use this information in my program delivery (literacy workers only)	0	2	5	11



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I understand the basics of personal finance	0	0	7	14
B. I learned how to make a simple budget and plan expenses	2	0	6	11
C. I have gained the confidence to steer life in the	1	0	5	14



## Financial Literacy—How to take control of your financial life

Presenter: Sulakshan Mohan, *JVS Toronto*

### What new behaviours or practices will you begin using after the workshop?

- Stop eating out, plan what I want to spend on me
- The various savings containers
- Go see a financial advisor; start an active savings plan; keep my “fun” spending in check
- I will write down all my goals and keep track of my daily expenses that aren’t necessary (spending/saving \$8.00 a day)
- Making a decision
- How to save money
- All
- Goal setting. Motivation.
- Save faster
- Start saving, make a plan, make a list of things to do and get started
- Work on goals
- I will work to be better financially

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- More time spent on budgeting/investing
- More time for presenter to complete workshop
- Hear this again
- There wasn’t enough time. The workshop felt rushed. Didn’t get to the topics I was interested in. Presenter was excellent but simply not enough time. Lots of great, important information, just needed more time to get it.
- Need more info
- Less group participation due to literacy level 5 - off topic too often. Keep it simple or have a separate workshop for tutors/practitioners and students.
- Good and funny



## Stress Belongs to Everyone

Presenters: Lyn Russell and Jo Cryderman, *Literacy Society of South Muskoka*

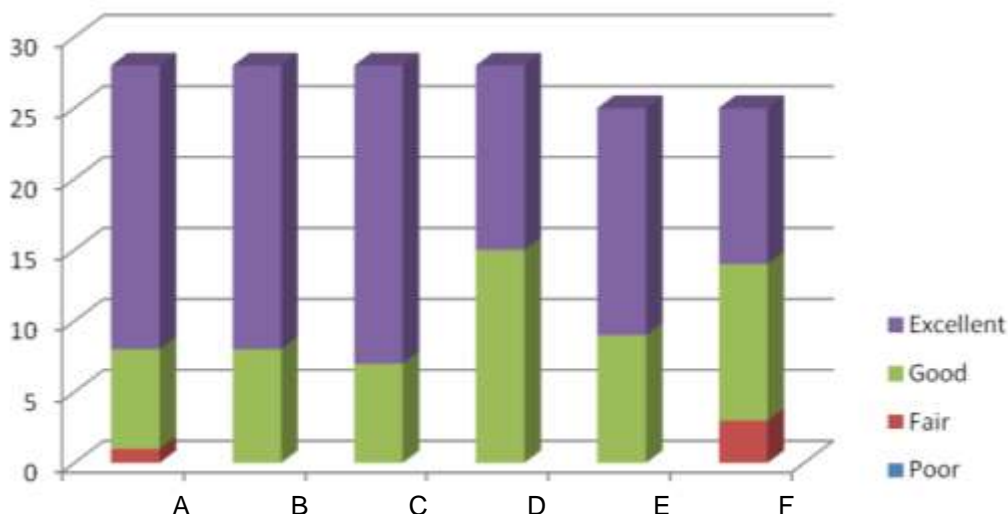
**Workshop Description:** The stress of society, family and employment are primary examples of what hinders adult learning. If you can tame these stresses by using relaxation and positive thinking methods, a healthy learning environment can be achieved.

During this 2 hour seminar we demonstrated several methods of controlling stress levels. We focused on music and how the words and notes make you feel (oral or written work). We laid down cards with words to help you express your inner emotions (oral or written work). We used photographs to represent everyday problems and how you can relate to them, how you would address these issues and overcome them (oral or written work). We demonstrated the use of Art therapy in-depth and how it has contributed to our local Literacy Society and helped with the learning process. We provided real-life examples as to how it has made our adult learners more confident in reading, following instructions and public speaking. We also demonstrated how people learn differently and how we have adapted our programs because of this to meet learners' individual needs.

The workshop provided ideas for ways to de-stress such as playing a game to turn stress to fun, breaking down a long word into small segments to a level you are comfortable with, using music to motive, calm or give energy, and drawing what you see by breaking it down into shapes. It also explained that teaching yourself to relax has such benefits as combating fatigue and anxiety, lowering blood pressure and heart rate, increasing the ability to think clearly, improving energy levels, sleep, creative ability and more. The workshop taught strategies for calming in times of upset and improved self-esteem and feelings of wellbeing. **Extra Materials:** *Accompanying handout*

**Results:**      **Participants: 30**      **Completed Evaluations: 28**      **Response Rate: 93.3%**

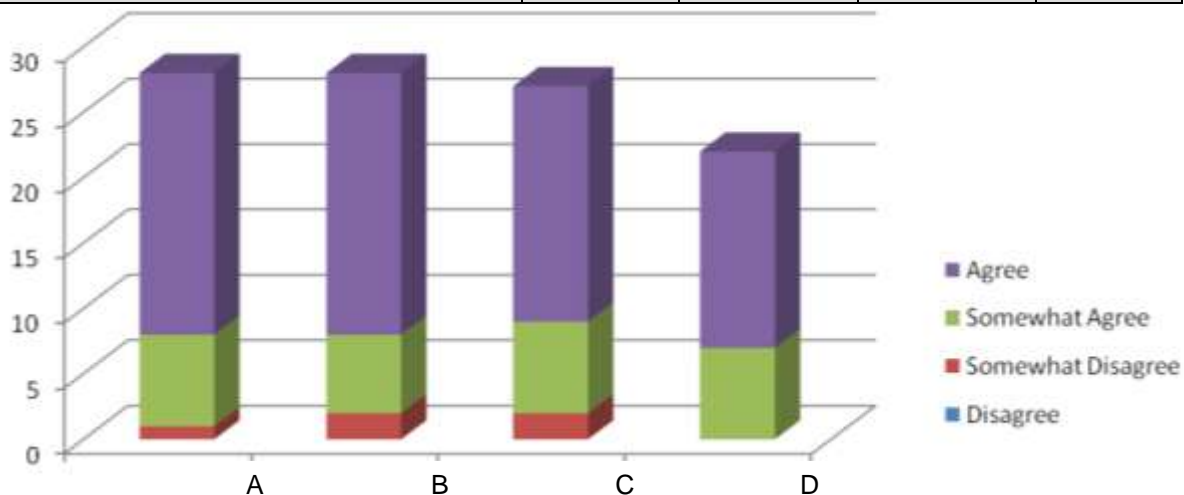
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	1	7	20
B. Content of the workshop	0	0	8	20
C. Presentation of the workshop	0	0	7	21
D. Value of handouts	0	0	15	13
E. Amount and value of group participation	0	0	9	16
F. Multimedia technology used	0	3	11	11



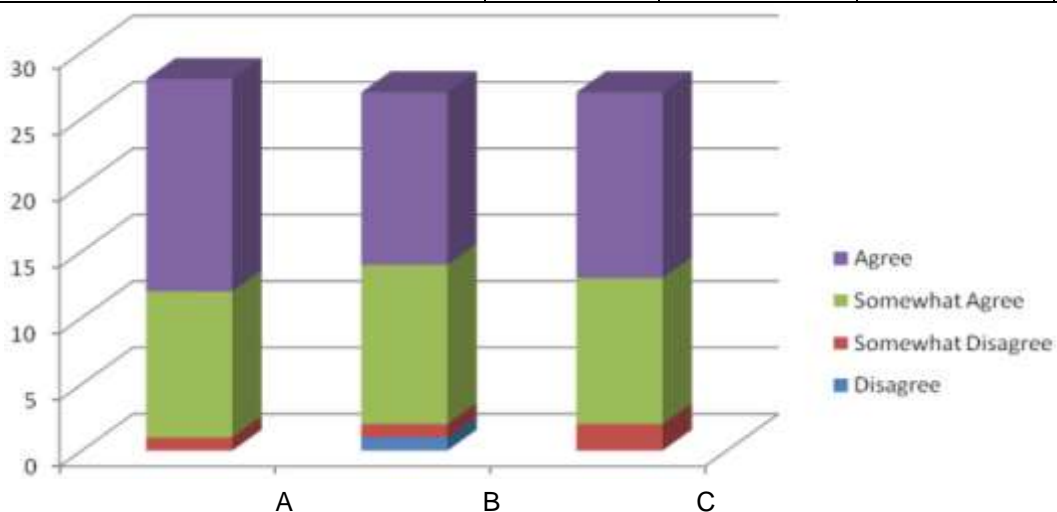
## Stress Belongs to Everyone

Presenters: Lyn Russell and Jo Cryderman, *Literacy Society of South Muskoka*

2. Value	Disagree	Somewhat	Somewhat	Agree
A. This workshop kept my interest	0	1	7	20
B. I understand the subject better	0	2	6	20
C. My goals were met	0	2	7	18
D. I will use this information in my program delivery (literacy workers only)	0	0	7	15



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have gained self-esteem and learned self-expression and healing	0	1	11	16
B. I have gained a better sense of independence and self-direction	1	1	12	13
C. I learned to cope with everyday problems	0	2	11	14



## Stress Belongs to Everyone

Presenters: Lyn Russell and Jo Cryderman, *Literacy Society of South Muskoka*

### What new behaviours or practices will you begin using after the workshop?

- Sausage sentences
- Using artwork in tutorial sessions
- I'll start doing art
- Drawing
- Start drawing and colouring. (Relaxing)
- Will encourage doodling in the classroom
- Lower stress level whenever in a group before the stress takes over
- I will draw more
- Is a good workshop
- Creative writing suggestions and uses of symbols for stress breaks in class

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- Thank you, very much!
- Maybe some 'role playing'!
- Colours
- Everyone shouldn't talk at once, people should put up their hand to be fair to everyone. That is the only thing I didn't like about this class.



## Celebrate What's Right with the World

Presenter: Helena Broad, *Simcoe District School Board; Penetanguishene Learning Centre*

**Workshop Description:** National Geographic's Dewitt Jones uses photography as a metaphor for how we look at the world. If we're ready to see what's good and demonstrate patience, we can discover possibilities because we believed there was potential for more. To be successful, personally and professionally, we must take chances. We can't get sucked into the surf, but instead must ride the wave of change. He offers life lessons through powerful images that teach us to be 100% present to the world. We need to use all energy to fix what's going wrong and focus on what's right.

The session started with an introduction to key concepts and a video. The next activity included a group exercise; eight groups chose a reader and a scribe and went to one piece of chart paper in the room. The reader told the group what the prompt is at the top, and the scribe wrote down whatever people in the group shared. When the music stopped, everyone moved to the next station. Once each group rotated through, the reader from each group shared what was written by all groups for that station. A PowerPoint presentation refreshed the big ideas and everyone got the chance to do a shout out sharing session on what they feel they learned, what touched their hearts, and how they feel it relates to their lives.

Finally, everyone did a self-addressed letter/reflection. No one read them and they will be mailed in a month for them to continue the self-reflection process.

The workshop intended to leave participants feeling inspired and emotionally rejuvenated. Perhaps they may face difficulties in the workplace and their lives with a new outlook. We may have just unleashed powerful, positive change agents who will be the best for the world! **No extra materials included.**

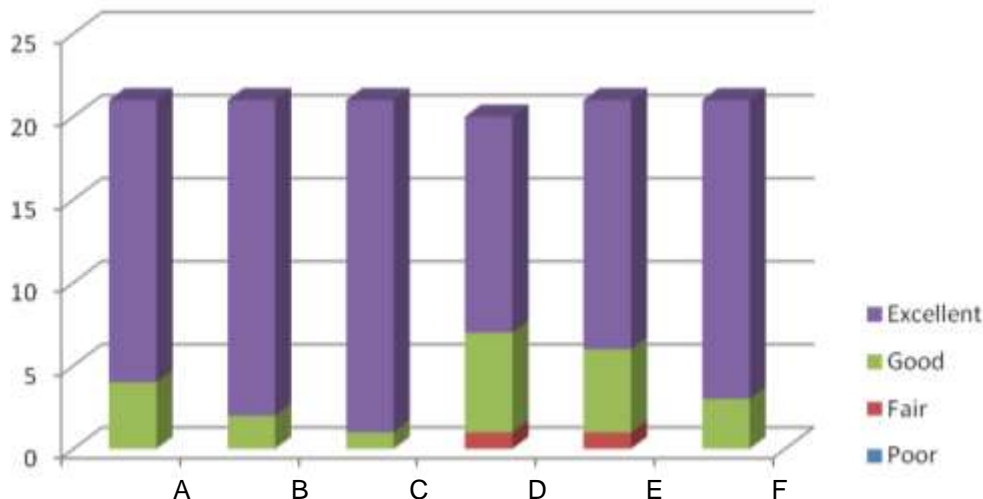
### Results:

**Participants: 22**

**Completed Evaluations: 21**

**Response Rate: 95.5%**

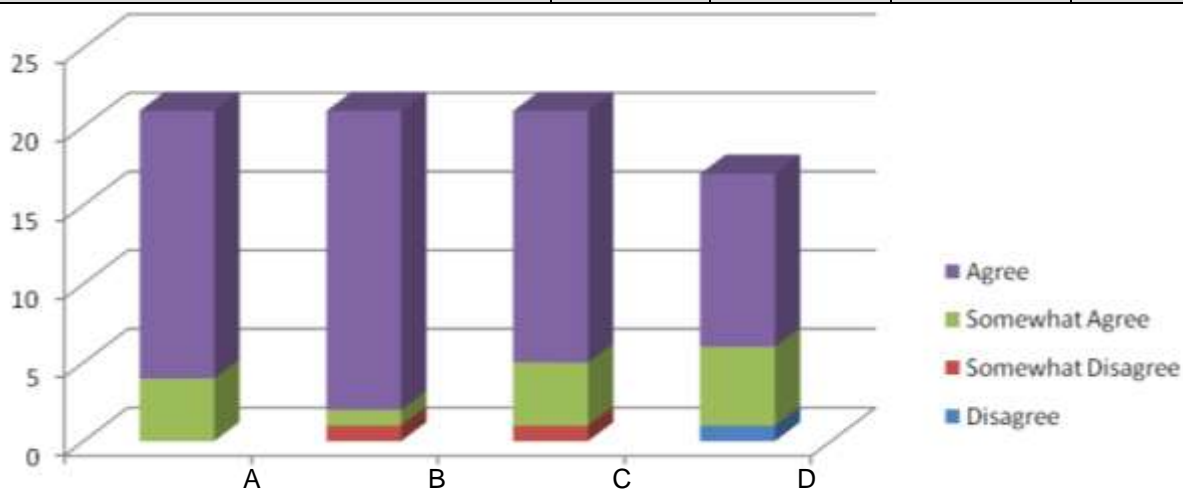
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	4	17
B. Content of the workshop	0	0	2	19
C. Presentation of the workshop	0	0	1	20
D. Value of handouts	0	1	6	13
E. Amount and value of group participation	0	1	5	15
F. Multimedia technology used	0	0	3	18



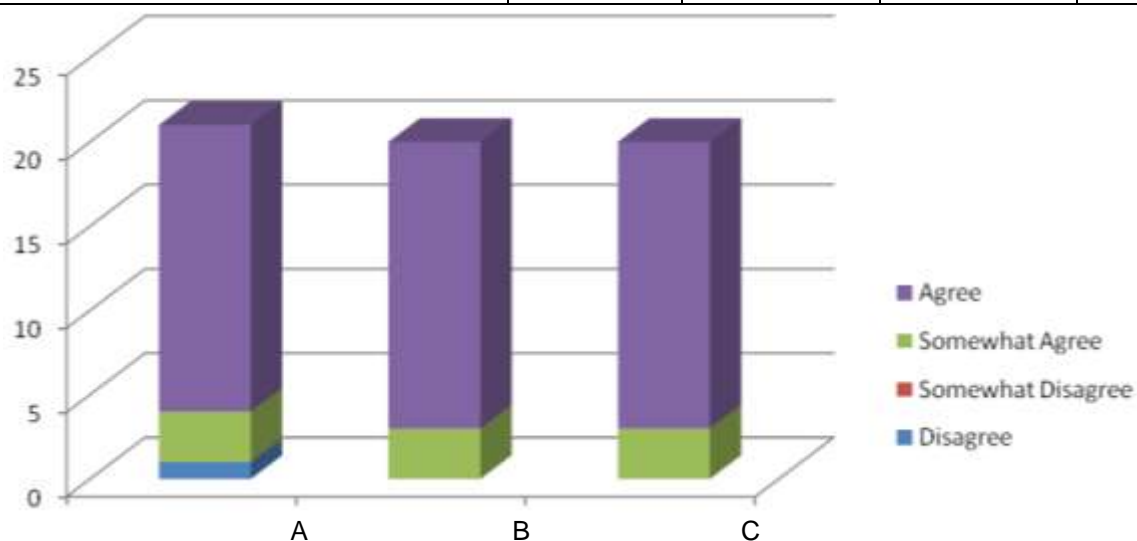
## Celebrate What's Right with the World

Presenter: Helena Broad, *Simcoe District School Board; Penetanguishene Learning Centre*

2. Value	Disagree	Somewhat	Somewhat	Agree
A. This workshop kept my interest	0	0	4	17
B. I understand the subject better	0	1	1	19
C. My goals were met	0	1	4	16
D. I will use this information in my program delivery (literacy workers only)	1	0	5	11



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I feel inspired to change my view on the world and where I am in it	1	0	3	17
B. I am encouraged to have positive thinking perspectives and look for possibilities	0	0	3	17
C. I feel rejuvenated and ready to set new goals	0	0	3	17



**Celebrate What's Right with the World**

Presenter: Helena Broad, *Simcoe District School Board; Penetanguishene Learning Centre*

**What new behaviours or practices will you begin using after the workshop?**

- Looking actively for the 'positive' in my students
- Looking at new 'possibilities.' I also had an 'aha' moment when talking about change and being scared of it. That was me. Change scared me - the 'unknown' but now I will think change -> 'possibilities.'
- Looking at negative things in another perspective
- 7 steps - to be mindful of these
- Take time to see the good or positive in others. Often I've just avoided them.
- I will keep an open heart
- Believe it and then see it
- Thinking about what I've given up to be 'average.' Will watch 'animal school' again to reflect more.
- Looking for the positives in all people
- Think even more positively
- Everything was good
- I will look at things in a new light and seek to look at things from different angles

**Other comments (i.e. what would you like to see included in this workshop in the future?):**

- Good
- More of the same
- It was very inspiring
- Excellent workshop! Strong teaching skills. More time for self-reflection.
- This was a beautifully planned and well-managed workshop. It was just what I needed
- Fantastic
- Thank you!
- I don't know, but I would recommend this workshop to others and I would take it again
- Excellent workshop—very well presented
- Great workshop!
- Everything again



## Goal Setting and Time Management

Presenter: Gary McLeod and Christian Plezier, *Quinte Adult Day School*

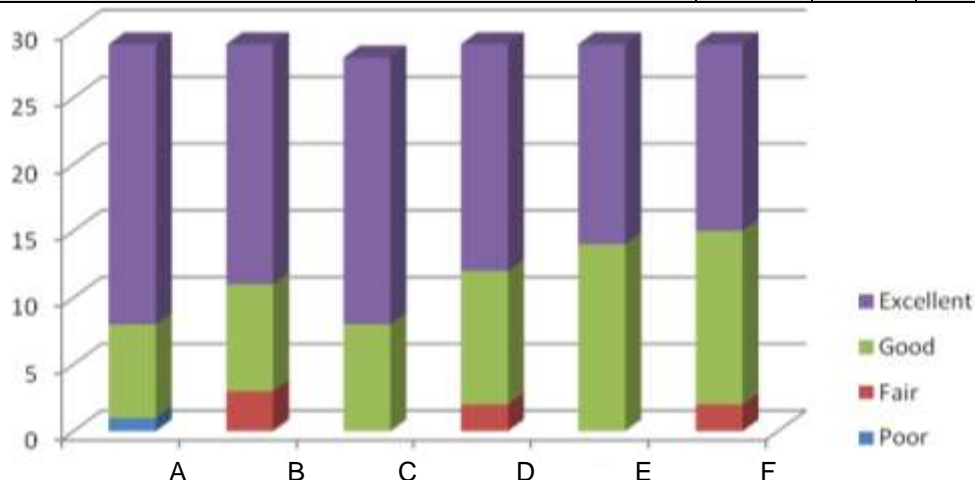
**Workshop Description:** At its simplest level the process of setting goals and targets allows learners to choose where they want to go in life. Understanding, identifying and defining their long-term goals is the very first step for effective time management. With the broader goal as the background, they can set short-term goals that may effectively lead them to achieving their long cherished long-term goals in their life.

This workshop explored the definition of Time Management and its relationship to Goal Setting and provided the participant with the knowledge, skills and tools to use both to effectively think their goal through. The exercises and worksheets showed the participants what is to be achieved by setting realistic and attainable goals, the positive benefits of using goal setting effectively, and strategies for achieving the goal. It introduced the strong relationship between goal setting and time management and discussed the keys to successful time management (and therefore goal setting), the advantages of strong time management skills, and helped the participant to develop successful strategies to achieve both.

The workshop asked the participants to imagine where they will be in 2, 5, and 10 years and used this self assessment to identify a long term goal (or several), and the various steps (or short term goals) necessary to get there.

By setting sharp, clearly defined goals, the participants were able to measure and take pride in the achievement of those goals. They were able to see forward progress in what might previously have seemed a long, pointless grind. **Extra Materials:** *Learners were given a folder containing a hard copy of the PowerPoint presentation used in the workshop, a day planner, and copies of the handouts used. Practitioners were given a folder with an overview of the workshop, (including all handouts for photocopying), and a day planner. They also had the option of receiving an electronic copy of the PowerPoint presentation.*

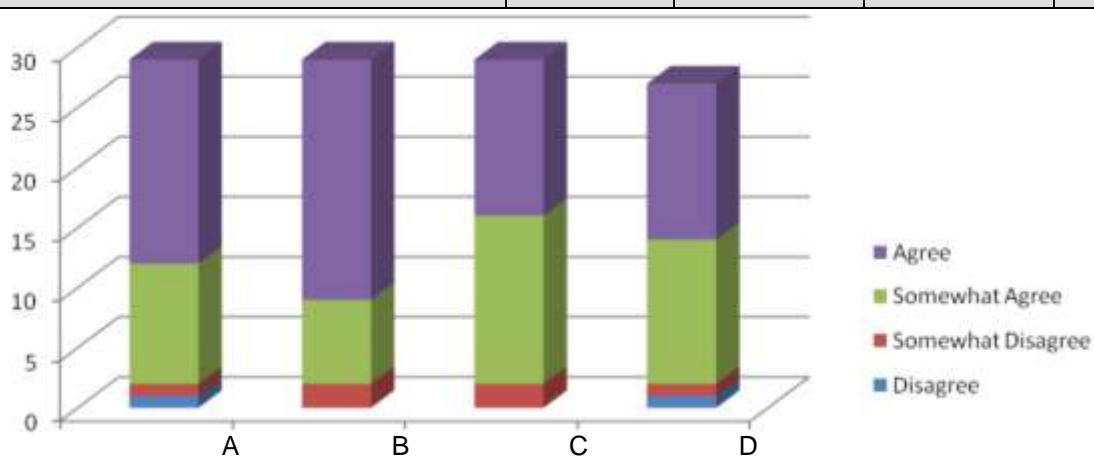
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	1	0	7	21
B. Content of the workshop	0	3	8	18
C. Presentation of the workshop	0	0	8	20
D. Value of handouts	0	2	10	17
E. Amount and value of group participation	0	0	14	15
F. Multimedia technology used	0	2	13	14



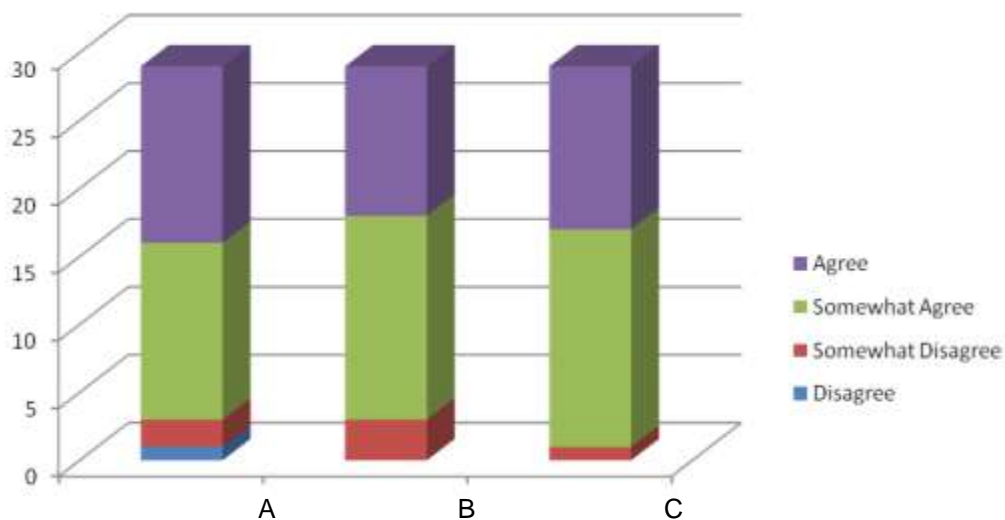
## Goal Setting and Time Management

Presenter: Gary McLeod and Christian Plezier, *Quinte Adult Day School*

2. Value	Disagree	Somewhat	Somewhat	Agree
A. This workshop kept my interest	1	1	10	17
B. I understand the subject better	0	2	7	20
C. My goals were met	0	2	14	13
E. I will use this information in my program delivery (literacy workers only)	1	1	12	13



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have identified and reflected on both short and long term goals	1	2	13	13
B. I learned to use self-assessment to think both short and long term goals through	0	3	15	11
C. I explored how time management influences and	0	1	16	12



## Goal Setting and Time Management

Presenter: Gary McLeod and Christian Plezier, *Quinte Adult Day School*

### What new behaviours or practices will you begin using after the workshop?

- Goal setting. Target dates.
- Write down and prioritize
- I will try to use a day planner more. I will try to break my tasks down and organize my to-do list better. I will make time for myself.
- Well done. I enjoyed this workshop. I learned how to clearly present ideas of time management to my literacy students.
- I am fairly well-versed with goal setting. The discussion was interesting as it involved students. Some excellent handouts, i.e. checklist for achieving your goals, etc. Checklist for achieving your goals was good. Also, think your goal through! Ask yourself this.
- Always be open to new experiences and learning through my volunteer positions
- I learned how to clearly present ideas of time management to my literacy students
- To be real about what I want and how to get there
- Gain time and increase success
- Outcomes should be more on instructors. How to set up goals for learners step-by-step
- I may or may not change my behaviour or practice. It'll depend on whether the change brings about a positive result!
- Be more diligent in what I am doing
- Taking time for reflection, planning, prioritizing, scheduling
- To organize my day better.
- I will try better.

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- More time is needed to practice the skills that are taught
- I like the idea of a person writing words on the board so that students understand them
- You are both wonderful! Thank you for your time.
- More step by step and hands on.
- Great job guys!
- Relevance of time is tied to personal situations..."doing nothing" is not necessarily a waste of time...Also the relevancy of the task is directly related to time spent on performing the task.
- I'll organize my days better

## Musical Keys to Career Decision-Making

Presenter: Joanne Stuart, *Northern Lights Canada*

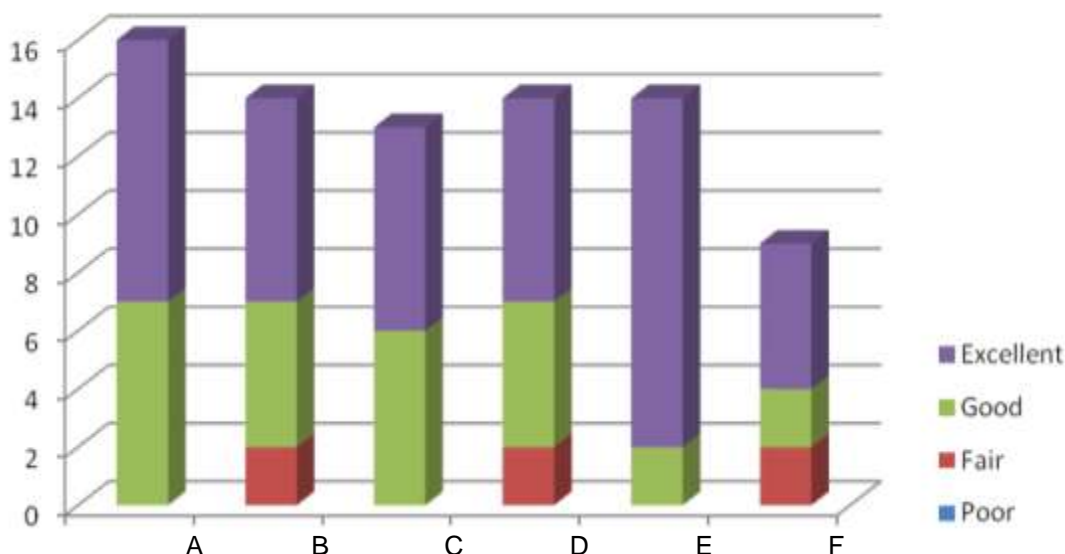
**Workshop Description:** Choosing work can seem like a heavy and burdensome task. Many people are afraid of getting it wrong. We often look to the outside world for our answers; thinking if we just find the right book or talk to the right person the answer will be ours. Sometimes we give up because it feels like too much work and we are tired before we even start.

This workshop introduced an appealing alternative to wishing and hoping for a magical answer to appear. It was fun and engaging and makes people think, feel and create. All participants were welcome in honour of the universal appeal of music.

Music set the tone and was used to explore several themes such as joy and personal values and how these relate to the work we chose to do. Participants were given the opportunity to listen to music and share how they think and feel about it. There was a facilitated exercise that gathered meaning using music as a backdrop. Participants left with words that connect them to what matters. Participants were given the chance to choose a musical genre and talk about why they like that type of music. They identified aspects of that personality and shared it with others in the group. They were given the chance to work independently, in small groups and in larger groups where they could practice speaking and sharing ideas. In a safe and supportive way they graduated to a point where they were provided with simple musical making instruments and asked to imagine words, work in a group and perform for the rest of the bigger group. Summary and connections to finding the work we love. Ways to keep music in our lives to encourage and motivate us through challenging times. **No extra materials included.**

**Results:**      **Participants: 18**      **Completed Evaluations: 16**      **Response Rate: 88.9%**

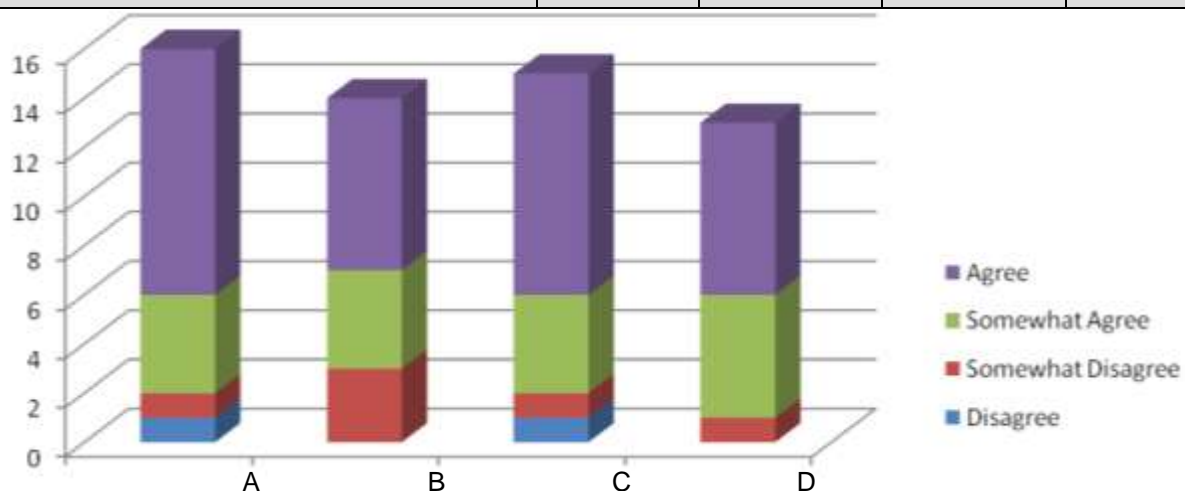
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	7	9
B. Content of the workshop	0	2	5	7
C. Presentation of the workshop	0	0	6	7
D. Value of handouts	0	2	5	7
E. Amount and value of group participation	0	0	2	12
F. Multimedia technology used	0	2	2	5



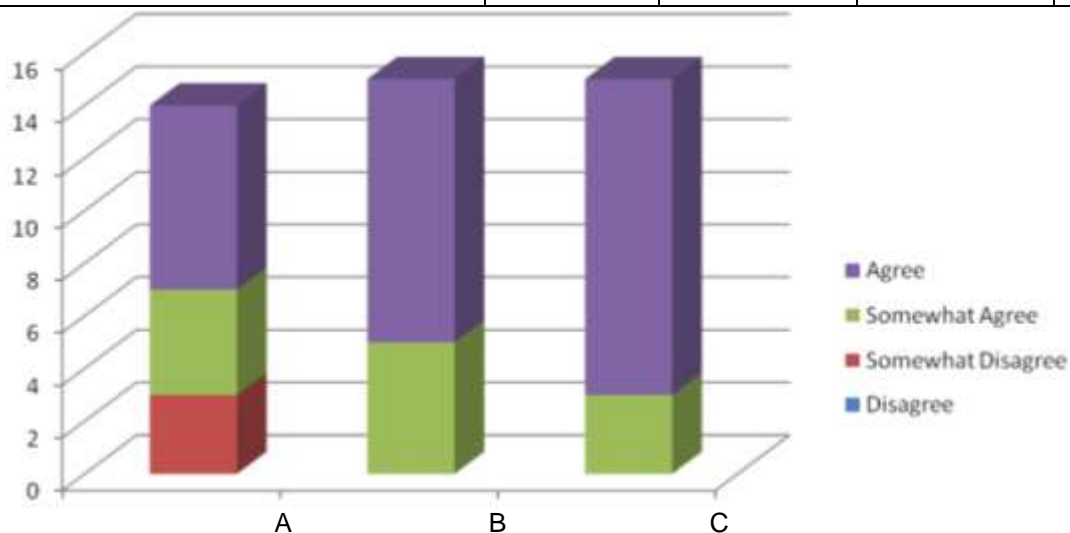
## Musical Keys to Career Decision-Making

Presenter: Joanne Stuart, *Northern Lights Canada*

2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	1	1	4	10
B. I understand the subject better	0	3	4	7
C. My goals were met	1	1	4	9
D. I will use this information in my program delivery (literacy workers only)	0	1	5	7



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop promoted choice and career decision making	0	3	4	7
B. I recognize that the best results come from within - "we have the wisdom"	0	0	5	10
C. I understand that laughter, lightness, and musical clues can create good results	0	0	3	12



## Musical Keys to Career Decision-Making

Presenter: Joanne Stuart, *Northern Lights Canada*

### What new behaviours or practices will you begin using after the workshop?

- Use more music in my life
- Putting my love of life to my love of all or most endeavours
- Listening more
- Light-heartedness
- I want to be a lot more adventurous with my boyfriend and help him too
- I will use Joanne's ideas with my students in our literacy program

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- String instruments
- Come back again
- Valuable work
- Energizing and entertaining
- It was wonderful!!!
- Perhaps a mention about how teamwork helps, as we used quite a bit of teamwork in the session. It was a really fun way to learn about yourself and decision-making.





## Developing Partnerships

Presenters: Gay Douglas Broerse and Ashley Hoath, *Literacy Link Niagara*

**Workshop Description:** Literacy affects many aspects of life including employment, health and self-esteem. By partnering with other organizations, literacy agencies can create holistic systems that will support learners to achieve their goals. In 2008, LLN conducted a study of the best practices of partnerships and created tools to help partnerships develop and succeed.

The presentation began with discussing the background of the Niagara Pathways project, and then moved to discussing project outcomes, which are to enrich the quality of programs, maximize resources, achieve a broader continuum of services, share program dollars, co-locate services, and provide an opportunity for joint planning. The goals are to identify, inventory, and showcase Niagara's existing adult learning partnerships, educate local agencies, create a resource for other communities, and foster communication between agencies. The presentation then guided participants through the steps of reaching these goals.

The presentation then focused on the cycle of a partnership, from its birth, through growth, to the exit from the partnership. Barriers to a successful partnership were touched on, as well as tools to create the "perfect partnership," including regular interaction, conflict resolution, shared need and commitment, formal agreement and a clear understanding of our roles by the learner. The use of these tools will lead to seamless service, more training and long-term funding.

The presentation ended with a discussion of what is happening next for the Niagara Pathways project, and some ideas they have for the future. **Extra Materials:** *PowerPoint presentation available at [www.partnershippathways.niagara.ca](http://www.partnershippathways.niagara.ca); Tool Kit available online; Accompanying handouts*

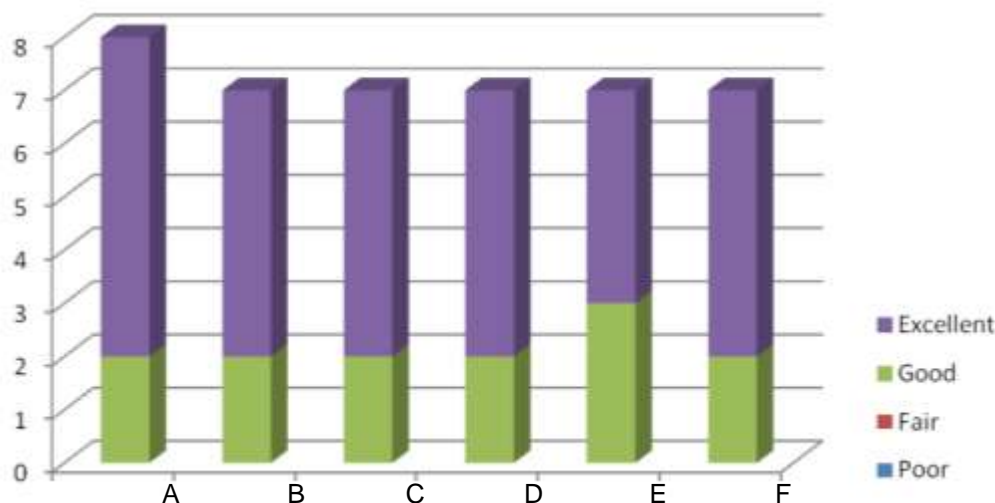
### Results:

**Participants: 8**

**Completed Evaluations: 8**

**Response Rate: 100%**

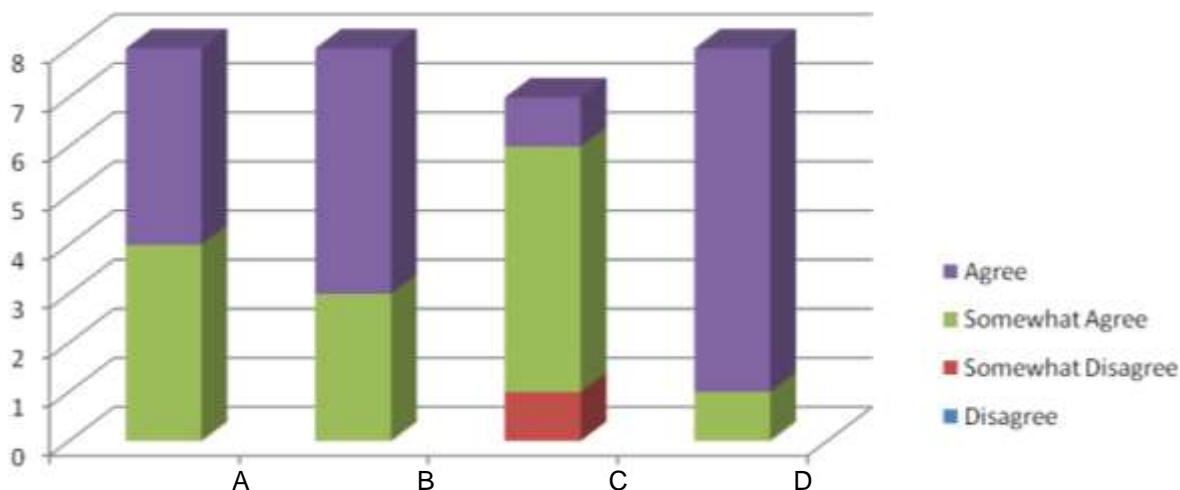
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	2	6
B. Content of the workshop	0	0	2	5
C. Presentation of the workshop	0	0	2	5
D. Value of handouts	0	0	2	5
E. Amount and value of group participation	0	0	3	4
F. Multimedia technology used	0	0	2	5



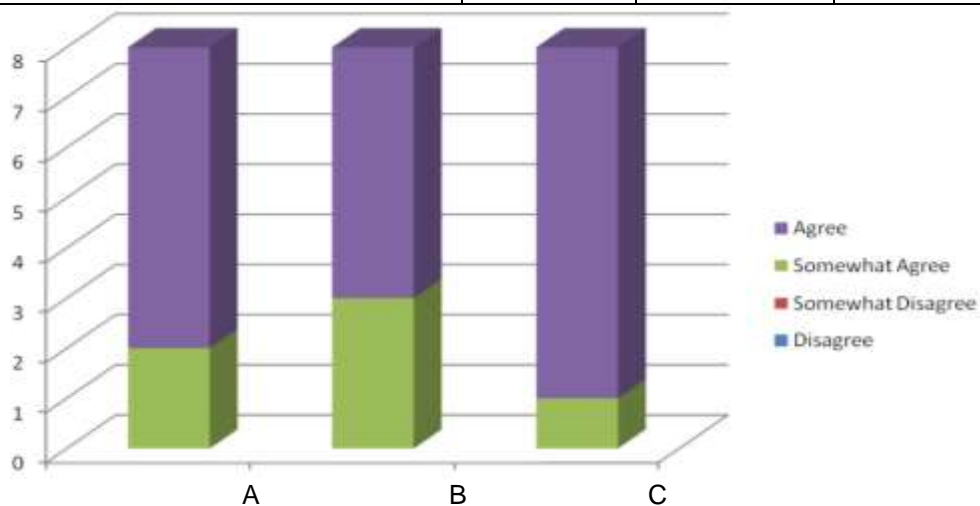
## Developing Partnerships

Presenters: Gay Douglas Broerse and Ashley Hoath, *Literacy Link Niagara*

2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	4	4
B. I understand the subject better	0	0	3	5
C. My goals were met	0	1	5	1
D. I will use this information in my program delivery (literacy workers only)	0	0	1	7



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I can answer the question "what is a partnership?"	0	0	2	6
B. I understand the best practices of partnership	0	0	3	5
C. I am familiar with the partnership toolkit	0	0	1	7



## Developing Partnerships

Presenters: Gay Douglas Broerse and Ashley Hoath, *Literacy Link Niagara*

### What new behaviours or practices will you begin using after the workshop?

- I will start thinking about current partnerships and making them “formal” -> evaluate current partnerships
- I will attempt to form more partnerships
- Will attempt to use your practices weekly

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- Suggest everyone pass around business cards to initiate “partnership”
- Taught a bit more about research—perspectives can be so different
- Suggestions about how to and what types
- Thank you!!



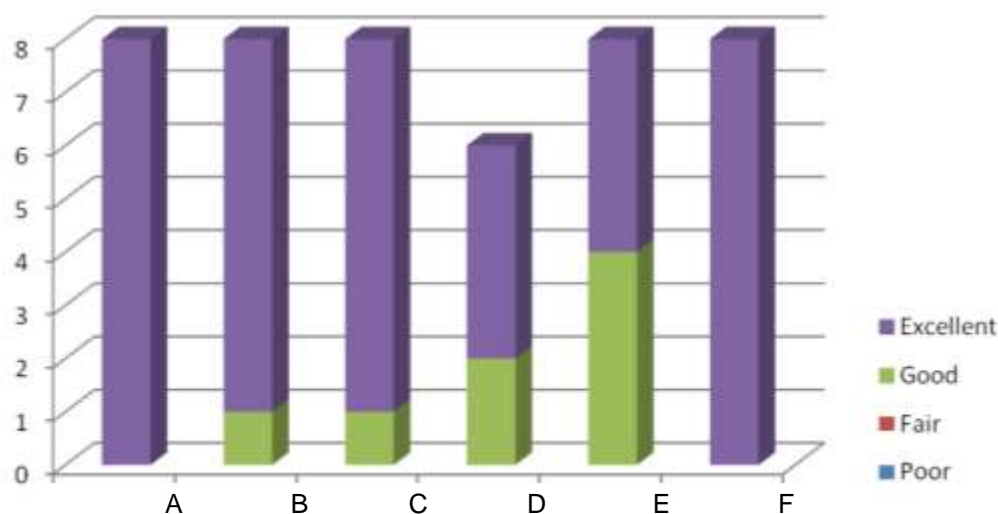
## 23 Ways to Use Our Essential Skills

Presenter: Tim Nicholls Harrsion, *Adult Learning Centres: Grey Bruce Georgian; Owen Sound & North Grey Union Public Library*

**Workshop Description:** This interactive workshop utilized Web 2.0 technology to provide participants with a thought-provoking opportunity to explore our changing lives. Where are we headed? What are the implications? What do we need to learn? What do we need to unlearn? What really matters... at work... at home... in our communities... everywhere? This multimedia presentation was rewarding and practical. **Extra Materials:** *Essential Skills Action Plan for Short Term Goals* handout; *Essential Skills* passport; *Adult Learning Centres Grey-Bruce-Georgian* pamphlets

**Results:**      **Participants: 8**      **Completed Evaluations: 8**      **Response Rate: 100%**

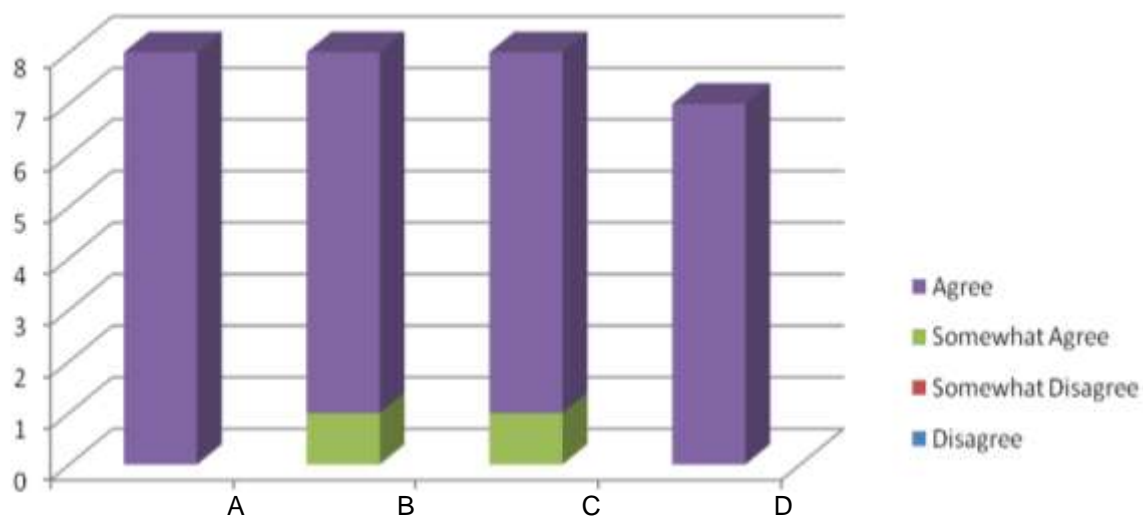
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	0	8
B. Content of the workshop	0	0	1	7
C. Presentation of the workshop	0	0	1	7
D. Value of handouts	0	0	2	4
E. Amount and value of group participation	0	0	4	4
F. Multimedia technology used	0	0	0	8



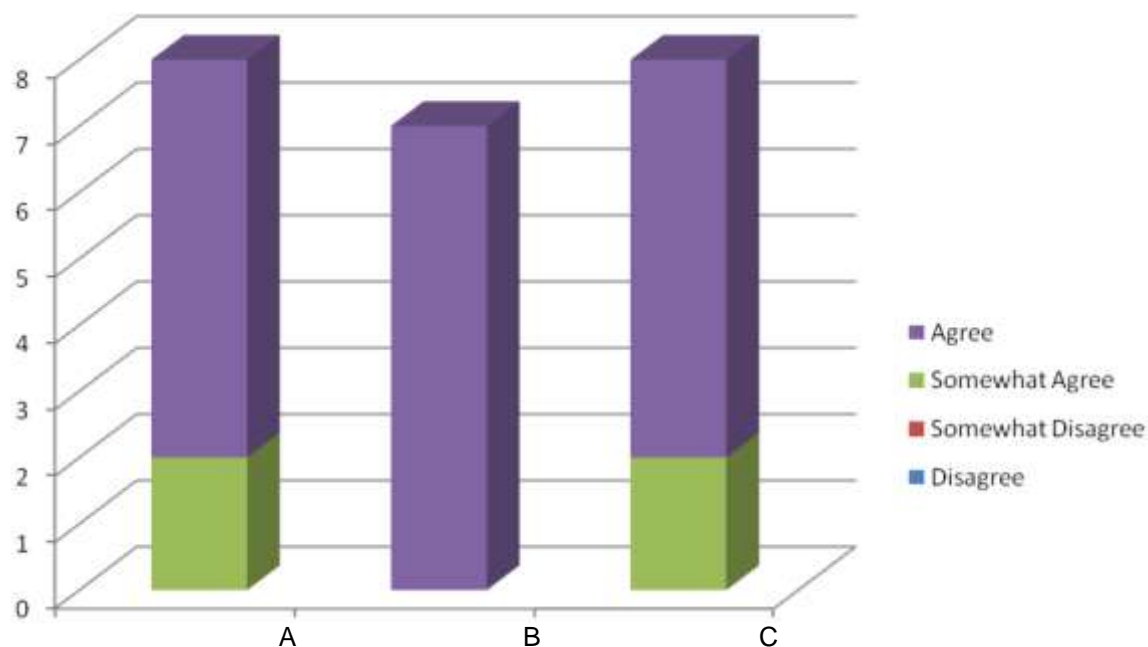
2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	0	8
B. I understand the subject better	0	0	1	7
C. My goals were met	0	0	1	7
D. I will use this information in my program delivery (literacy workers only)	0	0	0	7

## 23 Ways to Use Our Essential Skills

Presenter: Tim Nicholls Harrision, *Adult Learning Centres: Grey Bruce Georgian; Owen Sound & North Grey Union Public Library*



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have a greater understanding of Essential Skills	0	0	2	6
B. I have an introduction to Web 2.0 applications	0	0	0	7
C. I have had an opportunity for reflection in an	0	0	2	6



## 23 Ways to Use Our Essential Skills

Presenter: Tim Nicholls Harrsion, *Adult Learning Centres: Grey Bruce Georgian; Owen Sound & North Grey Union Public Library*

### What new behaviours or practices will you begin using after the workshop?

- Try to start a blog and practicing my texting skills
- Explain these new websites to my learners
- Using different online tools that have been introduced
- Check out websites referred to
- Goal sheet, increasing my knowledge of computer based info, websites
- Continue to implement wikis and Google stuff in our program and will try out the new things Tim showed us - maybe 2 over this year
- I have to be a role model for my learners by proving that I am willing to overcome my "barriers" and learn more!
- A lot of info - need time to try it out and assimilate

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- More hands-on for accessing the various sites
- More Web 2.0 and upcoming Web 3.0
- Great! Very informative
- This was a great workshop





## Discover the Writer in You

Presenter: Catherine Mochrie, Red Lake District Adult Learning Centre

**Workshop Description:** This workshop encouraged participants to write and to do it on a regular basis. We started off with some brief discussions on what is Writing Out Loud; what the benefits to regular writing are and how to 'free' write. If you can talk, you can write; everyone is a writer! However, there are some reasons why one does not write. These include low self-esteem, being afraid to read out loud and that one finds it intimidating. Strategies to facilitate writing were provided, such as picking a certain time of day or day of the week to dedicate to writing, using a timer to force writing without hesitation, practicing often and using writing as an emotional release.

Once this was done we 'free' wrote using a number of different prompts. Some examples were:

- 1.) The alphabet list; pick a word and write a story based around it
- 2.) Food; pick a food, for example gummy worms, and use it to initiate a story
- 3.) Favourite things list; pick one and write a story about it

At the beginning of each writing session I set the timer for 2 – 5 minutes depending on the prompt. To 'free' write participants had to write non stop, letting their thoughts flow onto paper. They were not to edit while they were writing – they were told to just keep going and not to worry about grammar or spelling. When the time was up we went go around the circle and had each person read what they wrote – if they wanted to. If they felt uncomfortable about reading what they had written, they could pass.

We did as many exercises as we could in the given time using a variety of 'prompts.' Writing and then reading our writing was a lot of fun. There is a writer within all of us. **Extra Materials:** Manila folder with accompanying handouts

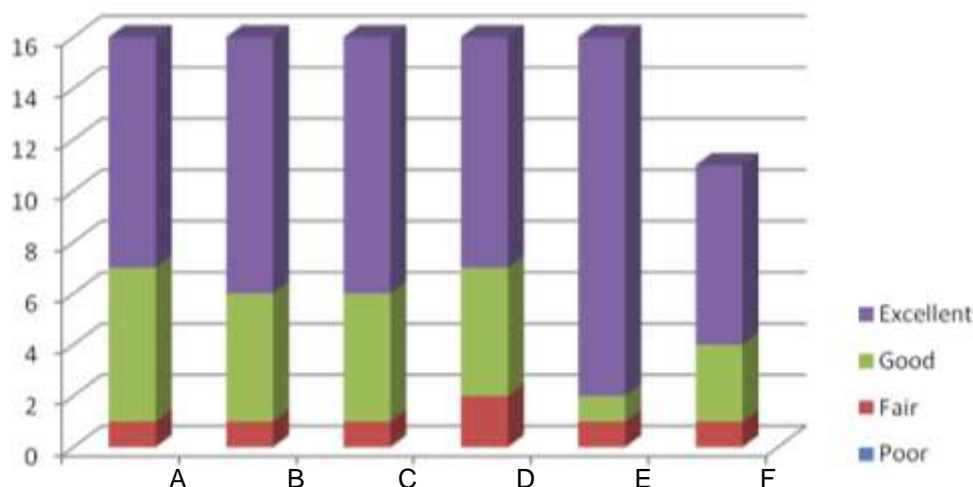
### Results:

**Participants: 16**

**Completed Evaluations: 16**

**Response Rate: 100%**

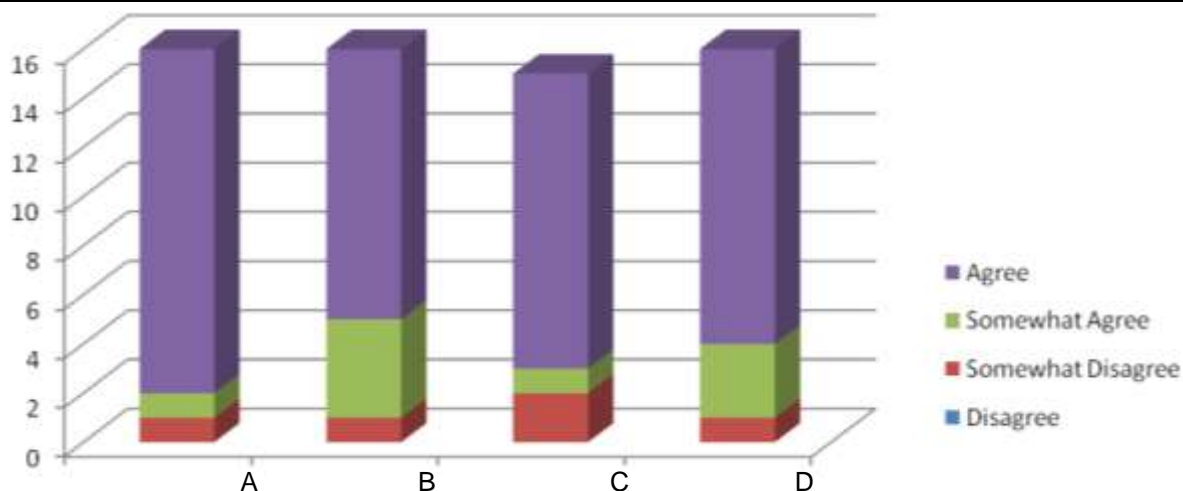
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	1	6	9
B. Content of the workshop	0	1	5	10
C. Presentation of the workshop	0	1	5	10
D. Value of handouts	0	2	5	9
E. Amount and value of group participation	0	1	1	14
F. Multimedia technology used	0	1	3	7



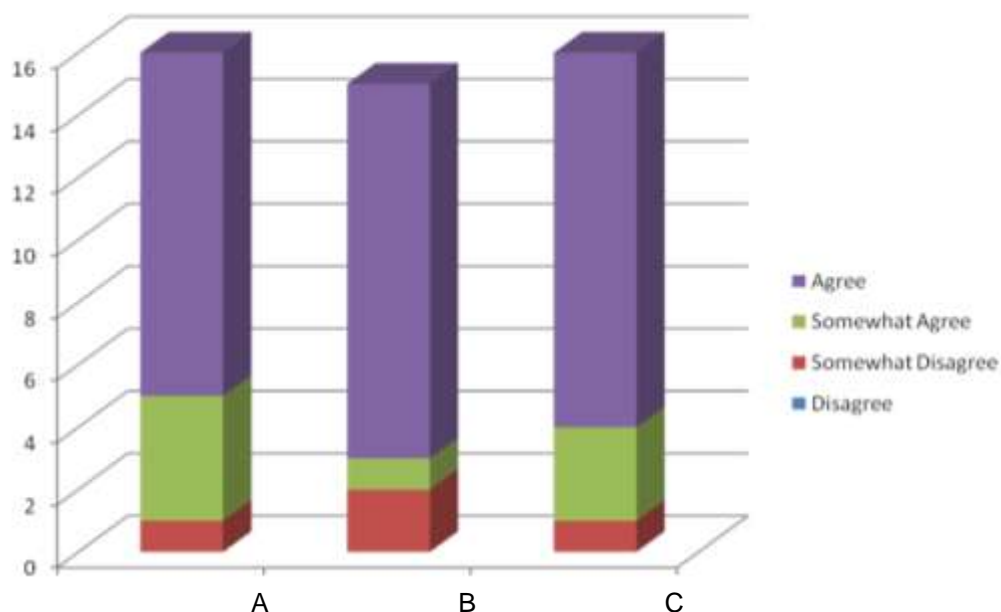
## Discover the Writer in You

Presenter: Catherine Mochrie, Red Lake District Adult Learning Centre

2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	1	1	14
B. I understand the subject better	0	1	4	11
C. My goals were met	0	2	1	12
D. I will use this information in my program delivery (literacy workers only)	0	1	3	12



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I understand how to write in my own voice	0	1	4	11
B. I understand the purpose behind 'free writing'	0	2	1	12
C. I learned how to enjoy writing	0	1	3	12



## Discover the Writer in You

Presenter: Catherine Mochrie, *Red Lake District Adult Learning Centre*

### What new behaviours or practices will you begin using after the workshop?

- Write more often in my gardening journal. Use the writing 'free' for my students
- To start writing everyday. Thank you for helping me!
- Writing every day.
- Using the exercises to help my clients write and express themselves
- I will always remember this course
- To go with the flow of the writing
- I will try to write every day. I think this will help my students later.
- All of it!

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- To help other people write and have fun. Thanks again. PS - this is my best class of the weekend.
- Great job - enjoyed it.
- Thank you for everything :)
- Light and fun
- Excellent
- Enjoyed my afternoon. Thank you.
- More candy worms.



## Stress Management

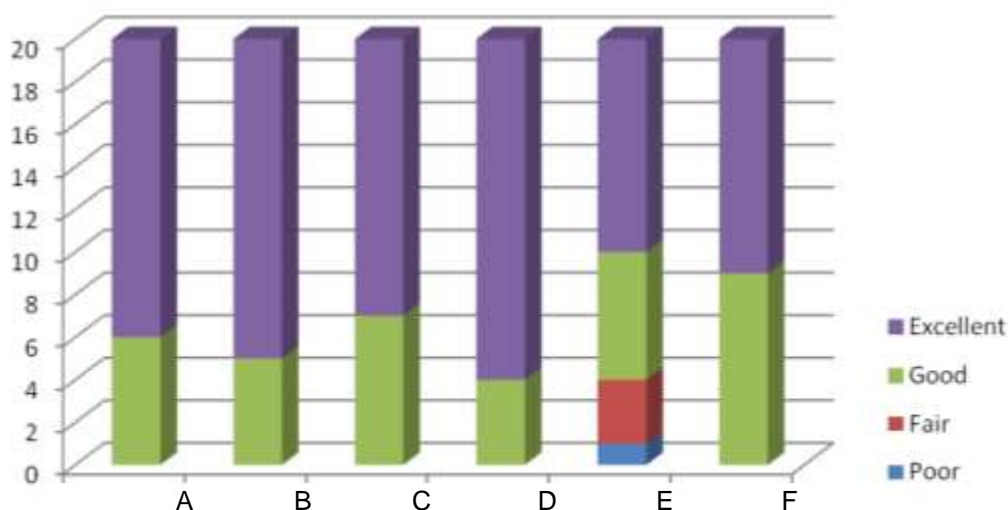
Presenter: Mark Whitrod, *CONTACT—South Simcoe Community Information Centre*

**Workshop Description:** Stress is a serious problem in the workplace and at home. Advances in technology have expanded the workday, shrunk leisure time and led to an “I want it and I want it now” attitude. The typical family is now a working couple; picking kids up on the way home to a microwave or take out dinner. Divorce rate is increasing and the concept of job or family security is gone.

The effects of stress on the mind and the body are more profound than previously thought and it is each person’s responsibility to learn how to manage the stress in their lives. It is important to use stress-busting techniques proactively throughout the day to increase your threshold of stress tolerance. The techniques, tips and suggestions learned in this workshop help participants cope with stress and make them more effective at work and at home. By managing stress we not only cope with life, but also live and enjoy it to the fullest. **Extra materials:** *Accompanying handout*

**Results:**      **Participants: 27**      **Completed Evaluations: 20**      **Response Rate: 74.1%**

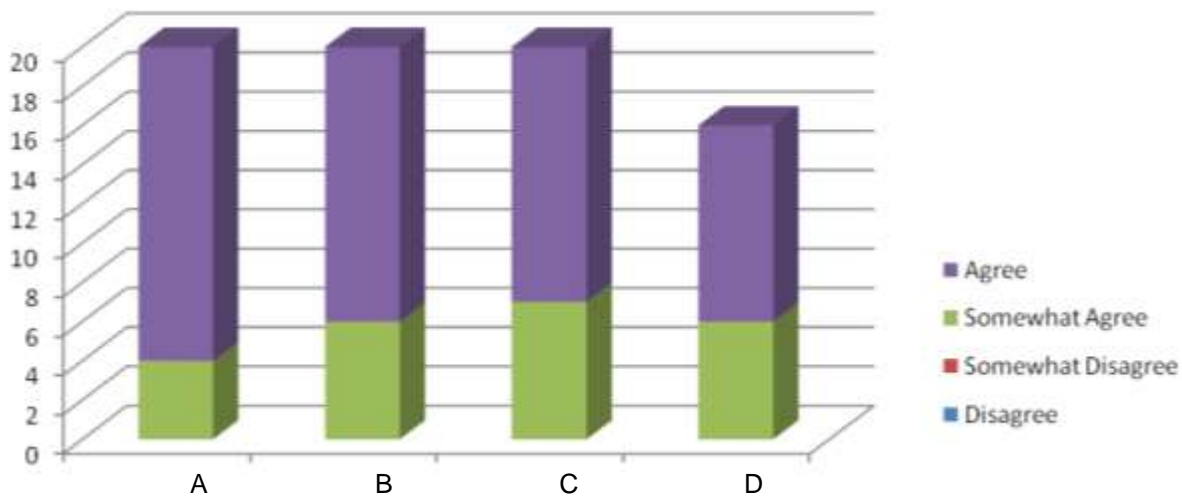
1. Quality	Poor	Fair	Good	Excellent
A. Presenter’s knowledge of the topic	0	0	6	14
B. Content of the workshop	0	0	5	15
C. Presentation of the workshop	0	0	7	13
D. Value of handouts	0	0	4	16
E. Amount and value of group participation	1	3	6	10
F. Multimedia technology used	0	0	9	11



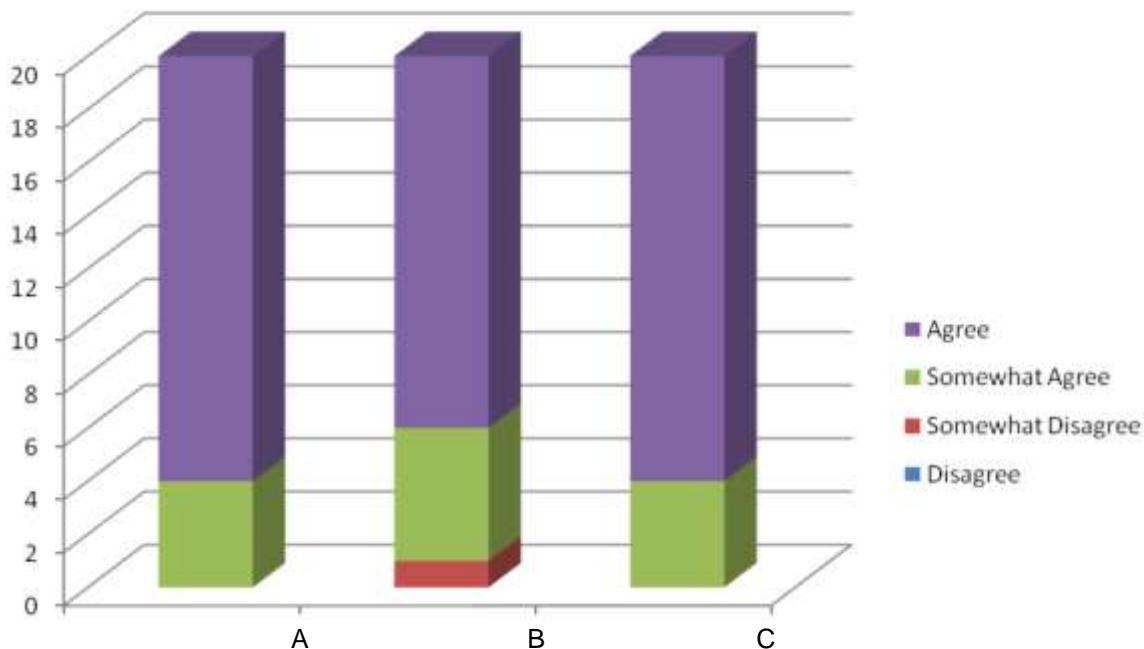
2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	4	16
B. I understand the subject better	0	0	6	14
C. My goals were met	0	0	7	13
D. I will use this information in my program delivery (literacy workers only)	0	0	6	10

## Stress Management

Presenter: Mark Whitrod, *CONTACT—South Simcoe Community Information Centre*



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I understand the positive and negative nature of stress and its effect on the human body	0	0	4	16
B. I can identify specific stress triggers experienced at work	0	1	5	14
C. I can access my current ability to manage stress effectively	0	0	4	16



## Stress Management

Presenter: Mark Whitrod, *CONTACT—South Simcoe Community Information Centre*

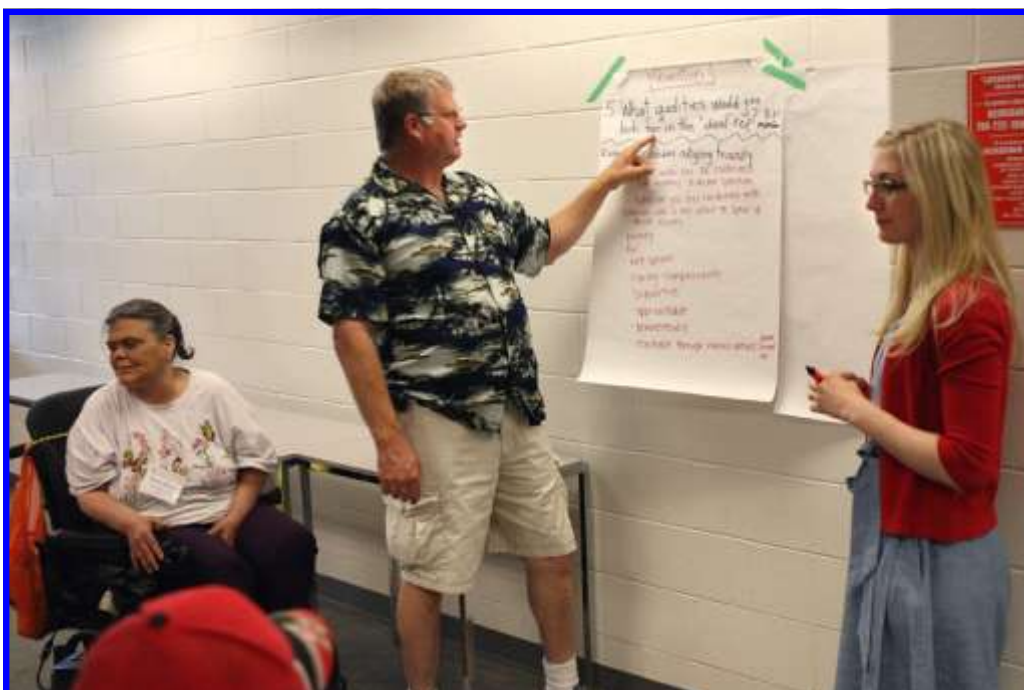
### **What new behaviours or practices will you begin using after the workshop?**

- PowerPoint to hand out
- Probably a continuation of many
- Take more family time, i.e. Vacations, etc.
- I will put a dot on my watch and take three deep breaths and close my eyes
- I will bring forth the activities in the hand out
- Start putting myself first in family matters
- Don't stress out

### **Other comments (i.e. what would you like to see included in this workshop in the future?):**

- The presentation was good but need interpreter
- Group participation - not 'small group activities'
- It was great!
- I would like this workshop to be slower paced as I felt it was stressful as we skipped many sections. Otherwise it was a great job done.
- Excellent presenter!
- Excellent information
- Excellent presenter - very good with questions.
- Students in presentation - a lot of reading involved, difficult for them





## WORKSHOP DESCRIPTIONS & EVALUATIONS

LITERACY STUDENT/ADULT LEARNER

## Going for the Interview

Presenter: Jennifer Ellis, *Midland Area Reading Council*

**Workshop Description:** Using the “Bridging The Employment Gap – Ready For Work” resource, this workshop encouraged students to prepare for an interview. Some topics that were covered include: personal appearance, body language, expected questions, what to bring.

The workshop actively involved students via discussions about preparing for an interview both the day prior and the actual day of the interview. Students used a variety of checklists, copy notes and were given handouts of prepared notes. The discussions began with personal appearance and involved such topics as: personal hygiene, a clean body, accessories, body piercings/tattoos. Appropriate clothing was reviewed (at home, on the job, for the interview, a night out on the town). Behaviours were also discussed (what is acceptable and not) and what the impact of verbal (voice) and non-verbal (understanding body language) communication is. What to bring to an interview (pen, paper, references, comb, etc) were discussed and how to carry these items (not bulging pockets!). Questions to ask at an interview were brainstormed and what not to ask was discussed. Lastly, questions that they can expect during an interview were examined. Preparing answers to common questions was encouraged. **Extra Materials:** *Workshop overview; Accompanying handouts, Self-Evaluation, Workshop Evaluation*

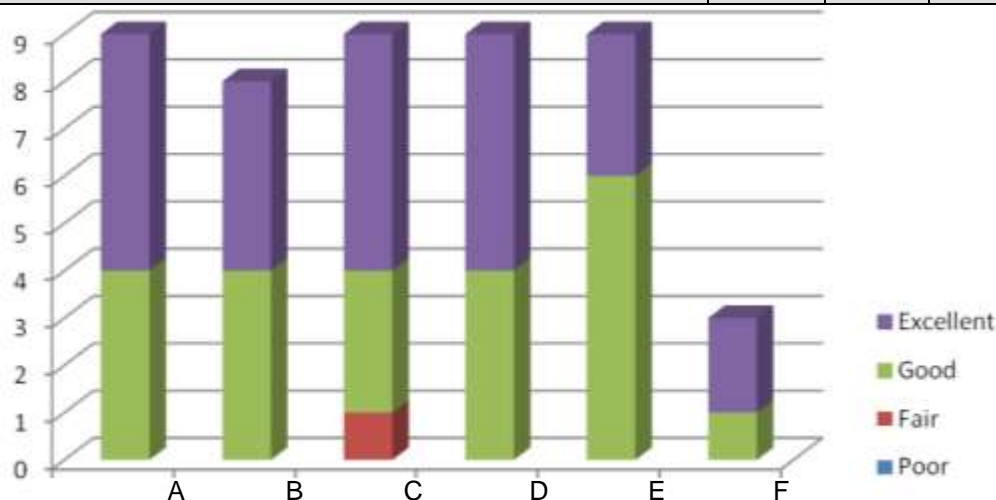
### Results:

Participants: 11

Completed Evaluations: 9

Response Rate: 81.8%

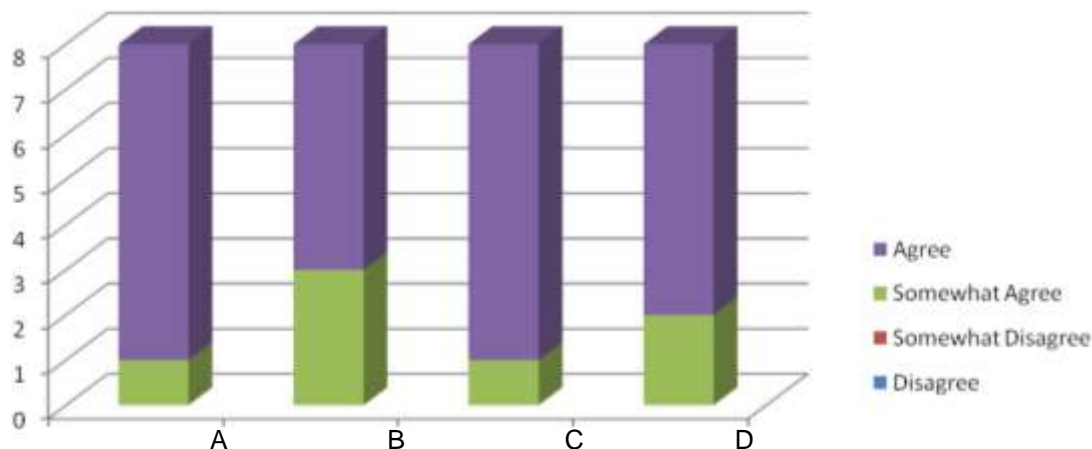
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	4	5
B. Content of the workshop	0	0	4	4
C. Presentation of the workshop	0	1	3	5
D. Value of handouts	0	0	4	5
E. Amount and value of group participation	0	0	6	3
F. Multimedia technology used	0	0	1	2



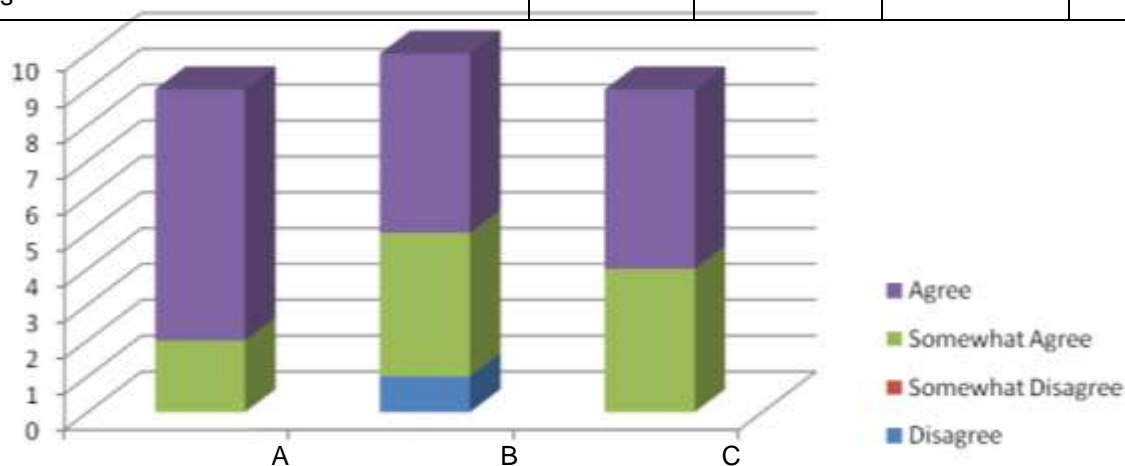
2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	1	7
B. I understand the subject better	0	0	3	5
C. My goals were met	0	0	1	7
D. I will use this information in my program delivery (literacy workers only)	0	0	2	6

## Going for the Interview

Presenter: Jennifer Ellis, *Midland Area Reading Council*



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I understand the importance of personal appearance and hygiene in preparing for a job interview	0	0	2	7
B. I have gained a better understanding of the use of body language and non-verbal language	1	0	4	5
C. I have gained a better understanding of how to prepare for and respond appropriately to interview questions	0	0	4	5



### What new behaviours or practices will you begin using after the workshop?

- Whenever I go for a job
- Body language
- I will make sure I am prepared before arriving

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- Everything was good

## Choosing a Job

Presenter: Jennifer Ellis, *Midland Area Reading Council*

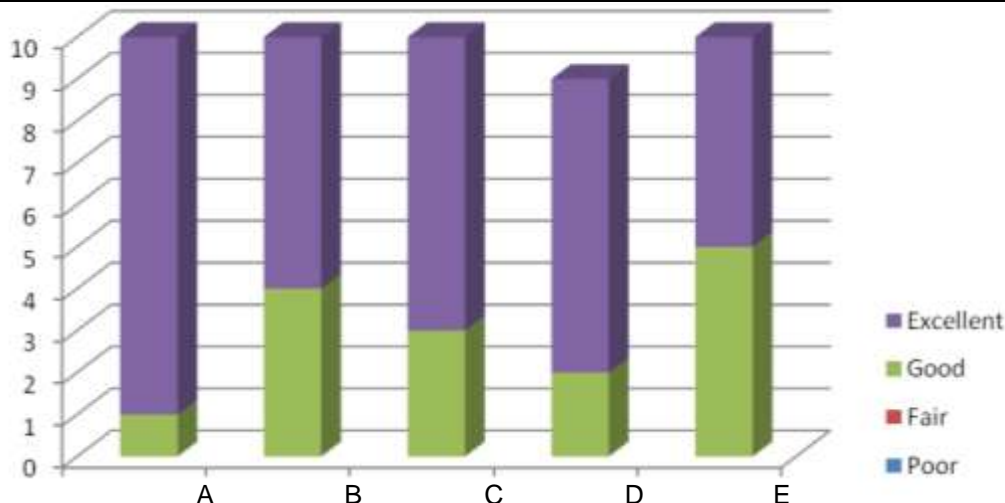
**Workshop Description:** Using the “Bridging The Employment Gap – Ready For Work” resource, this workshop encouraged students to self evaluate / become aware of the “hard and soft skills” they have and may need in order to ensure success in the workplace. Students were encouraged to examine their job preferences. They used a questionnaire to identify their interests, likes, dislikes, and their abilities as they relate to selecting a job.

Students first discussed previous job experiences and completed a handout outlining the actual tasks involved in the job, whether they liked the tasks and would do them again — why or why not. This handout can later be used to help them develop their resume. Next, they explored what they do like to do, creating a list of hobbies and interests. Students were then asked to think outside the box and consider various sectors (retail, clerical, home support, apprenticeship and more) that they might be interested in. Next the students examined what they actually can do (tasks / skills), considering physical demands, health and safety, and working in certain conditions and situations. Limitations were examined and what they can do to get tasks done that may be required in a workplace, such as using physical aids, paying attention to their medical needs, and seeking other types of support, such as those for reading and writing. Considering all of the self-examination to this point, they were asked if they would change their sector choices from earlier in the workshop.

Students then selected a couple of realistic occupations using [www.jobfutures.ca](http://www.jobfutures.ca) to complete an interest quiz. The profiles of these occupations were used to further develop the resume and to develop an action plan. **Extra Materials:** *Workshop outline, Accompanying handouts, Self-Evaluation, Workshop Evaluation*

**Results:**      **Participants: 11**      **Completed Evaluations: 10**      **Response Rate: 90.9%**

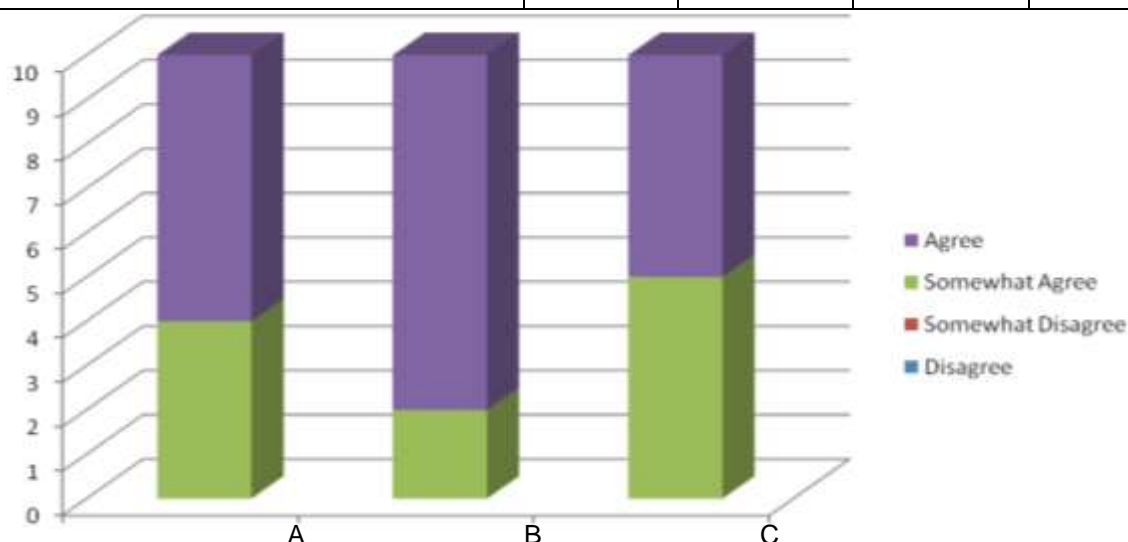
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	1	9
B. Content of the workshop	0	0	4	6
C. Presentation of the workshop	0	0	3	7
D. Value of handouts	0	0	2	7
E. Amount and value of group participation	0	0	5	5



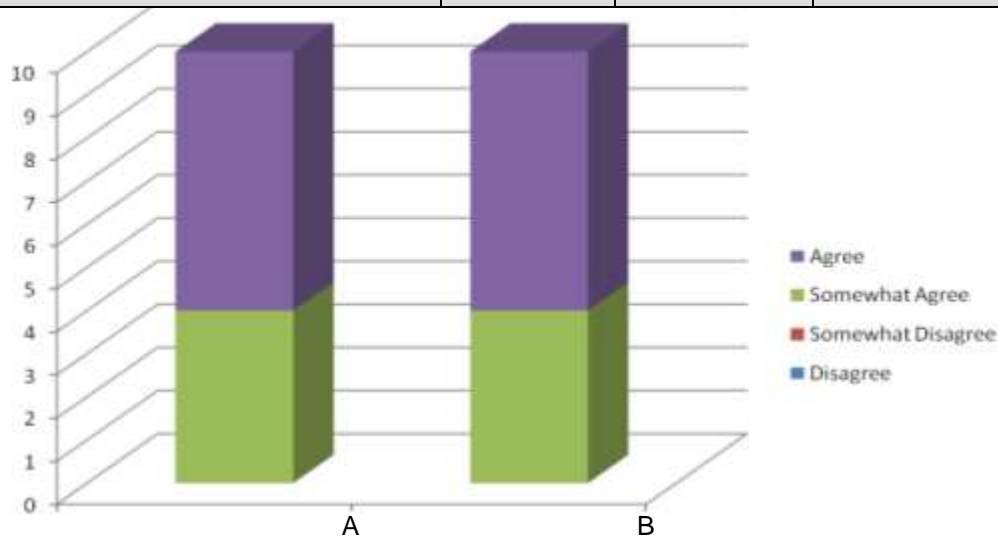
## Choosing a Job

Presenter: Jennifer Ellis, *Midland Area Reading Council*

2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
This workshop kept my interest	0	0	4	6
I understand the subject better	0	0	2	8
My goals were met	0	0	5	5



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have identified my interests, likes, dislikes and abilities as relates to selecting a job	0	0	4	6
B. I have explored various job possibilities	0	0	4	6



**Other comments (i.e. what would you like to see included in this workshop in the future?):**

- I love this workshop
- Good job

## Scrapbooking 101—Create Your Own Cards

Presenters: Rosemarie Hoy and Mary Anne Baker

**Workshop Description:** Handmade cards are very special. This class was designed for beginners who are interested in learning how to get started making their own cards. We used paper flowers, brads, paper piecing and other fun techniques, then asked student to add their headings and quotes to personalize their creation. Each person took home three creative cards; a thank-you card, a Christmas card and free-for-all card that each student designed themselves. Participants were provided with instructions and a picture as a guide while Rosemarie guided students through the card-making process step-by-step; this way, lower level learners could work at a comfortable pace, while higher level learners could move ahead and help others to complete their creations. Assistants helped students put together their cards, assisting them with tasks that required reading, such as placing letters in the right order on the cards. Rosemarie showed some of her own scrapbooks, leaving students with inspiration to continue the hobby on their own after leaving the workshop.

Students were provided with an alternate evaluation with simpler wording and an easy-to-follow format. They were guided through the evaluation, and assistants were available to help if needed. **Extra**

**Materials:** *Instructions for three cards, picture of three cards*

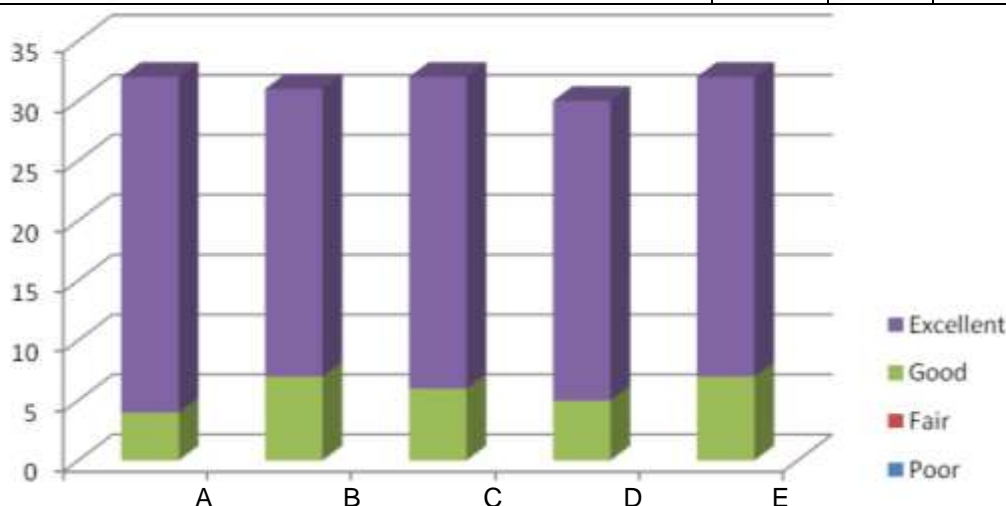
### Results:

Participants: 32

Completed Evaluations: 32

Response Rate: 100%

1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	4	28
B. Content of the workshop	0	0	2	24
C. Presentation of the workshop	0	0	6	26
D. Value of handouts	0	0	5	25
E. Amount and value of group participation	0	0	7	25

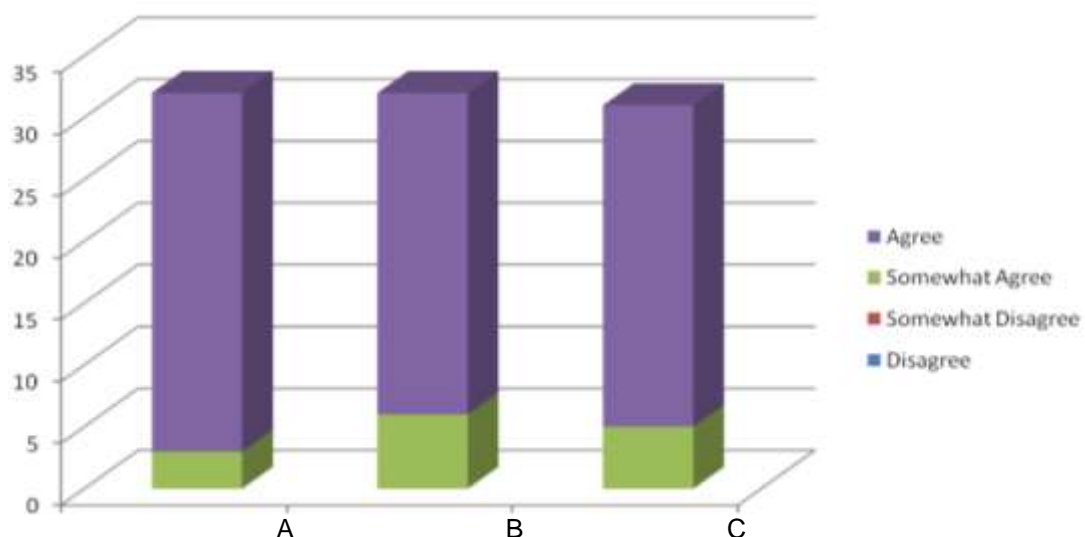


2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	3	29
B. I understand the subject better	0	0	6	26
C. My goals were met	0	0	5	26

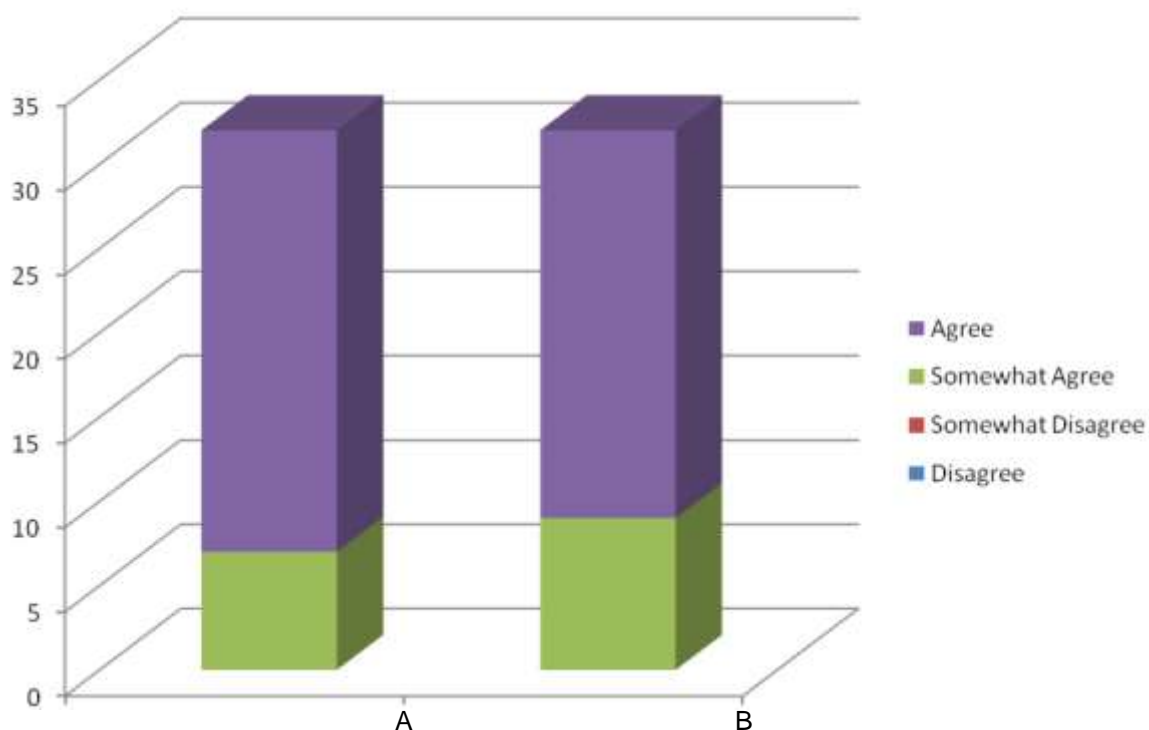


## Scrapbooking 101—Create Your Own Cards

Presenters: Rosemarie Hoy and Mary Anne Baker



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
I have learned basic card-making techniques	0	0	7	25
I have improved my spelling and word-recognition	0	0	9	23



## Scrapbooking 101—Create Your Own Cards

Presenters: Rosemarie Hoy and Mary Anne Baker

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- I had a good time here and had a lot of fun
- This was very interesting
- I really enjoyed the workshop. It was a learning experience.
- Making more cards as a bonus when I'm done.
- I really enjoyed this class, thank you for your help
- I loved this workshop. I'm actually going to go out and do some of this stuff for my albums and for my wedding
- I love making the different kinds of cards today
- This is a great exercise for anyone to come and learn
- Good to know
- It was funny today
- Good, fun, and I will like to learn more of it
- I enjoyed it. Something different
- I like what we did today and working with people. Thank you.





WORKSHOP DESCRIPTIONS &  
EVALUATIONS

PRACTITIONERS

## Bridging the Employment Gap

Presenters: Ann Kelland and Alison Wasielewski

**Workshop Description:** By placing clients at the centre of a network that includes Literacy and Basic Skills practitioners, employment support agencies and employers, all working together, *Bridging the Employment Gap* can help those clients with low literacy skills (ES 1) develop key Essential Skills and succeed in finding and keeping work. This workshop will be followed up by an on-line workshop later in 2009-10, and participants will have work to do in the meantime.

### Features of the workshop:

- Interactive; hands –on; experiential; explore the *Bridging the Employment Gap* manuals
- Essential Skills at Level 1 – what they look like in various work situations
- Model of partnership: client-centred, including LBS agencies, employment services and local employers
- Motivational interviewing to establish commitment
- How *Bridging the Employment Gap* addresses challenges to employment as identified by employment counsellors and employers

### Session Learning Outcomes:

- Each participant will create a plan based on the networking model to use with clients and other agencies
- Enhanced understanding of Essential Skills (especially Level 1) in a variety of work situations, and how they are reflected in students
- Increased familiarity and comfort with using on-line resources
- How to use motivational interviewing to establish commitment to the training

### No extra materials included.

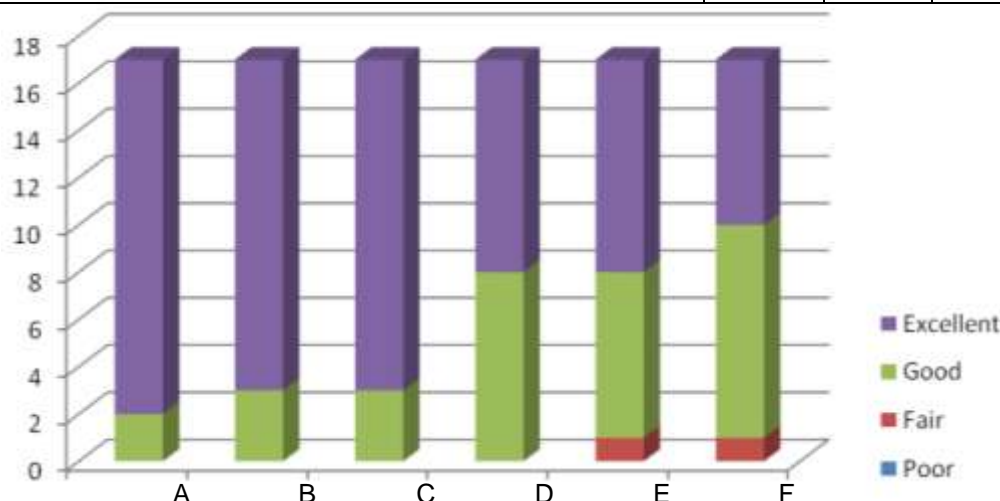
#### Results:

**Participants: 20**

**Completed Evaluations: 17**

**Response Rate: 85%**

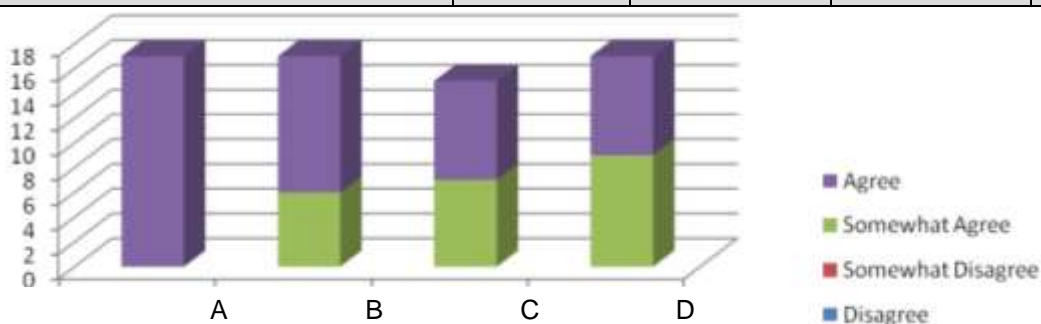
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	2	15
B. Content of the workshop	0	0	3	14
C. Presentation of the workshop	0	0	8	9
D. Value of handouts	0	1	7	9
E. Multimedia technology used	0	1	9	7



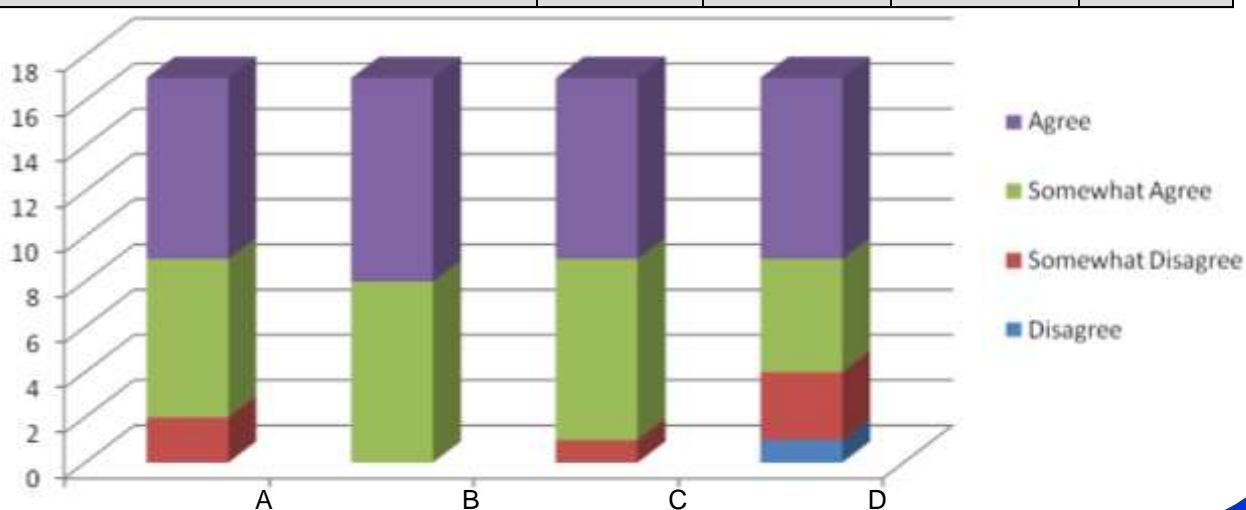
## Bridging the Employment Gap

Presenters: Ann Kelland and Alison Wasielewski

2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	0	17
B. I understand the subject better	0	0	6	11
C. My goals were met	0	0	7	8
D. I will use this information in my program delivery (literacy workers only)	0	0	9	8



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have drafted a plan based on the networking model to use with clients and other agents	0	2	7	8
B. I have an enhanced understanding of Essential Skills in a variety of work situations, and how they reflect in students	0	0	8	9
C. I have an increased familiarity and comfort with on-line resources (NOC, OSP, ES) in planning and implementing training	0	1	8	8
D. I know how to use motivational interviewing	1	3	5	8



## Bridging the Employment Gap

Presenters: Ann Kelland and Alison Wasielewski

### **What new behaviours or practices will you begin using after the workshop?**

- Working with employers
- The motivational interviewing, Ready for Work activities
- Changing how I make connections; will incorporate into learning outcomes; add into evaluation
- I am going to continue learning and growing using your great information!
- Use the Ready to Work Manual and online forms and info
- I hope to pass this information on to my learners
- I would first like to go through the materials at a more leisurely pace, but the assessment (self-assessment) materials can be incorporated immediately.
- There is a lot to think about. I need to review before I can answer this question.
- Do more outreach/build some new connections with employers. Learn more about motivational interviews.
- I'm unemployed right now, but if I had a job, I'd be using all of this. In my previous job, I was struggling with EO partner relationships.
- It's hard to say.
- Need to know more about motivational interviewing; perhaps have a workshop to teach us

### **Other comments (i.e. what would you like to see included in this workshop in the future?):**

- It can't really be improved - you are doing a tremendous job! Thank you both and many thanks for providing such great guest speakers!
- Using some of this material with developmentally challenged students will improve their self esteem and even lead them to become more involved in volunteer work
- Online workshop - review the implementation plans for networking model that participants have developed over the months since this face-to-face workshop - interesting to see how it's going with everyone; see how participants have been using the manuals; find out what other curricula need to be developed. Improving this workshop - longer; still not sure about motivational interviewing - mostly understand the concept but it would help to see/hear some examples of motivational interviewing and compare to non-motivational; also, overheads were not all clear - need to turn off some lights
- This workshop shows me what I dreamed EO and LBS could do for learners can indeed be done. I really enjoyed Jen's presentation.
- I would encourage services to attempt this delivery model. It ALWAYS requires attention, but it works to the benefit of the consumers.
- When you are good, you are good.



## Developing Authentic Workplace Activities

Presenter: Joanne Pineda, *Georgian College*

**Workshop Description:** This workshop looked at the value and benefits of using work-related documents to develop learning activities for Literacy and Basic Skills learners who have employment goals. The focus was on learning activities related to the Essential Skills of Reading Text and Document Use. This is of interest to practitioners who are integrating Essential Skills material and curriculum into their existing programs but are struggling to come up with authentic tasks and activities.

In this hands-on workshop, participants learned how to: Select and work from authentic workplace documents; develop clearly worded tasks/questions; frame tasks authentically from workplace perspectives; control the complexity level of tasks and questions; and integrate SkillPlan resources into teaching/learning.

Participants were provided with tools, tips and strategies to assist them in the development of learning activities for adults who have employment goals. The workshop addressed collecting and using authentic materials, developing learning activities based on different complexity levels in the Essential Skills areas of Reading text and Document Use.

To help prepare for this workshop it was recommended that participants visit the Measure Up link at [www.skillplan.ca](http://www.skillplan.ca) and complete at least one test question in Reading or Document Use. **Extra Materials:** *Accompanying handouts; Essential Skills print-off from Human Resources and Skills Development Canada website; Presenter's own workshop evaluation.*

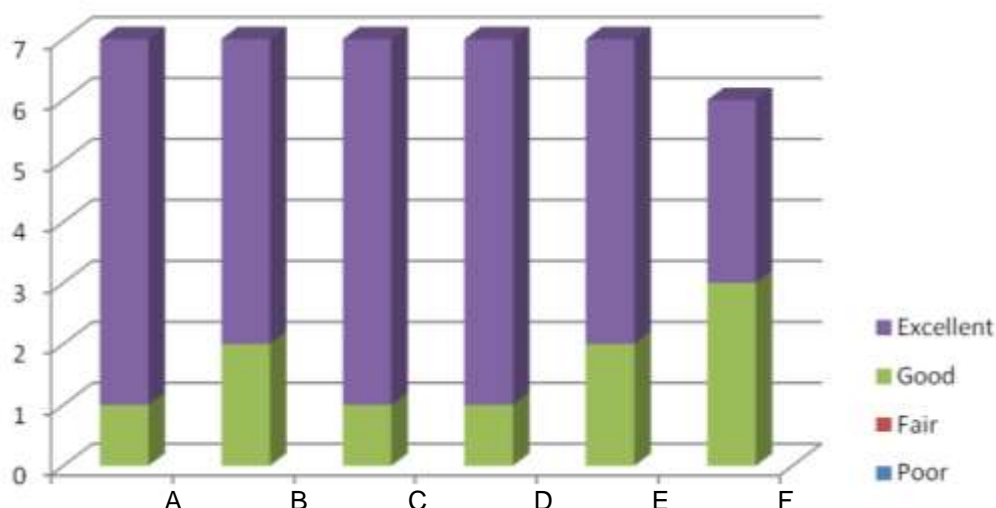
### Results:

**Participants: 7**

**Completed Evaluations: 7**

**Response Rate: 100%**

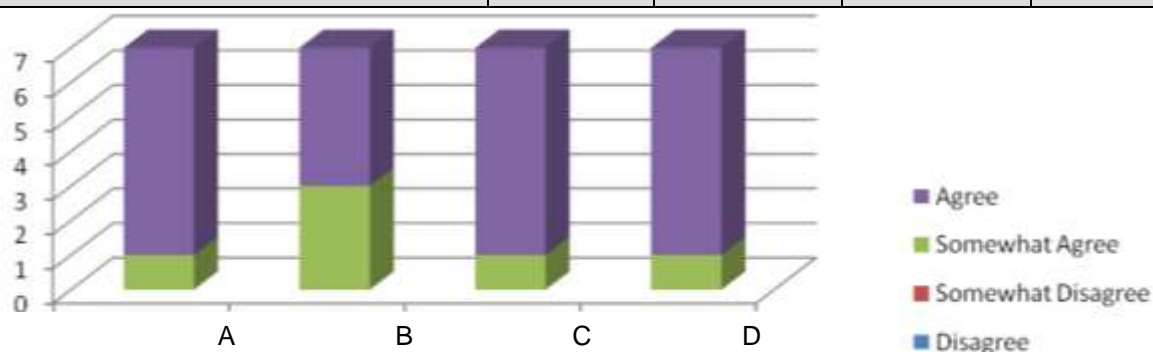
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	1	6
B. Content of the workshop	0	0	2	5
C. Presentation of the workshop	0	0	1	6
D. Value of handouts	0	0	1	6
E. Amount and value of group participation	0	0	2	5
F. Multimedia technology used	0	0	3	3



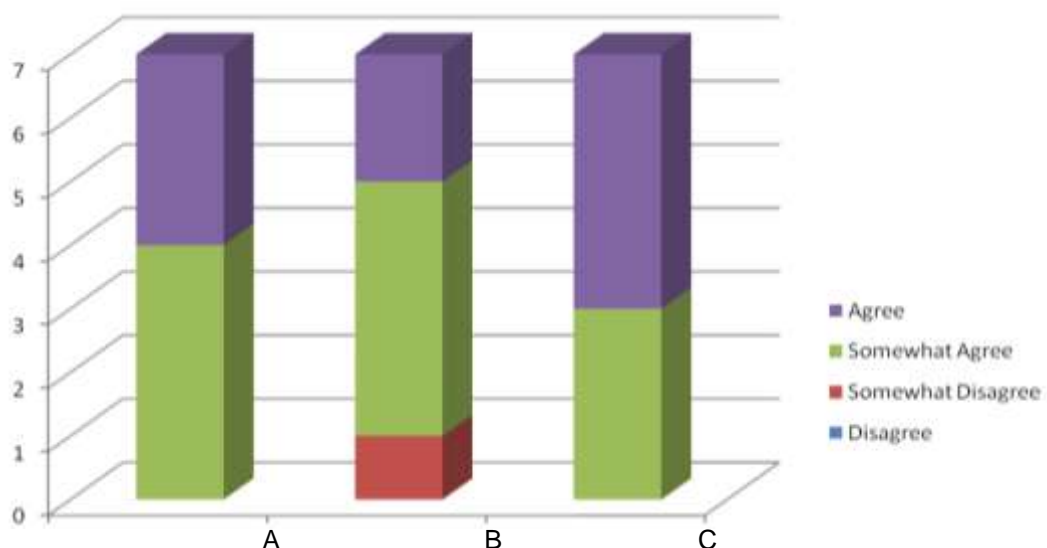
## Developing Authentic Workplace Activities

Presenter: Joanne Pineda, *Georgian College*

2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	1	6
B. I understand the subject better	0	0	3	4
C. My goals were met	0	0	1	6
D. I will use this information in my program de-	0	0	1	6



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have a greater understanding of the essential skills	0	0	4	3
B. I understand the relevance of using the Essential Skills in LBS	0	1	4	2
C. I have learned how to develop learning activities using authentic workplace materials (Reading and Document use)	0	0	3	4



## Developing Authentic Workplace Activities

Presenter: Joanne Pineda, *Georgian College*

### What new behaviours or practices will you begin using after the workshop?

- Practical use of steps to create question

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- Actual transfer of samples. Participants bring in actual case studies.
- Bring interpreters (sign language)
- Excellent presentation



## Reach and Teach: Responding to Your Learner's Needs, A Look at Multiple Intelligences

Presenter: Dawn Smith, *Employment and Resource Services of Georgian Bay, Inc.*

**Workshop Description:** All of our students have individual strengths and potential. Often, however, these go unnoticed, and we spend the majority of our time and effort trying to shape our students into what we want them to be, instead of tapping into their resources and cultivating their individual assets.

Howard Gardner calls these strengths our Intelligences, and has identified seven Intelligences, based on how people learn, process and understand information. Many other instructors and trainers have studied Gardner's theories, and some have added additional Intelligences to Gardner's original seven. Most of us are familiar with the three most popular learning styles—Kinesthetic, Visual, and Auditory, but Gardner's theory goes into greater detail, and offers other suggestions to identify one's strengths and learning styles.

Gardner states that all people have all of the Intelligences to some degree, but often one or two Intelligences will be more dominant. The theory of Multiple Intelligences allows us, as teachers and facilitators, to individually reach our students and tap into their full potential for learning.

In this workshop, participants completed an exercise that helped them to identify their own Intelligences. Building on that, participants completed a series of exercises to put these Intelligences to work! As a group, we then discussed and strategized various methods to apply to the classroom setting to facilitate learning among our students, by responding to their individual learning needs. **Extra**

**Materials:** PowerPoint handout, Reach and Teach booklet, Multiple Intelligences Inventory.

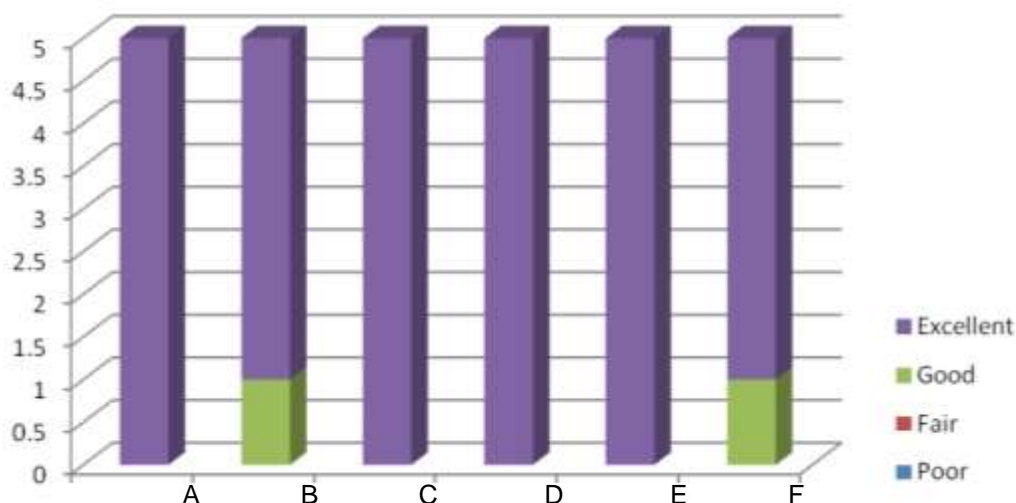
**Results:**

**Participants: 5**

**Completed Evaluations: 5**

**Response Rate: 100%**

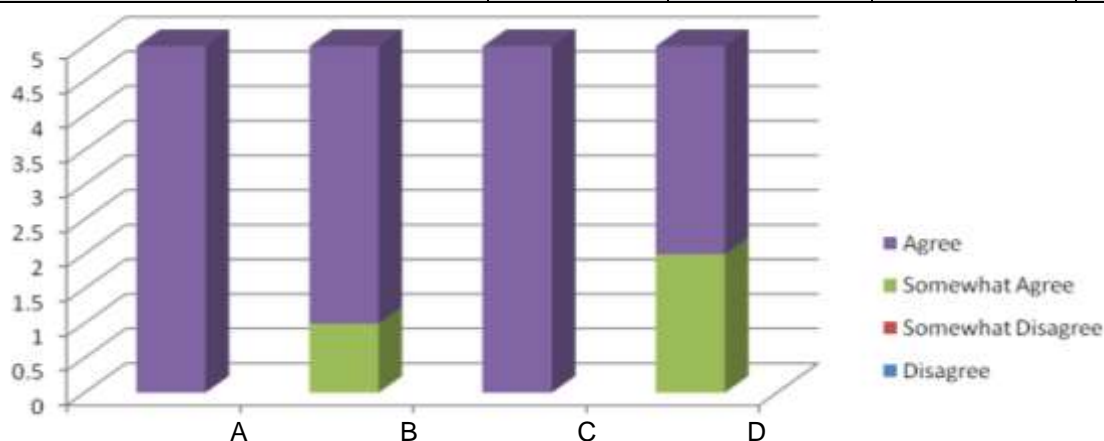
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	0	5
B. Content of the workshop	0	0	1	4
C. Presentation of the workshop	0	0	0	5
D. Value of handouts	0	0	0	5
E. Amount and value of group participation	0	0	0	5
F. Multimedia technology used	0	0	1	4



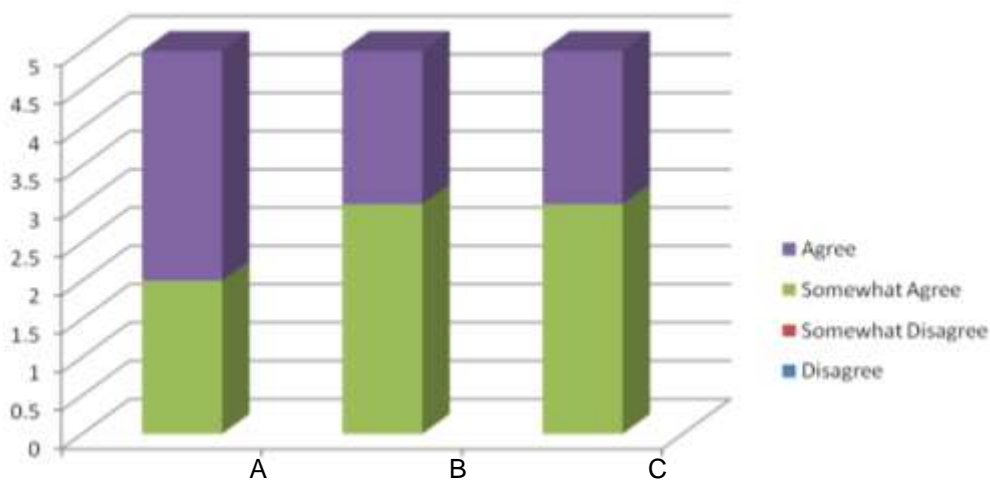
## Reach and Teach: Responding to Your Learner's Needs, A Look at Multiple Intelligences

Presenter: Dawn Smith, *Employment and Resource Services of Georgian Bay, Inc.*

2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	0	5
B. I understand the subject better	0	0	1	4
C. My goals were met	0	0	0	5
D. I will use this information in my program delivery	0	0	2	3



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I identified session participants' individual intelligences	0	0	2	3
B. I can identify ways to reach different types of learners in the classroom setting	0	0	3	2
C. I can apply the Theory of Multiple Intelligences to learning activities and lesson plans	0	0	3	2



**Reach and Teach: Responding to Your Learner's Needs, A Look at Multiple Intelligences**

Presenter: Dawn Smith, *Employment and Resource Services of Georgian Bay, Inc.*

**What new behaviours or practices will you begin using after the workshop?**

- Not sure yet but maybe use Multiple Intelligences Survey
- Consider types more in lesson prep and matching this to students
- Change the room set-up
- Use this knowledge to support their career discernment

**Other comments (i.e. what would you like to see included in this workshop in the future?):**

- I would have liked to see the hat activity. Great job!
- Good presentation with the drive!





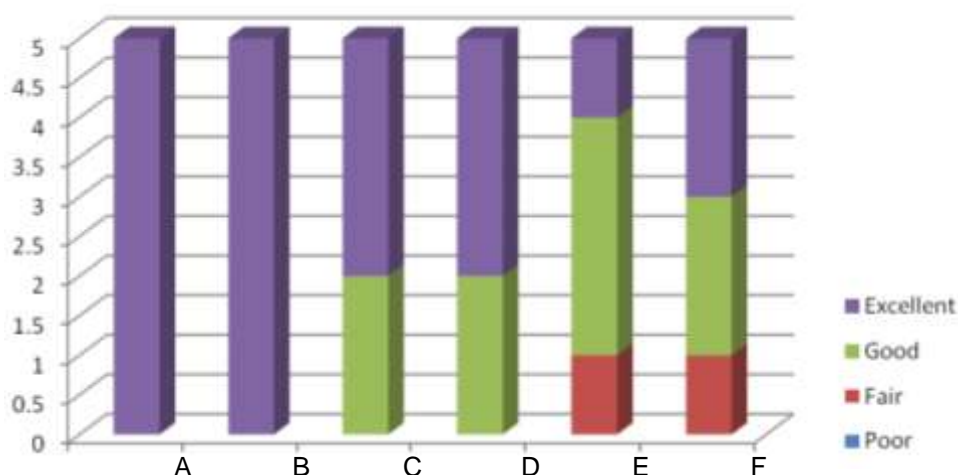
## Learning Disabilities

Presenter: Laurie Laing, *Literacy Council of South Simcoe*

**Workshop Description:** This session provided an overview of what we currently understand about brain development and Learning Disabilities. Participants learned the ways in which text/communication can be altered by a Learning Disability. **Extra Materials:** *Accompanying handout; 3D Stereograms (used with permission); "Definitions of Exceptionalities" (Ministry of Education); characteristics of various exceptionalities & suggested strategies; excerpt from I Read It, But I Don't Get It (Cris Tovani, used with permission); description of "Think Aloud" strategy; "Power Writing"; list of resources*

**Friday Session Results:**      **Participants: 5**      **Completed Evaluations: 5**      **Response Rate: 100%**

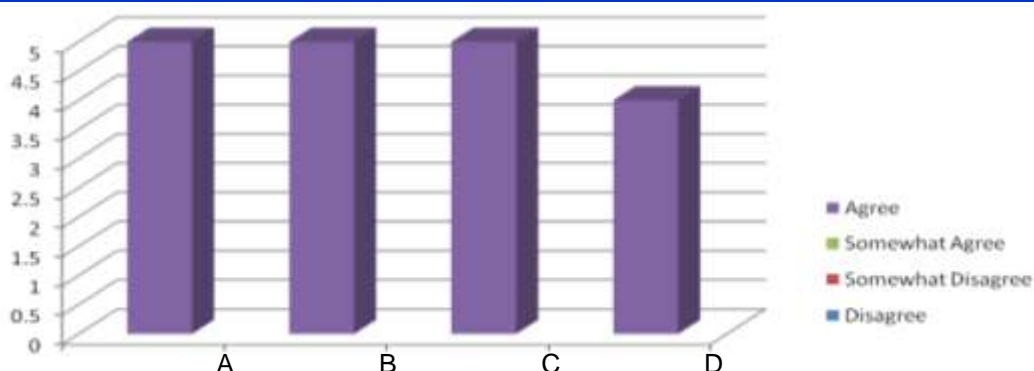
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	0	5
B. Content of the workshop	0	0	0	5
C. Presentation of the workshop	0	0	2	3
D. Value of handouts	0	0	2	3
E. Amount and value of group participation	0	1	3	1
F. Multimedia technology used	0	1	2	2



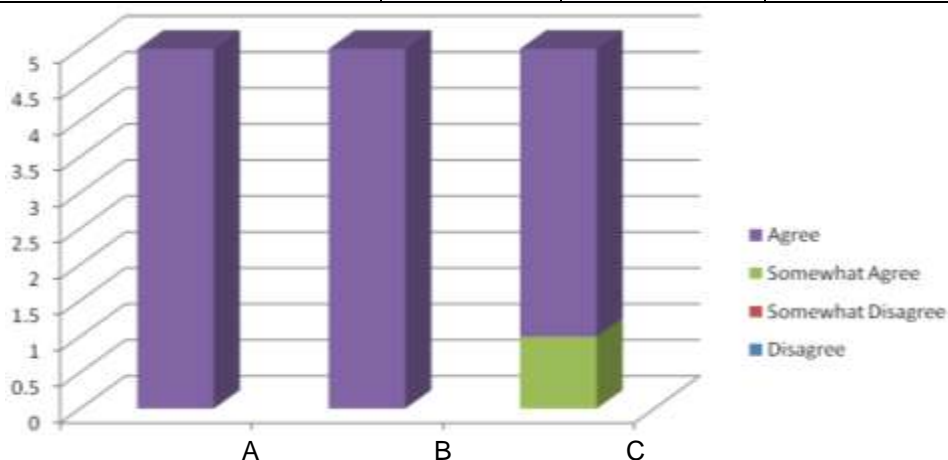
2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	0	5
B. I understand the subject better	0	0	0	5
C. My goals were met	0	0	0	5
D. I will use this information in my program delivery	0	0	0	4

## Learning Disabilities

Presenter: Laurie Laing, *Literacy Council of South Simcoe*



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have a greater familiarity with the most common types of Learning Disabilities	0	0	0	5
B. I learned specific strategies for the teaching of reading and writing	0	0	0	5
C. I have further resources for ongoing development and support	0	0	1	4



### What new behaviours or practices will you begin using after the workshop?

- Storyboarding
- Read some new resources
- Picture references, story-telling on the part of the student
- Using more relevant resource materials according to students' interests

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- It could be an all day workshop
- More participant activities
- More descriptions of other types of disabilities
- The workshop was excellent. More time and strategies; i.e. a longer workshop would be the only comment.

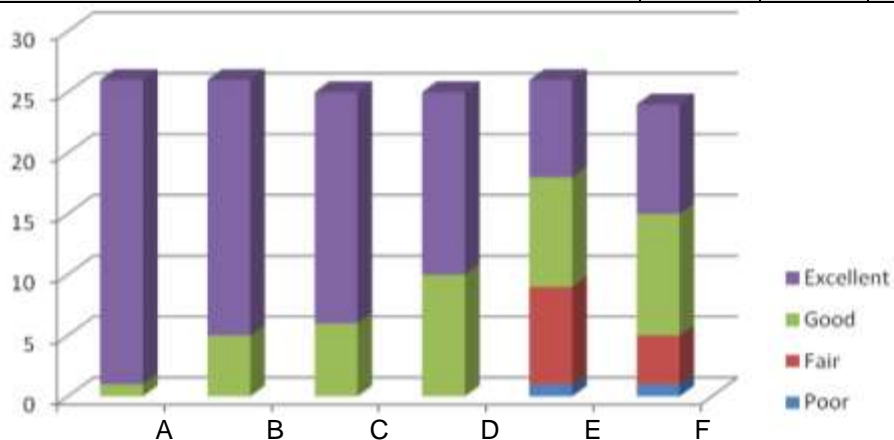
## Learning Disabilities

Presenter: Laurie Laing, *Literacy Council of South Simcoe*

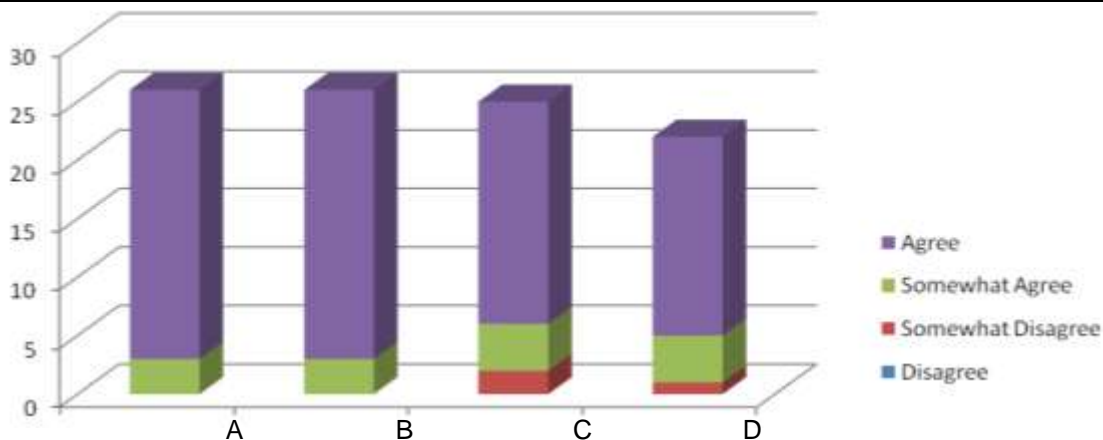
### Saturday Session Results:

**Participants: 28    Completed Evaluations: 26    Response Rate: 92.9%**

1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	1	25
B. Content of the workshop	0	0	5	21
C. Presentation of the workshop	0	0	6	19
D. Value of handouts	0	0	10	15
E. Amount and value of group participation	1	8	9	8
F. Multimedia technology used	1	4	10	9



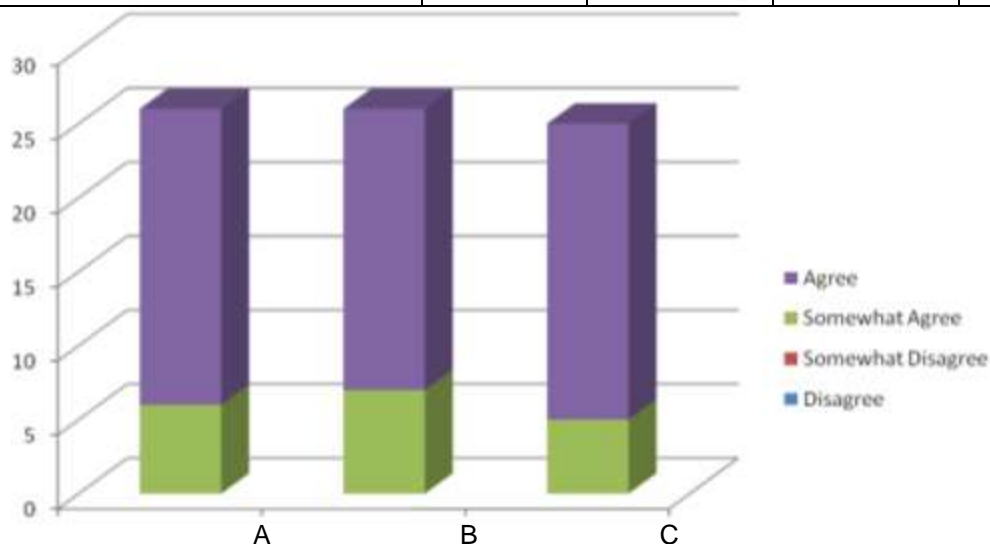
2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
This workshop kept my interest	0	0	3	23
I understand the subject better	0	0	3	23
My goals were met	0	2	4	19
I will use this information in my program delivery	0	1	4	17



## Learning Disabilities

Presenter: Laurie Laing, *Literacy Council of South Simcoe*

3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have a greater familiarity with the most common types of Learning Disabilities	0	0	6	20
B. I learned specific strategies for the teaching of reading and writing	0	0	7	19
C. I have further resources for ongoing development and support	0	0	5	20



### What new behaviours or practices will you begin using after the workshop?

- Sticky note strategy
- Use of storyboarding
- Possibly read suggested books. Apply suggested strategies
- Using visual cues to tell your story
- Researching new strategies to work with students
- Using pictures for 'writing'
- I need to go over the notes. A lot was covered in a short period and it's hard to get a hold of it.

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- It's always interesting to learn new techniques and strategies for L.D.
- Thank you this was valuable
- Great workshop! Best I've attended. Good presentation and flow of info.
- Funny, amazing info, interesting, thanks for the ideas!
- More specific examples

## Violence and Learning

Presenter: Val Sadler, Mission Services of Hamilton, Inasmuch House—**Women's Shelter**

**Workshop Description:** Violence affects every aspect of our being – physical, social, emotional and academic. Many learners who enter literacy programs have experienced abuse at some point in their lives and this is often a barrier to learning. This workshop discussed the impact of violence on learning and how violence and trauma affects the brain. We also discussed teaching strategies and ways to improve our learning environments for learners who have been affected by violence.

After an ice breaker to make participants comfortable, the workshop began with an overview of statistical information about violence, including that the majority of abuse happens to women by men, which was the focus of the workshop. Various kinds and forms of violence were examined from physical to sexual to emotional, and the difference between trauma and violence was also defined.

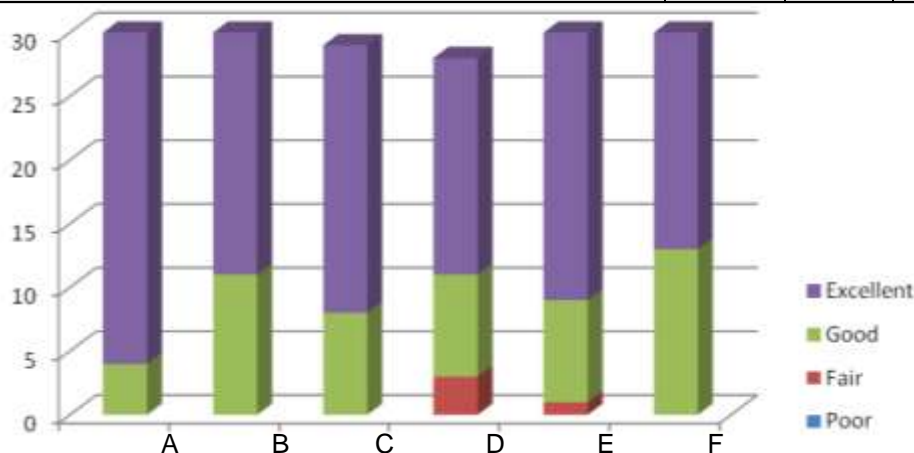
The affect of violence on learning was highlighted, including the fact that it can dampen activity in the language centre of the brain, a topic particularly pertinent to the participants, who work and volunteer in the literacy field. The workshop related these effects to how it might play out in students' behaviour. Students attempting to learn in the context of violence may act defiantly and pick fights, daydream and miss class, or look bored and listless. They are often also diagnosed with disorders and learning disabilities. The workshop, which focused on violence against women, also outlined common characteristics of abused women.

To overcome violence to facilitate learning, the workshop provided several strategies for student issues, such as establishing a place of safety in which to learn. The workshop also emphasized how the whole person is affected by violence, and how to address the body, mind, spirit and emotional of an abused individual.

The workshop ended with a series of scenarios for discussion about what can be done to address each situation. **Extra Materials:** PowerPoint handout, Violence wheel handout

**Results:**      **Participants: 31**      **Completed Evaluations: 30**      **Response Rate: 96.8%**

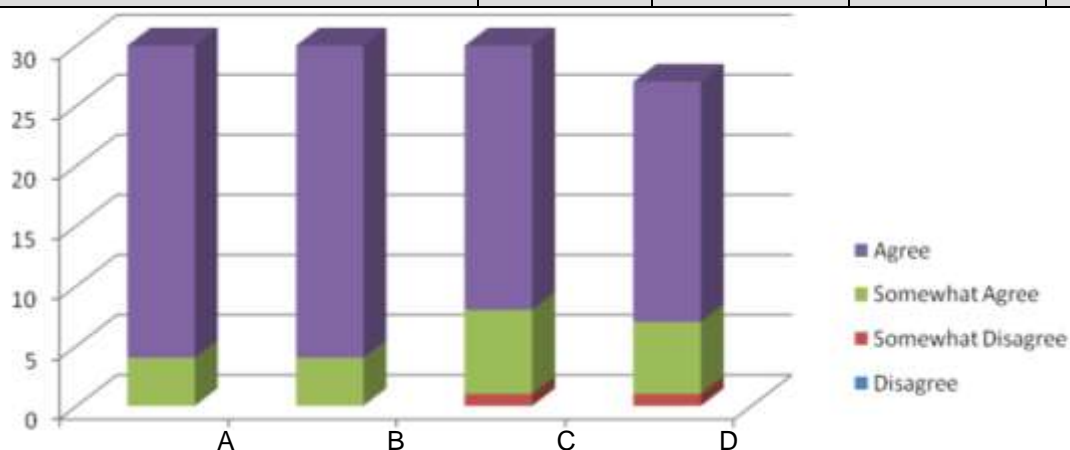
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	4	26
B. Content of the workshop	0	0	11	19
C. Presentation of the workshop	0	0	8	21
D. Value of handouts	0	3	8	17
E. Amount and value of group participation	0	1	8	21
F. Multimedia technology used	0	0	13	17



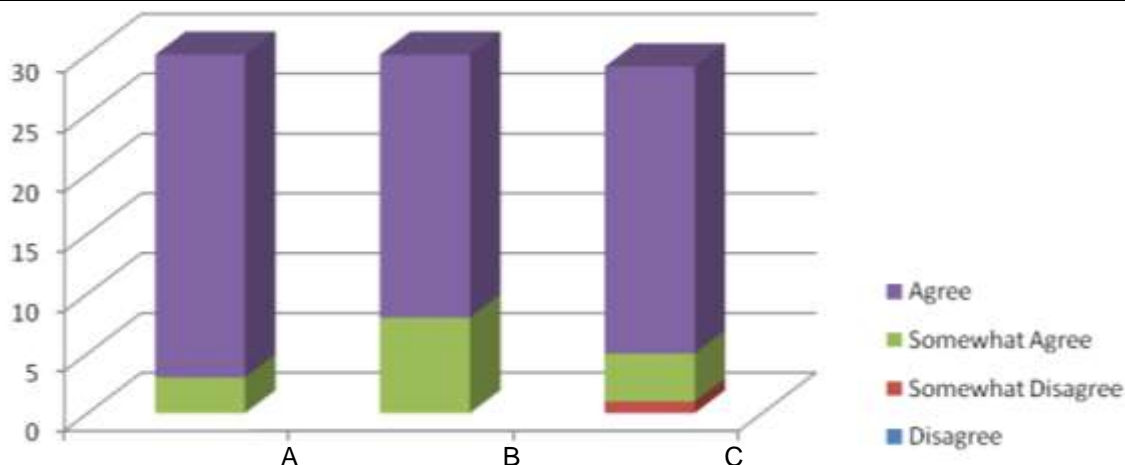
## Violence and Learning

Presenter: Val Sadler, Mission Services of Hamilton, Inasmuch House—**Women's Shelter**

2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	4	26
B. I understand the subject better	0	0	4	26
C. My goals were met	0	1	7	22
D. I will use this information in my program delivery (literacy workers only)	0	1	6	20



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I understand the impact violence has on learning	0	0	3	27
B. I learned strategies to assist learners that have experienced abuse	0	0	8	22
C. I understand how to create a learning environment that will promote learning for learners who have experienced violence	0	1	4	24





## Violence and Learning

Presenter: Val Sadler, *Mission Services of Hamilton, Inasmuch House—Women's Shelter*

### What new behaviours or practices will you begin using after the workshop?

- Drawing on the concept of the medicine wheel
- Working on having a full body (attendance)
- Listen more
- I will walk in with an open mind and remember that sometimes even something as minor as smiling at someone can make a difference to them
- Learn more about resources in the community
- Be aware of tone of voice and comments which could create reactions

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- Excellent. Thank you!
- I would like handouts given at the start of the workshop, as I like to take notes (my impressions, ideas, etc.)
- Maybe a few suggestions on how the spouse of a violent learner can cope with the anger/violence issues that the learner has displayed towards them
- A good, informative workshop
- I think it was very well presented and the presenter knew her topic
- Great exercise re: mind/body with washer and string!
- Very interesting and impactful
- More address of other gender violence - male on male, family/parents & children
- Bibliography
- Love the power & control wheel
- Perhaps adding that not only women experience domestic violence and men often exhibit the same behaviours with greater shame
- More examples/real stories
- Good variety of interactive activities - uses these in discussion groups
- Not just violence against women. Violence in society.
- Thanks. Wonderful! Great!

## Social Enterprise

Presenter: Linda Conley

**Workshop Description:** The official definition of a social enterprise is: “a business or service with primarily social objectives whose surpluses are principally reinvested for that purpose in the community, rather than being driven by the need to maximize profit for shareholders and owners”.

In the summer of 2007 Prince Edward Learning Centre applied for and received funding to set up and operate a social enterprise cleaning company. The goals and objectives of the project were to: To establish a training centre for cleaners; to develop a social enterprise company that will provide employment to people who are unable to work in competitive employment; to prepare and place 8 individuals for employment. (4 will be OW and 4 will be ODSP); and to build a solid working relationship with employers in Prince Edward County, especially those involved in tourism.

Prince Edward Learning Centre applied for this funding in part as a way to expand the funding base of the organization, to increase public awareness of the Learning Centre, to attract new learners, and to provide training and employment opportunities to those learners.

One of the most unexpected, astounding, and rewarding results of this project was the way the community of service providers within Prince Edward County came together to support and help in the development of this new venture.

This workshop told the story of “The New Leaf Cleaning Company”. It outlined how a social enterprise fits into the life of a Literacy Basic Skills Agency, the in-class training offered, the partnerships formed, the triumphs and challenges, and the overall results. **Extra materials:** PowerPoint handout

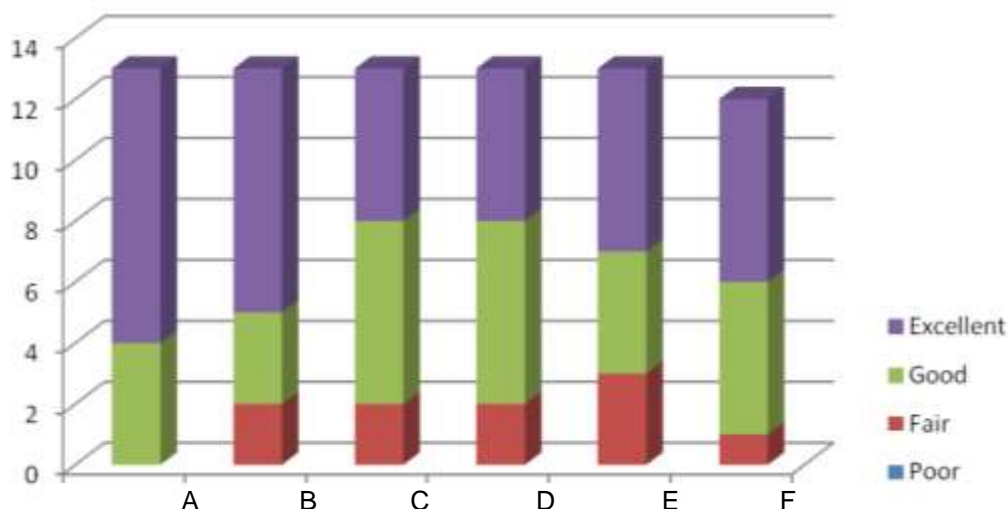
### Results:

Participants: 14

Completed Evaluations: 13

Response Rate: 92.9%

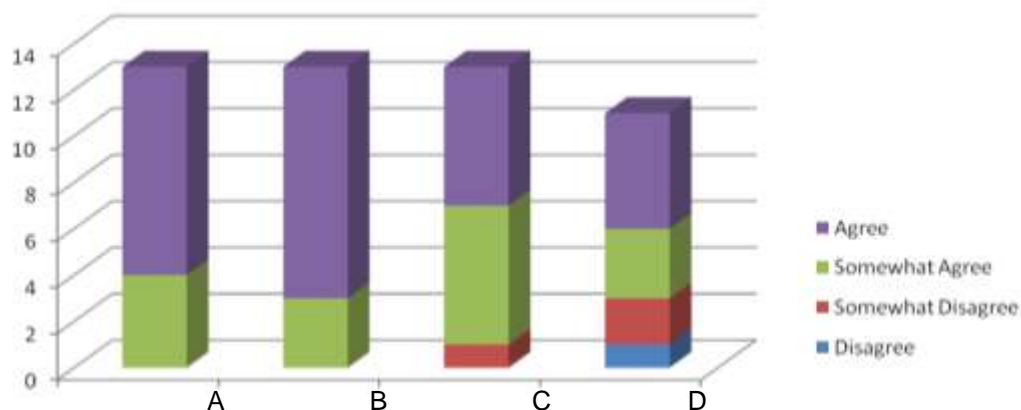
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	4	9
B. Content of the workshop	0	2	3	8
C. Presentation of the workshop	0	2	6	5
D. Value of handouts	0	2	6	5
E. Amount and value of group participation	0	3	4	6
F. Multimedia technology used	0	1	5	6



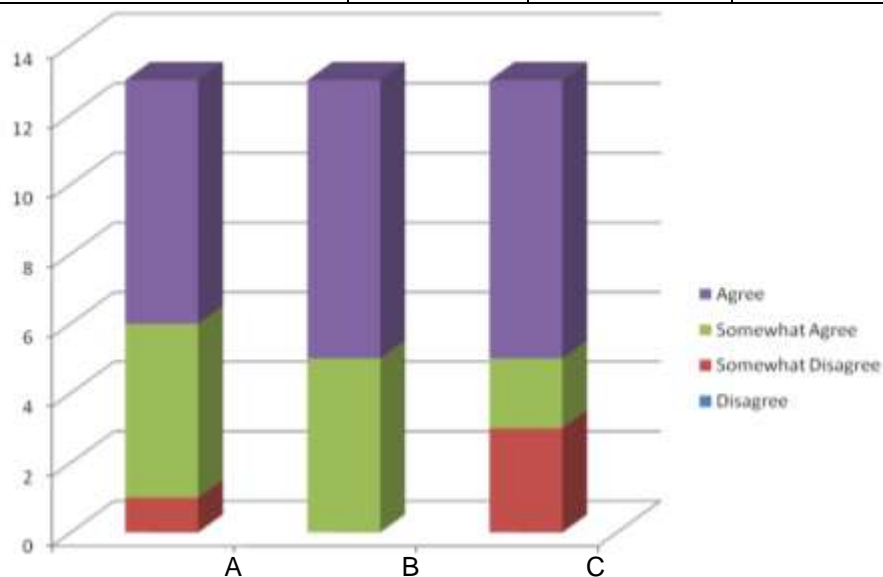
## Social Enterprise

Presenter: Linda Conley

2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	4	9
B. I understand the subject better	0	0	3	10
C. My goals were met	0	1	6	6
D. I will use this information in my program delivery (literacy workers only)	1	2	3	5



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have an increased knowledge for building community connections	0	1	5	7
B. I have an increased knowledge of social enterprises	0	0	5	8
C. I have an increased knowledge of working with funders other than MTCU	0	3	2	8



## AZTEC Software—Integrating Academic Upgrading with Essential Skills

Presenters: Fraser Gagné and Lynn Abbott Lennox, *Lifelong Learning Solutions*

**Workshop Description:** This workshop focused on practical strategies that enhance the adult's learning experience through the application of Aztec Software computer-assisted learning series. It demonstrated Aztec's teaching methodology that is standardized across learning series modules and is based on the Assess-Test-Learn-Practice-Test method (ATLPT). Participants in the workshop saw how this multi-sensory approach brings the adult into the learning process. Through the integration of coursework in numeracy and literacy with life-skills education, Aztec strengthens the learning experience by making it personally relevant.

Participants experienced the Aztec "ease of use" learning methodology by working through components of learning modules that include pretest, learning, practice and post-test for the following learning series: Learning Essentials series - (complete remedial/academic upgrading that has been aligned to: LBS levels; pre GED and GED); and Ready for Work series – (employability skills).

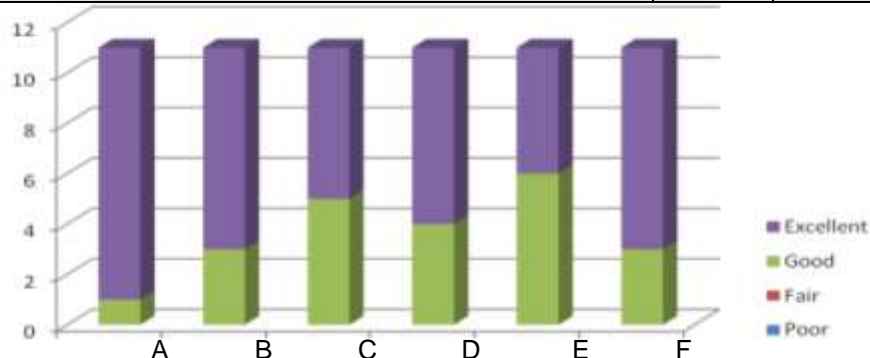
Aztec learning series software share core components designed to make individualized learning and custom courses easy to create. The consistent component-based modular design allows for "point and click" course creation, removing technical obstacles, and concentrating on learning.

The participant learned how: students can self-manage their learning through the utilization of Aztec's "ease of use" software that combines relevant curriculum with technology; to create lessons, modules and/or curriculum from the Aztec database specific to individual or groups of learners; Aztec's all-in-one Administration System gives administrators and instructors the tools they need to track detailed progress and assess needs so they can focus on the subjects that students need the most; and the component-based modular design allows for "point and click" course creation, removing technical obstacles, and concentrating on learning

After 30 successful years of providing resources to the adult education market, Aztec continues to be committed to *Anywhere Anytime Education*, meaning that Aztec can be accessed through standalone computers, LAN (local area networks), or the internet. **Extra Materials:** Folder containing handouts; website ([canada.azteclearning.com/aztec](http://canada.azteclearning.com/aztec))

**Results:**      **Participants: 11**      **Completed Evaluations: 11**      **Response Rate: 100%**

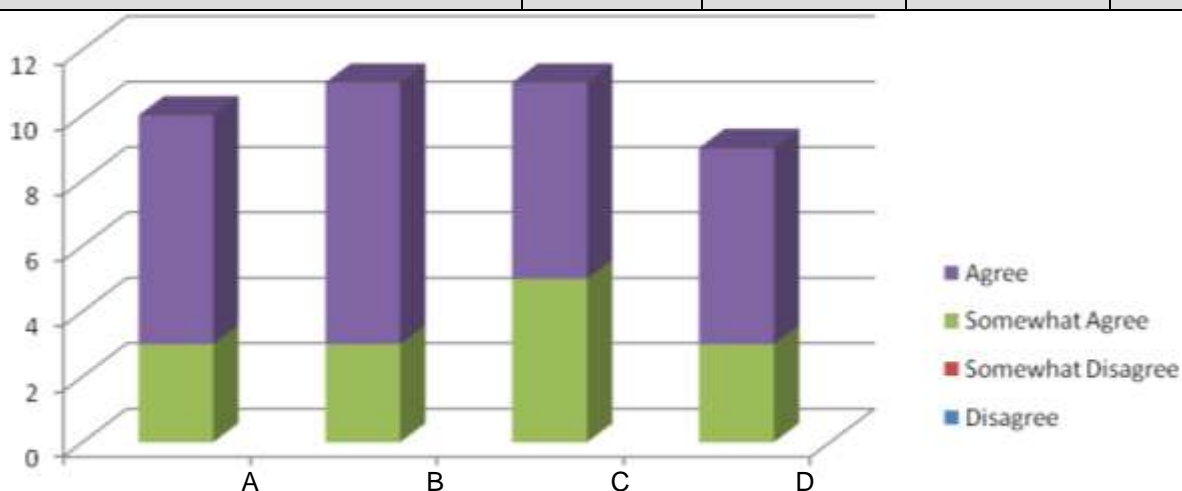
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	1	10
B. Content of the workshop	0	0	3	8
C. Presentation of the workshop	0	0	5	6
D. Value of handouts	0	0	4	7
E. Amount and value of group participation	0	0	6	5
F. Multimedia technology used	0	0	3	8



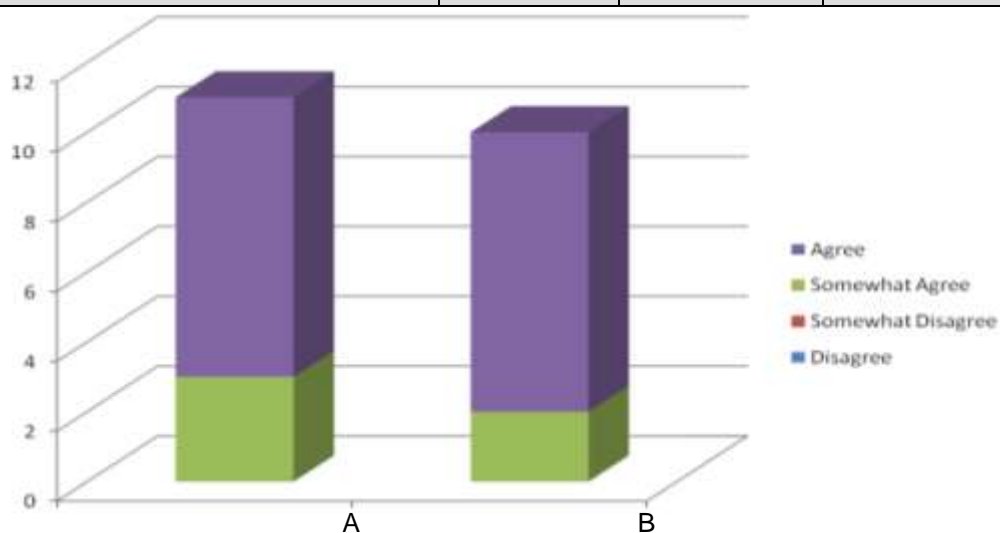
## AZTEC Software—Integrating Academic Upgrading with Essential Skills

Presenters: Fraser Gagné and Lynn Abbott Lennox, *Lifelong Learning Solutions*

2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	3	7
B. I understand the subject better	0	0	3	8
C. My goals were met	0	0	5	6
D. I will use this information in my program delivery	0	0	3	9



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have a great understanding of Essential Skills in our lives	0	0	3	8
B. I have had an introduction to Web 2.0	0	0	2	8



**AZTEC Software—Integrating Academic Upgrading with Essential Skills****Presenters: Fraser Gagné and Lynn Abbott Lennox, *Lifelong Learning Solutions*****What new behaviours or practices will you begin using after the workshop?**

- Purchase this program
- Use demo CD to learn more to help assess usefulness
- I would like more time to help assess usefulness
- I would like more time to investigate myself but I see possibilities. Drawback: cost?
- More efficient use of AZTEC with LES curricula and ready to work curricula.
- I'll encourage/promote RFW in SCDSB LES
- Will utilize Aztec more than I am already

**Other comments (i.e. what would you like to see included in this workshop in the future?):**

- Thanks!
- I would have liked a lot more time to work or interact with the software, specifically creating a lesson plan for a student
- Chocolate!
- As an introduction/overview of Aztec, it is fine





## Delicious Ways to Integrate Technology into Practice

Presenters: Monika Jankowska-Pacyna and Nancy Friday, *AlphaPlus Centre*

**Workshop Description:** Many current web-based tools, such as blogs, wikis, social-networking or social-bookmarking sites facilitate communication, information sharing, and collaboration on the Internet, yet many of them are very new to the teaching practice.

Educators and learners who take full advantage of these emerging tools and integrate them into their practice participate in more dynamic, immediate, and communicative environments that provide opportunities for meaningful learning experiences in the context of today's knowledge and information-based society.

This workshop aimed to introduce educators to one of these emerging web-based tools called Delicious, a free social bookmarking service that allows users to store, manage, and share links to web pages as bookmarks with other educators to build a collection of online resources that can easily be drawn on.

Delicious allows users to save their bookmarks online and organize them using tags (labels) for easy retrieval from any computer with an Internet connection. These bookmarks can easily be shared with other educators; however an option to keep specific bookmarks private is available. Bookmarks can also be shared with individuals, and a private network.

In the Delicious workshop participants learned how to set up their own account, how to save and manage the links to web sites of their interest as bookmarks, and how to use networks to share their bookmarks with others. Interesting websites and a sample Delicious account featuring a collection of online resources for literacy education was used, showcasing a group of adult educators using Delicious in their daily practice.

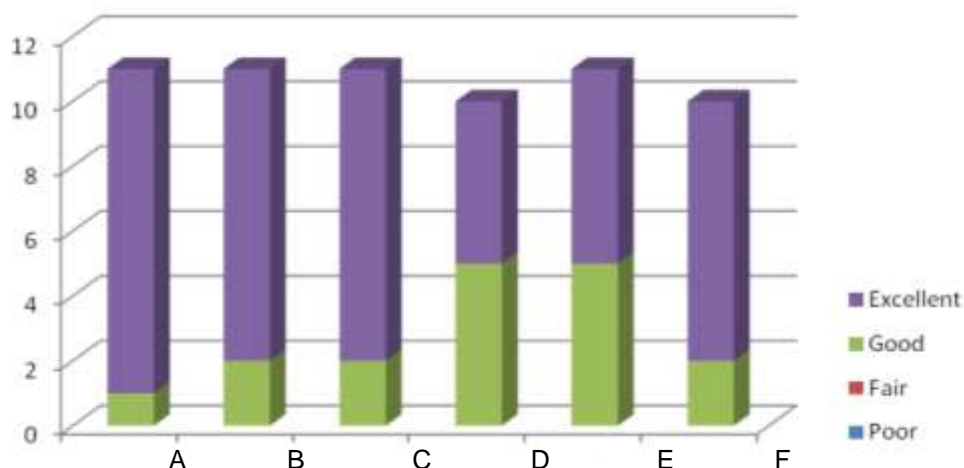
Teachers received a Step-by-Step sheets with instructions for Delicious, Quick Tip sheets about finding and evaluating resources on the Internet, and Resource sheets with selected annotated Web sites. The workshop participants left the session with materials that will assist them to search, evaluate, and bookmark online resources to support their practice. **Extra Materials:** PowerPoint presentation *handout*; Step-by-step sheets

**Results:**      **Participants: 11**      **Completed Evaluations: 11**      **Response Rate: 100%**

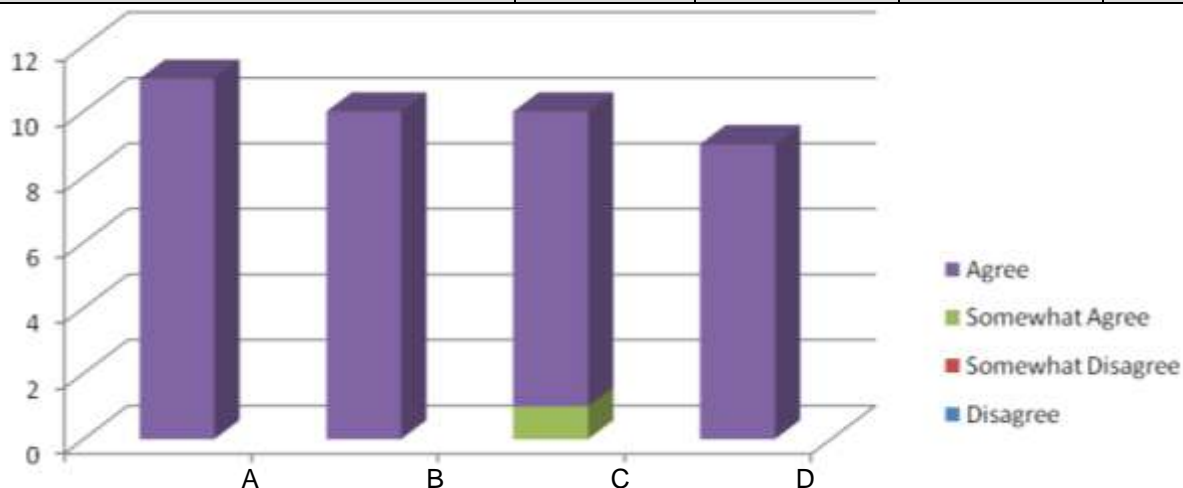
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	1	10
B. Content of the workshop	0	0	2	9
C. Presentation of the workshop	0	0	2	9
D. Value of handouts	0	0	5	5
E. Amount and value of group participation	0	0	5	6
F. Multimedia technology used	0	0	2	8

## Delicious Ways to Integrate Technology into Practice

Presenters: Monika Jankowska-Pacyna and Nancy Friday, *AlphaPlus Centre*



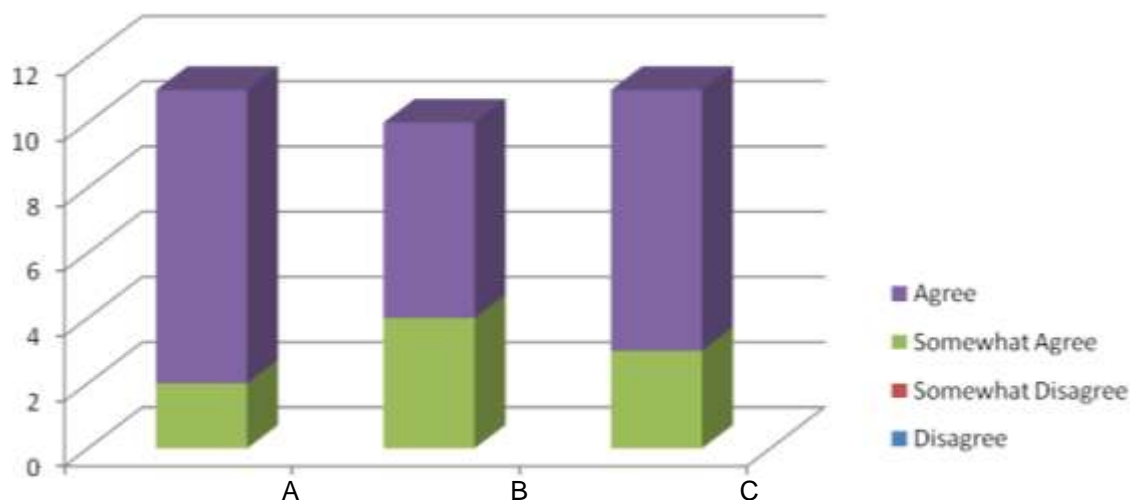
2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	0	11
B. I understand the subject better	0	0	0	10
C. My goals were met	0	0	1	9
D. I will use this information in my program delivery	0	0	0	9



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I know how to access and use Delicious and how it can help me organize my links to online resources	0	0	2	9
B. I am comfortable in managing and labeling my links to online resources, making it easier and faster for me to find specific sites	0	0	4	6
C. I am encouraged, and know how to share my links with others	0	0	3	8

## Delicious Ways to Integrate Technology into Practice

Presenters: Monika Jankowska-Pacyna and Nancy Friday, *AlphaPlus Centre*



### What new behaviours or practices will you begin using after the workshop?

- Begin the task of building my own Delicious library
- Organize my favourites on a regular basis
- Will share information with colleagues and begin using personally for professional development and student learning resources
- I plan on setting this up to use with students in the classroom; it will save so much time. Thank you!
- I will use Delicious instead of Favourites
- I will use this service. It will be helpful for work.
- This is great! It will be the first place I go to research from now on.
- Share info with other staff to be more efficient in sharing info
- I will use this right away. It will be very valuable to me both professionally and personally

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- Was very insightful. I arrived a little late so I missed the intro but Nancy and Monika were great in helping me
- Thank you. Good job!
- Excellent job!
- Great job!
- Yes. This is a very exciting tool. I'm not sure how I will incorporate yet, but once I have used it a little more I'm sure it will be most helpful. I can hardly wait to share with friends and co-workers. Thank you.

## Building Basic Computer Skills

Presenter: Brenda Cooper, Manitouwadge Learning Centre

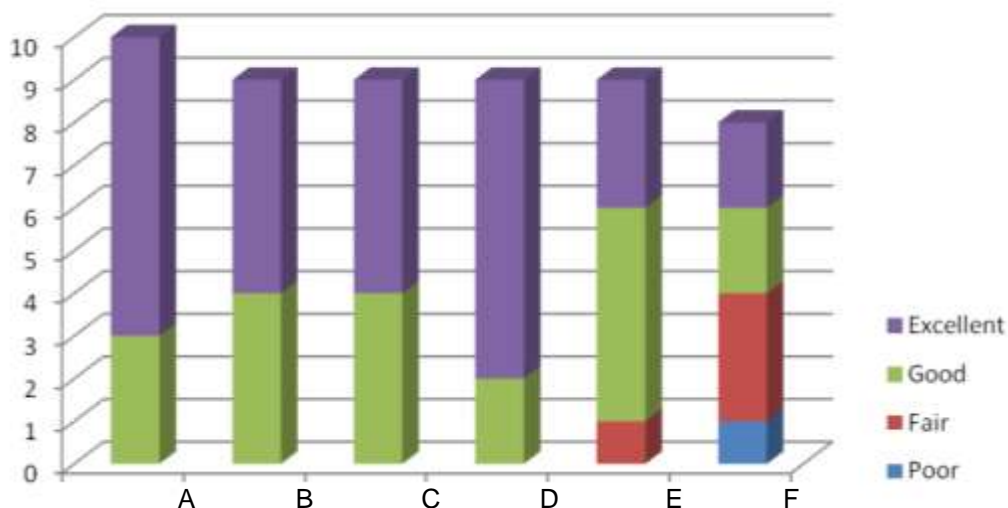
**Workshop Description:** This workshop was designed for literacy/essential skills practitioners to use with learners who have little or no experience with computers. Most practitioners have encountered learners who have great difficulty learning the basic skills of computer use and who have varying degrees of anxiety about working with computers at all. This is an increasingly serious problem, as more and more tasks in daily life require some degree of computer use. A significant number of learners need to learn to use the computer efficiently and confidently to achieve their employment, educational or independence goals. In some communities schools or libraries offer beginner computer courses which learners may find too technical and too fast-paced. This workshop was designed to assist practitioners to work with people like these who are afraid and/or discouraged. The information that was presented in this workshop could also be used to help programs develop fee courses to be offered to the general public as a means of raising funds.

An instructor-developed resource, Basic Computer Skills, was used to help participants achieve several learning outcomes. They identified the most essential needs and common barriers experienced by adults beginning to use computer. They also identified the basic skills needed for their learners' goal achievement and where these skills fit in with the LBS learning outcomes. In the process, they examined the resource and explored the ways in which it can be used or adapted in their own practice.

Each participant received a paper copy of the learner text, paper copies of the lessons from the learner disk as well as a copy of a useful self-assessment of computer use to use with learners as part of their initial assessment. All of these can be obtained as MSWord documents as well. **Extra Materials:** Folder containing aforementioned copies and presenter contact information

**Results:**      **Participants: 10**      **Completed Evaluations: 10**      **Response Rate: 100%**

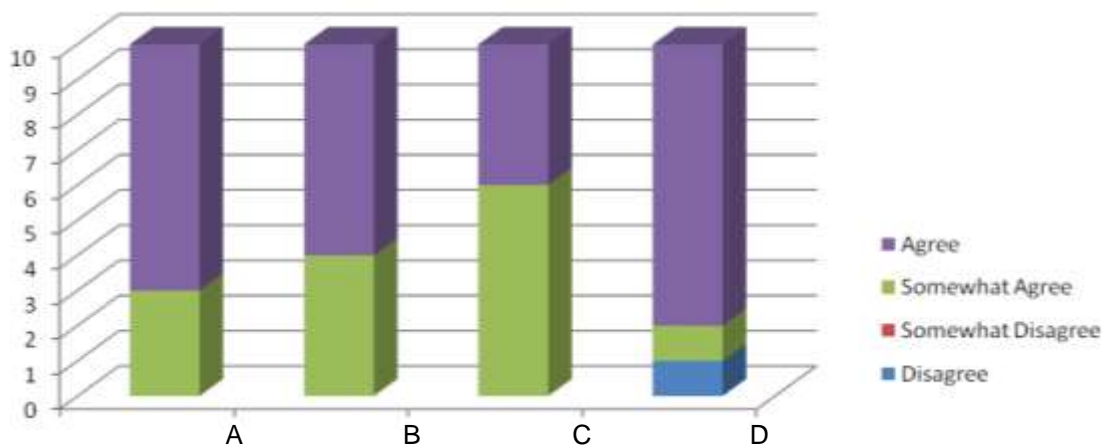
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	3	7
B. Content of the workshop	0	0	4	5
C. Presentation of the workshop	0	0	4	5
D. Value of handouts	0	0	2	7
E. Amount and value of group participation	0	1	5	3
F. Multimedia technology used	1	3	2	2



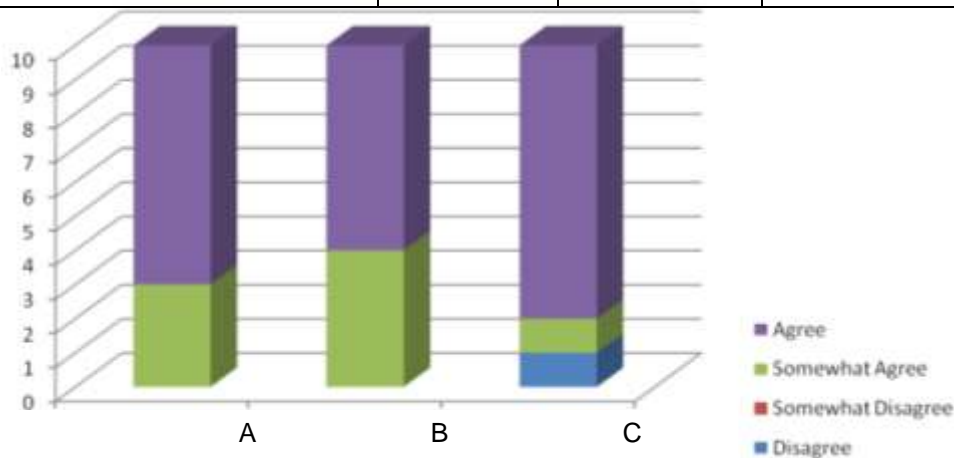
## Building Basic Computer Skills

Presenter: Brenda Cooper, Manitouwadge Learning Centre

2. Value	Disagree	Somewhat	Somewhat	Agree
A. This workshop kept my interest	0	0	3	7
B. I understand the subject better	0	0	4	6
C. My goals were met	0	0	6	4
D. I will use this information in my program delivery	1	0	1	8



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I can identify the most essential needs and common barriers experienced by computer non-users or very inexperienced users	0	0	3	7
B. I can identify the basic skills needed for efficient, confident computer use for learners with employment, education and independence goals and where they fit in with the LBS learning	0	0	4	6
C. I examined an instructor-created resource and explored how to use or adapt it to my own use	1	0	1	8



## Building Basic Computer Skills

Presenter: Brenda Cooper, *Manitouwadge Learning Centre*

### What new behaviours or practices will you begin using after the workshop?

- Will take the info back to newly formed Tech Committee
- Will use it for job searches in a self-directed learning environment
- This workshop content, forms, and handouts will be very useful
- I'm going to get my own computer to build my own skills
- All
- I will use the material given - thanks.

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- Address, in more detail, approaches that can be used with very low literacy learners
- Maybe demonstrate some websites
- Computer lab. And student who could give us feedback.
- The workshop was very informative
- Should be on PowerPoint





## Literacy and Health

Presenter: Julie Patterson, North Bay Literacy Council

**Workshop Description:** This session provided trainers and practitioners with two separate Literacy and Health modules. The first was a Literacy and Health overview for use during an initial tutor training workshop. The second segment was a module for the Literacy Trainers' Manual designed to teach trainers about how to use health information to teach literacy.

The overview module was a PowerPoint presentation discussing assessing health literacy using "The Newest Vital Sign", an understanding of why health literacy is important, how literacy tutors can help their students, and how health information relates to essential skills.

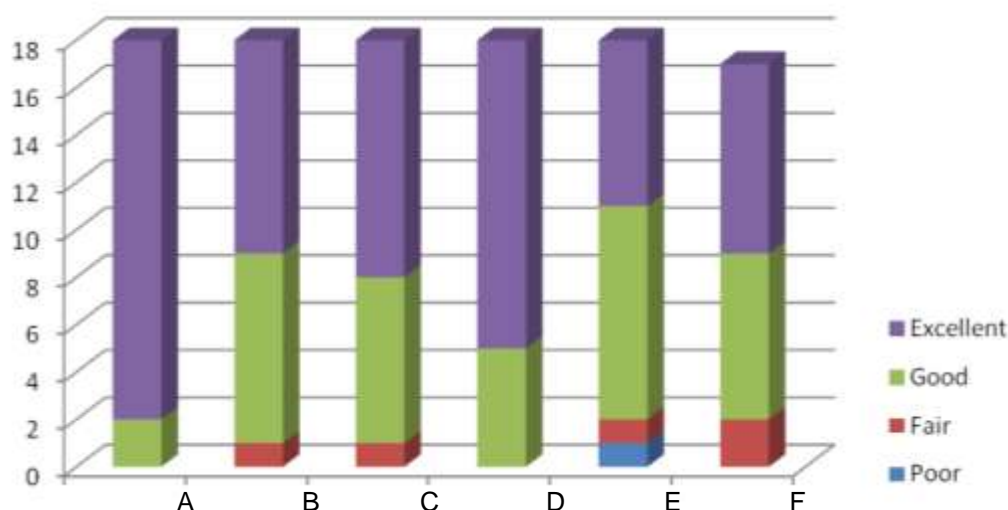
The second module contained an ice-breaker, an Introduction to using Health as a tutoring tool, Essential Skills and Health, Skills Checklist for Health, How to Use Health Information for Literacy Teaching, Clear Communication, Finding Health Advice on Line, On Line Resources, Table of Contents for a Health Binder.

All of this material was presented in the format of the Laubach Literacy Trainers Manual.

Based on feedback from the workshop participants, a final draft will be presented to the Training and Accreditation Team of Laubach Literacy Ontario for approval for inclusion in the Tutor Training Handbook. **No extra materials included.**

**Results:**      **Participants: 18**      **Completed Evaluations: 18**      **Response Rate: 100%**

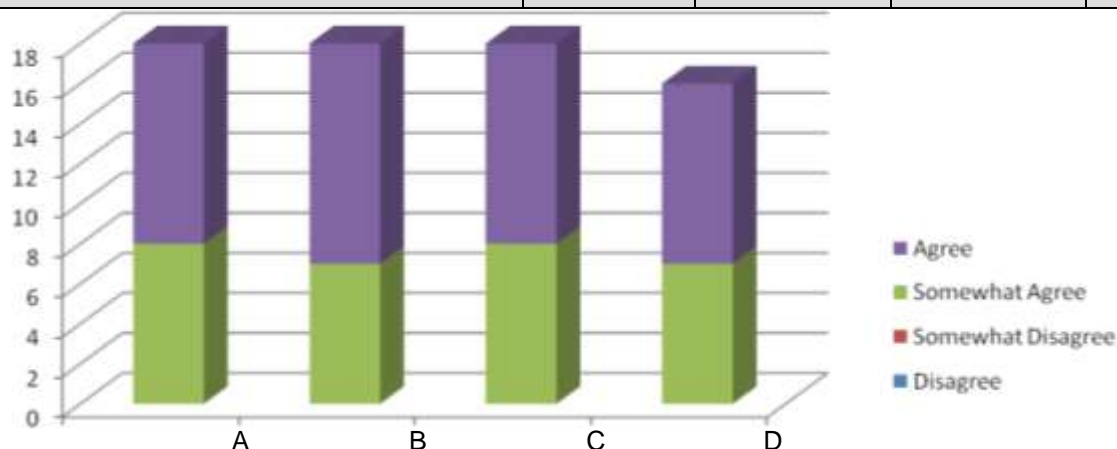
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	2	16
B. Content of the workshop	0	1	8	9
C. Presentation of the workshop	0	1	7	10
D. Value of handouts	0	0	5	13
E. Amount and value of group participation	1	1	9	7
F. Multimedia technology used	0	2	7	8



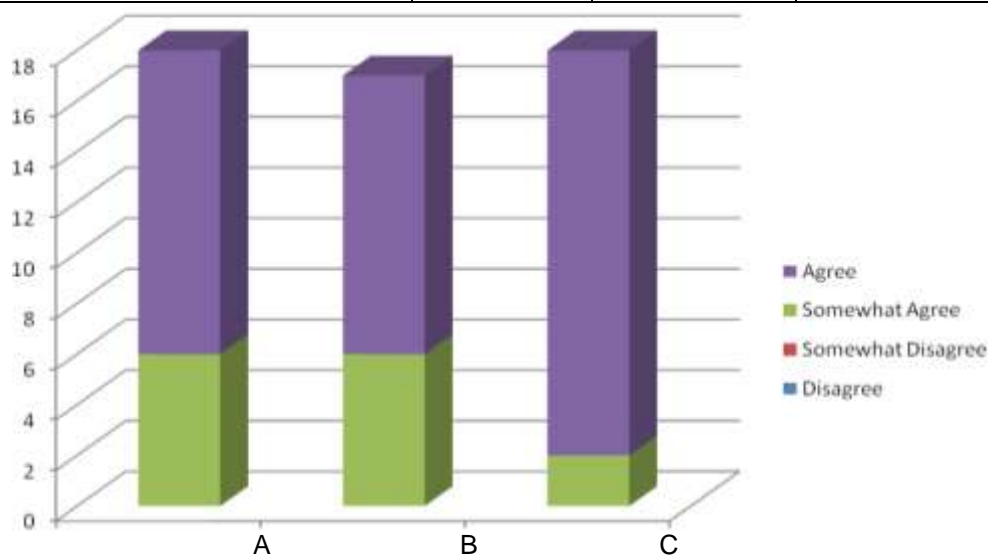
# Literacy and Health

Presenter: Julie Patterson, *North Bay Literacy Council*

2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	8	10
B. I understand the subject better	0	0	7	11
C. My goals were met	0	0	8	10
D. I will use this information in my program delivery	0	0	7	9



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have an increased awareness of health literacy research	0	0	6	12
B. I have become familiar with a model for training tutors	0	0	6	11
C. I have received resources about literacy and health	0	0	2	16



## Literacy and Health

Presenter: Julie Patterson, North Bay Literacy Council

### What new behaviours or practices will you begin using after the workshop?

- Workshop related more to tutor training. I will use some info/resources in classroom setting. Love the health binder - will use it for personal use with my family.
- Developing a health lit strategy at my agency. Using the tutor training workshop.
- Delivering more curricula on health and literacy
- Understanding the correlation between literacy and health on a regular basis
- I will be more aware of literacy related to health and try to assist my students in this regard
- Review health literacy resources. Work of local Health unit and practitioners -> sensitivity and awareness
- Will review online resources. Thanks!
- Know how to incorporate health with literacy activity.
- Care in processing info.
- Health binder. More in workshop re: lit issues and health.
- More work using health information.

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- Perhaps more interactive activities would have been beneficial - for "hands on" learners :)
- Great job Julie!
- Maybe do a small group "challenge"/teams to make it more interactive
- Like the practical ideas given re: skills list
- Good material
- Not so much related to what goes in a workshop but more on specific ways to help with health issues - e.g. Diabetes
- Great information

## GED—Everything You Need to Know

Presenter: Tim Nicholls Harrision, *Adult Learning Centres: Grey Bruce Georgian; Owen Sound & North Grey Union Public Library*

**Workshop Description:** Wondering about how to use the GED in your program? Want to understand pre-GED and GED materials? Wondering how everything fits together? This interactive workshop provided participants with an overview of the GED and tips, strategies and techniques to utilize the materials in the classroom. Many parts of the GED are within our literacy levels. This workshop offered hands-on resources, core materials, online support and much more. This multimedia presentation was rewarding and practical.

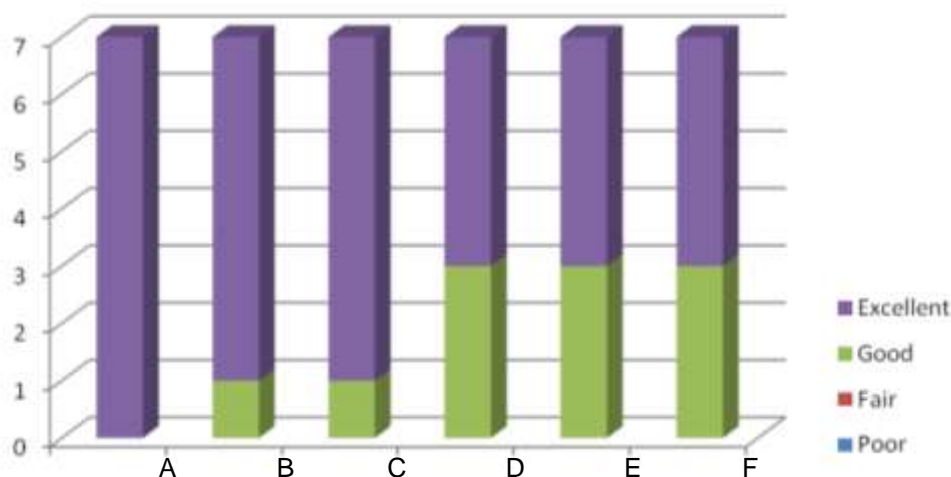
Tim presented the small but very attentive group with some interesting facts about the GED or General Education Development. Much of the GED falls under the LBS levels that we deliver.

The beginning quiz helped participants understand what they did and did not know about the GED and the preparation necessary for our learners to pass this test. For instance, in 2007 in Canada, 12,800 people wrote the GED to receive the equivalent of a high school diploma; in Ontario, in order to write the GED you must be 18 years of age and out of school for one year and the average age of people who write the GED is 24 years. The information was excellent.

Tim presented a variety of GED materials and supporting materials that he uses in his own program and allowed all the participants time to review these materials. He shared many tips, strategies and techniques that have been successful in his program. Handouts included “Questions That Help Comprehension” and “The Five Paragraph Essay”. This compilation of materials will be extremely useful to all of the participants who are currently delivering GED or thinking of delivering GED. As with all good workshops, time was too short. **No extra materials included.**

**Results:**      **Participants: 7**      **Completed Evaluations: 7**      **Response Rate: 100%**

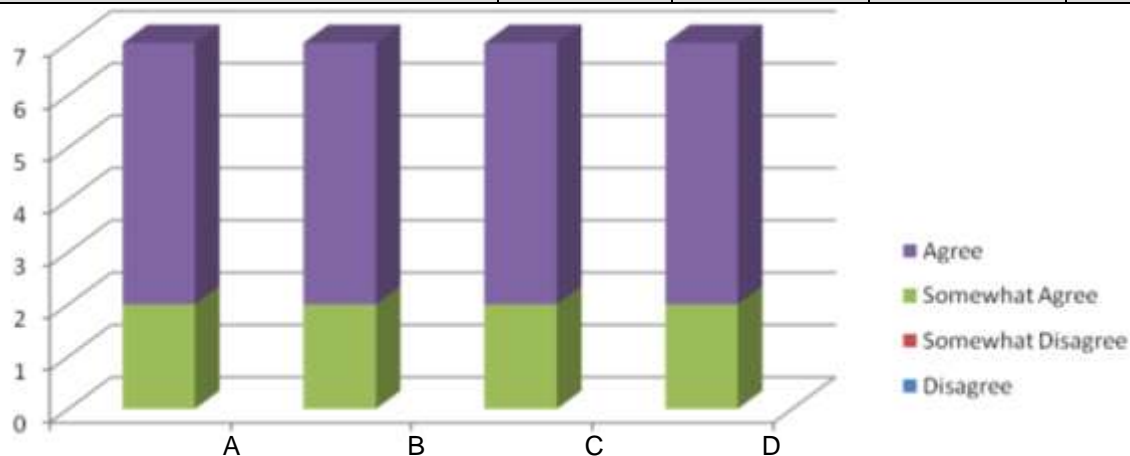
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	0	7
B. Content of the workshop	0	0	1	6
C. Presentation of the workshop	0	0	1	6
D. Value of handouts	0	0	3	4
E. Amount and value of group participation	0	0	3	4
F. Multimedia technology used	0	0	3	4



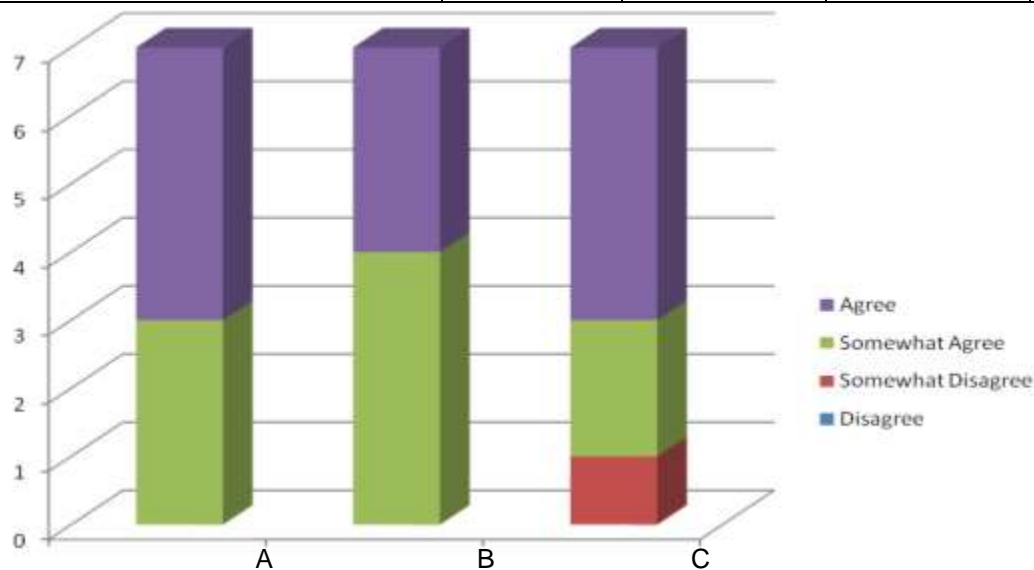
## GED—Everything You Need to Know

Presenter: Tim Nicholls Harrsion, *Adult Learning Centres: Grey Bruce Georgian; Owen Sound & North Grey Union Public Library*

2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	2	5
B. I understand the subject better	0	0	2	5
C. My goals were met	0	0	2	5
D. I will use this information in my program delivery (literacy workers only)	0	0	2	5



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have a greater understanding of the GED and literacy levels	0	0	3	4
B. I am familiar with a framework of school competition options and apprenticeships	0	0	4	3
C. I have a greater knowledge of best practices learning materials, approaches and strategies	0	1	2	4



## GED—Everything You Need to Know

Presenter: Tim Nicholls Harrision, *Adult Learning Centres: Grey Bruce Georgian; Owen Sound & North Grey Union Public Library*

### What new behaviours or practices will you begin using after the workshop?

- Explore further materials and resources for GED preparatory studies
- Order and use new resources for GED
- You can use some great 'hands-on' exercises for learners who have problems with the x tables
- Multiply using hands

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- Would be nice to have workshop evaluating/exploring various pathways to grade 12 equivalency





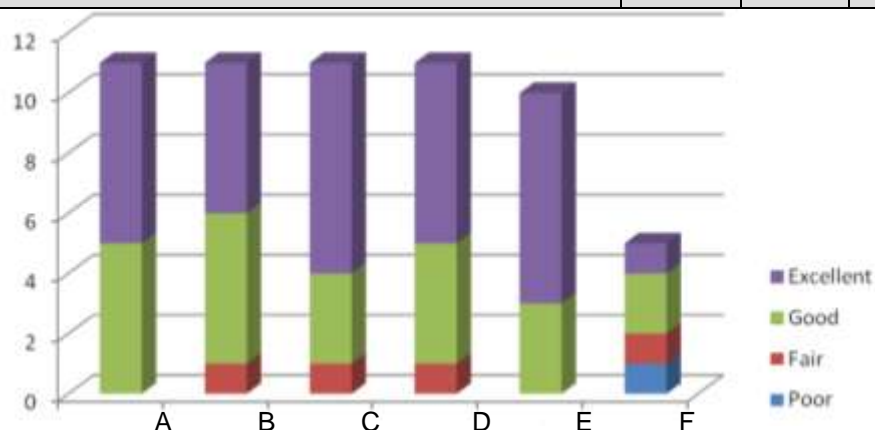
## Volunteer Coordination: Recruiting, Screening, Training and Supporting Successful Volunteers

Presenters: Holly Platz and Terri Block, *Frontier College*

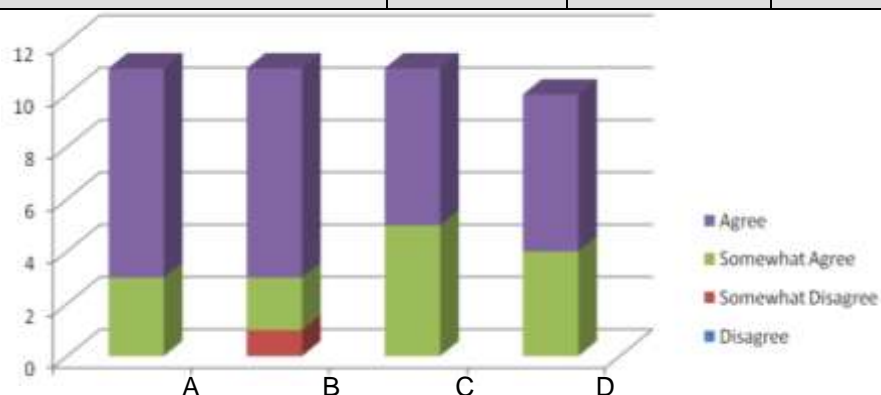
**Workshop Description:** In this session participants were introduced to the key components of successfully working with volunteers in a literacy learning setting. The workshop provided a holistic overview of the whole process, from the moment you start your search for quality volunteers to supporting their ongoing personal and professional development. **No extra materials included.**

**Results:**      **Participants: 14**      **Completed Evaluations: 11**      **Response Rate: 78.6%**

1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	5	6
B. Content of the workshop	0	1	5	5
C. Presentation of the workshop	0	1	3	7
D. Value of handouts	0	1	4	6
E. Amount and value of group participation	0	0	3	7
F. Multimedia technology used	1	1	2	1



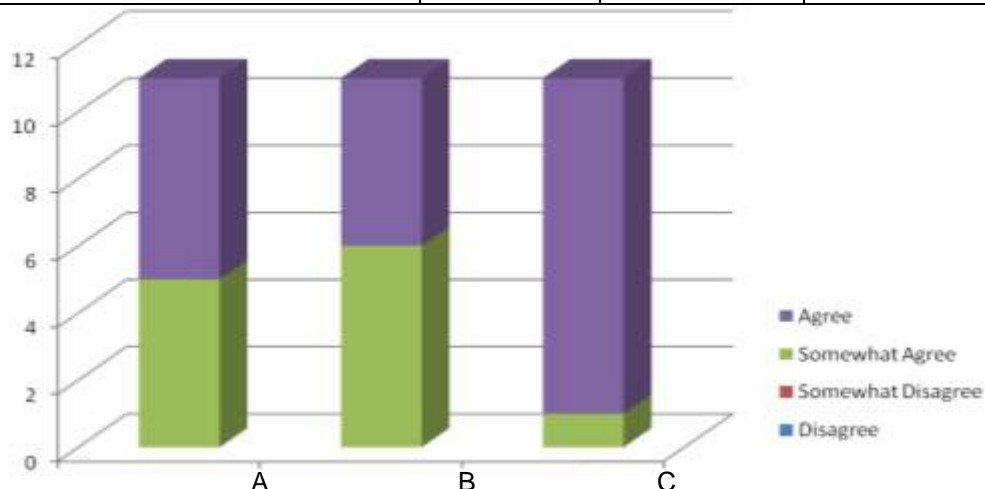
2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	0	3	8
B. I understand the subject better	0	1	2	8
C. My goals were met	0	0	5	6
D. I will use this information in my program delivery	0	0	4	6



## Volunteer Coordination: Recruiting, Screening, Training and Supporting Successful Volunteers

Presenters: Holly Platz and Terri Block, *Frontier College*

3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. I have gained knowledge of strategies and tools for effective volunteer coordination in areas of recruiting, screening, training and supporting	0	0	5	6
B. I am equipped to assist volunteers in increasing their understanding of the social context of literacy teaching and learning	0	0	6	5
C. I understand the idea of volunteering as a two-way exchange: motivate, validate and mentor your volunteers	0	0	1	10



### What new behaviours or practices will you begin using after the workshop?

- Some material very helpful, but not always applicable because of youth/city based
- Appreciation of volunteers and how to get and keep new ones
- Idea exchange, interview process; expectations
- Excellent workshop! Liked the where are your volunteers?

### Other comments (i.e. what would you like to see included in this workshop in the future?):

- Thank you!
- Wonderful presentations. Thank you. Keep up the good work
- Presenters were excellent and knowledgeable about their program. Much of the info still transferable
- Split 'volunteers' into 1-tutor and 2-events (other than tutor)

## Jobseeker's Journey to Employment

Presenter: Margaret Maynard & Sue Huggins, *Niagara West Employment & Learning Resource Centres*

**Workshop Description:** The Niagara Employment Resources Network (NERN), a group of eight foundational skills and employment services delivery agencies representing all geographical areas and population sectors of Niagara, was formed in May 2008.

The NERN group have worked in support of TCU priorities for a seamless customer service strategy and to build understanding in EO service providers of the importance of essential skills and academic assessment, literacy training and academic upgrading for employment, employability and further training success of their clients. Referrals are made to and from the agencies. NERN has met regularly to collaboratively produce materials that would further these and other priorities of TCU in Niagara.

Building upon the research of Thomas Sticht and the premise that literacy and essential skills education needs to be embedded in, or contextualized with job skills or vocational training, NERN has produced "The Jobseeker's Journey to Employment in Niagara", a Guidebook comprising detailed case studies with real life examples of participant situations taken from the Agencies' files. Possible barriers to employment, suggested solutions, the role of essential skills and transferable skills in employment and employability is described in simple terms, as well as suggested pathways to education and employment opportunities and assistance. An opportunity to map your own pathway to employment is provided at the end of the Guide and future labour market trends appear on the back cover. FOG and CLAD screening was done.

This session 1) outlined how the group got together, how it progressed and what kept these diverse agencies working together 2) showcased the resource and discuss the case study approach, and 3) provided an opportunity to participants to map their own journey. **Extra Materials:** *Accompanying booklet*

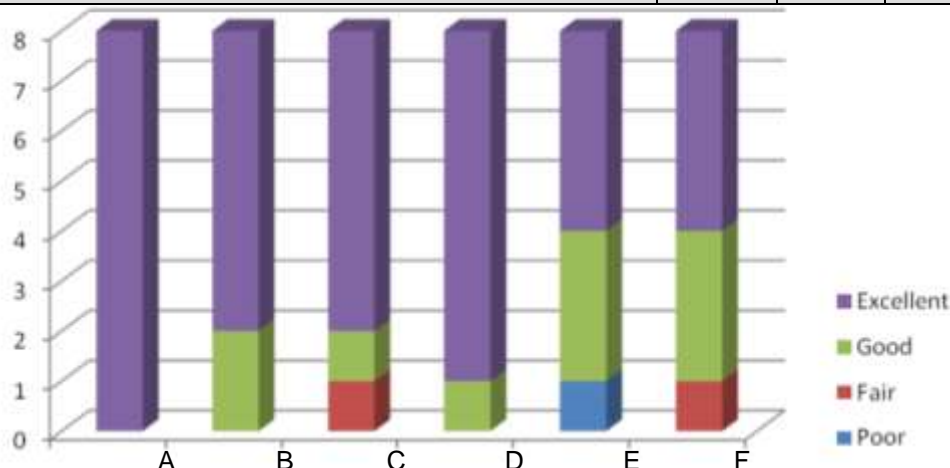
### Results:

Participants: 13

Completed Evaluations: 8

Response Rate: 61.5%

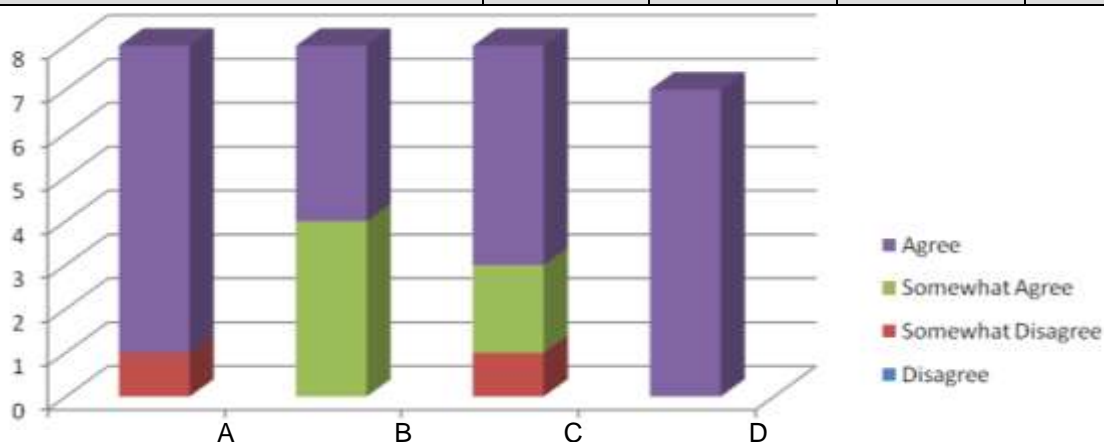
1. Quality	Poor	Fair	Good	Excellent
A. Presenter's knowledge of the topic	0	0	0	8
B. Content of the workshop	0	0	2	6
C. Presentation of the workshop	0	1	1	6
D. Value of handouts	0	0	1	7
E. Amount and value of group participation	1	0	3	4
F. Multimedia technology used	0	1	3	4



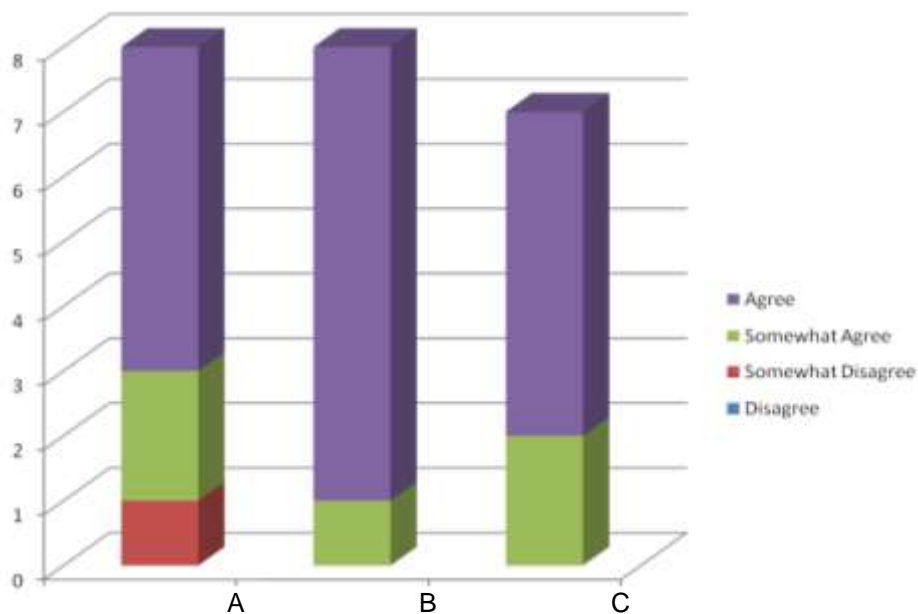
## Jobseeker's Journey to Employment

Presenter: Margaret Maynard & Sue Huggins, *Niagara West Employment & Learning Resource Centres*

2. Value	Disagree	Somewhat Disagree	Somewhat Agree	Agree
A. This workshop kept my interest	0	1	0	7
B. I understand the subject better	0	0	4	4
C. My goals were met	0	1	2	5
D. I will use this information in my program	0	0	0	7



3. Outcomes	Disagree	Somewhat Disagree	Somewhat Agree	Agree
I am able to list ten benefits of collaboration	0	1	2	5
I am able to describe five benefits of the case study approach	0	0	1	7
I am able to complete my own journey using the Guide	0	0	2	5



### **Jobseeker's Journey to Employment**

Presenter: Margaret Maynard & Sue Huggins, *Niagara West Employment & Learning Resource Centres*

#### **What new behaviours or practices will you begin using after the workshop?**

- Lived it.
- I will suggest a similar project to my boss
- Good model for collaboration
- Assessing barriers and transferable skills
- Share the resource as a good model of promising practice
- Place more importance on the genuine concerns of the various job seeker scenarios

#### **Other comments (i.e. what would you like to see included in this workshop in the future?):**

- Great to hear what you are doing. Thanks!
- Great job! Wonderful model! Way to go!



## Conference Presenters

PRESENTER	PRESENTER BACKGROUND	WORKSHOP(S)
<b>Lynn Abbott Lennox</b> Lifelong Learning Solutions	Lynn's experience as a teacher and then administrator in adult education gave her an understanding of the unique challenges in providing effective educational and training programs to adults. She and Fraser Gagne developed Lifelong Learning Solutions with the goal of introducing adult-directed literacy resources to Canadian programs.	AZTEC Software— Integrating Academic Upgrading with Essential Skills
<b>Mary Anne Baker</b> Laubach Literacy Ontario <a href="mailto:mabaker@laubach-on.ca">mabaker@laubach-on.ca</a>	Laubach Literacy Ontario's Office Manager, Mary Anne, has been involved in scrapbooking for the past 8 years and enjoys making cards for all occasions.	Scrapbooking 101—Create Your Own Cards
<b>Terri Block</b> Frontier College	Terri has a background in Environmental Studies and Education. Her interests lie in literacy, community development and the arts. She currently works as a Literacy Program Coordinator with Frontier College in the Lawrence Heights community (Toronto).	Volunteer Coordination: Recruiting, Screening, Training and Supporting Successful Volunteers
<b>Gay Douglas Broerse</b> Literacy Link Niagara	Gay has parlayed 20 years of non-profit management experience into a consulting firm specializing in project management, strategic planning, evaluation and human resource management. As the Executive Director of Literacy Link Niagara since 1996, Gay accumulated significant experience coordinating, planning and managing a complex service system. In addition she teaches three courses in the post-graduate event management program at Niagara College—human resources management, innovation and leadership.	Developing Partnerships
<b>Linda Conley</b> Prince Edward Learning Centre <a href="mailto:princeedwardlearning@bellnet.ca">princeedwardlearning@bellnet.ca</a>	Linda has been involved in Adult Literacy work for over 20 years. She is the Executive Director of Prince Edward Learning Centre, an innovative and growing community-based agency in Picton. She is a trained Essential Skills profiler and uses that knowledge to help her learners reach their goals.	Social Enterprise
<b>Brenda Cooper</b> Manitouwadge Learning Centre <a href="mailto:brcooper2003@yahoo.ca">brcooper2003@yahoo.ca</a>	Brenda has been involved in adult literacy for over 15 years. Since 2003 she has worked at an LBS program in a small town in Northern Ontario. She developed a resource to use with beginning computer users when she was unable to find anything that fit her learners' needs. It is a living resource, as she is continually using learners' feedback to revise and improve it.	Building Basic Computer Skills
<b>Jo Cryderman</b> Literacy Society of South Muskoka	Jo has been involved in community-based literacy for 29 years. She is Student Tutor Coordinator for LSSM, a Master Laubach Trainer and a Literacy Instructor for Trillium Lakelands District School Board located at the Adult Education and Training Centre in Gravenhurst.	Stress Belongs to Everyone
<b>Barb Duguay</b> Valley Adult Learning Association, Fort Francis <a href="mailto:vala@jam21.net">vala@jam21.net</a>	Barb is the Administrative Director of Valley Adult Learning Association and has been running workshops of this nature for the past 10 years. She is a graduate of the University of Minnesota and Lakehead University. For the past three years Barb has been a board member of CLO.	Workplace Communications
<b>Jennifer Ellis</b> Midland Area Reading Council <a href="mailto:jellis@csolve.net">jellis@csolve.net</a>	Jennifer is the Program Coordinator and an Instructor with the Midland Area Reading Council. Jennifer works with adult learners on a daily basis...helping them with upgrading their reading, writing, math and employability skills. She is a Master Tutor and Tutor Trainer with LLO and has a Teaching and Training Certificate from Georgian College.	Going for the Interview  Choosing a Job



## Conference Presenters

PRESENTER	PRESENTER BACKGROUND	WORKSHOP(S)
<b>Fraser Gagné</b> Lifelong Learning Solutions <a href="mailto:fraserg@aztecsoftware.com">fraserg@aztecsoftware.com</a>	With 31 years as an educator for the Simcoe County District School Board, Fraser became involved in creating educational opportunities for adults in 1986, and for the next 20 years served as a teacher and then administrator of Adult Education throughout the county. In 2005, he partnered with his fellow school board administrator, Lynn Abbott Lennox, to establish Lifelong Learning Solutions, a distributor of adult education resources.	AZTEC Software—Integrating Academic Upgrading with Essential Skills
<b>Ashley Hoath</b> Literacy Link Niagara <a href="mailto:a.hoathm@gmail.com">a.hoathm@gmail.com</a>	Ashley was the Lead Researcher-Writer on the Easing Transitions project. In 2008, she worked on the Niagara Pathways Project for Literacy Link Niagara, a project that brought over 100 Adult Education partners together to discuss partnerships that would better serve their clients.	Developing Partnerships
<b>Rosemarie Hoy</b> <a href="mailto:rosemariehoy@hotmail.com">rosemariehoy@hotmail.com</a>	Rosemarie has been involved in scrapbooking for almost 10 years, attending conferences in Canada and the U.S. to become proficient in this craft. Teaching experience includes custom framing classes as well as many years in teaching children in religious education.	Scrapbook 101—Create Your Own Cards
<b>Sue Hudgins</b> Niagara West Employment & Learning Resource Centre	Sue has worked at Niagara West Employment & Learning Resource Centres for over five years. She has been a tutor, taught computer technology at all levels, organized a program, "The Stories of Our Lives," for 55+ students, involving them in mastering the basics of computers. Currently she is running a program using computer technology to build relationships amongst the four generations in the workplace.	Jobseeker's Journey to Employment
<b>Monika Jankowska-Pacyna</b> AlphaPlus Centre <a href="mailto:mjankowska-pacyna@alphaplus.ca">mjankowska-pacyna@alphaplus.ca</a>	Monika is the Projects Coordinator at AlphaPlus Centre. Monika is involved in exploring, testing and integrating Web-based tools and resources in the adult basic education field, with a special interest in Web 2.0 technology.	Delicious Ways to Integrate Technology into Practice
<b>Ann Kelland</b> Simcoe/Muskoka Literacy Network <a href="mailto:kelland@kw.igs.net">kelland@kw.igs.net</a>	Ann has taught adults, credit and upgrading, for Waterloo Region District School Board since 1992, and is the Learning Disabilities resource person for Project READ Literacy Network. Ann & Alison Wasielewski are the co-writers/developers of literacy, essential skills and workplace materials/curricula: Bridging the Employment Gap series, Construction Zone, and On the Way to Work, for which they aligned Essential Skills with LBS Learning Outcomes (with Lesley Brien)	Bridging the Employment Gap
<b>Helena Broad</b> Simcoe County DSB Penetanguishine Learning Centre <a href="mailto:hkoskitalo@hotmail.com">hkoskitalo@hotmail.com</a>	Helena has been an Adult Correctional Educator at Central North Correctional Centre for three years. She is a Special Education Specialist, holding a BA in Psychology, an Hons. BA in Anthropology and a Bachelor of Education. She teaches humanities courses and helps adult learners to achieve their high school diplomas.	Celebrate What's Right with the World
<b>Laurie Laing</b> Literacy Council of South Simcoe <a href="mailto:laurielcss@bellnet.ca">laurielcss@bellnet.ca</a>	Laurie was a high school English/Special Education for almost 30 years. She has Ministry qualifications in English and Special Education (with a focus on LD). She has taught in Pell, Timiskaming, York Region and Simcoe County, and currently works with South Simcoe Literacy Council.	Learning Disabilities
<b>Valerie Larson</b> Valley Adult Learning Association, Fort Francis <a href="mailto:vala@jam21.net">vala@jam21.net</a>	Valerie is a graduate of Bemidji State University in Minnesota with a B.Sc in Technical Illustration and Commercial Design.	Workplace Communications

## Conference Presenters

PRESENTER	PRESENTER BACKGROUND	WORKSHOP(S)
<b>Margaret Maynard</b> Niagara West Employment & Learning Resource Centres <a href="mailto:margaret@nwelrc.ca">margaret@nwelrc.ca</a>	Margaret is the ED of the Niagara West Employment & Learning Resource Centres. Margaret coordinates an integrated system of employment services and literacy programs for adults and families at three Centres in Niagara West. She has been involved in designing and managing projects and delivering programs in the field for over 20 years. Margaret earned a Masters Degree in Adult Education from Brock University. She has an extensive background and education in the field of Adult Training and Education both in the corporate and not-for-profit sectors. Margaret has taught the Principles of Adult Education for Instructors at Niagara College as a part time professor for thirteen years.	Jobseeker's Journey to Employment
<b>Gary Mcleod</b> Quinte Adult Day School <a href="mailto:gadstrenton@cogeco.ca">gadstrenton@cogeco.ca</a>	Gary's educational background (M.A. English) and 20 year career in the professional theatre as an actor, director and choreographer made him the perfect fit for adult literacy which he entered in 1998. He is a facilitator at Quinte Adult Day School in Belleville, presently working at the satellite site in Trenton.	Goal Setting and Time Management
<b>Catherine Mochrie</b> Red Lake District Adult Learning Centre <a href="mailto:imochrie@sympatico.ca">imochrie@sympatico.ca</a>	Catherine has over 20 years experience in education at all levels. While in Adult Literacy for 9 years she became a certified Writing Out Loud instructor. She has used this training in her classroom and in other workshops that she has developed on Writing and Communication.	Discover the Writer in You
<b>Sulakshan Mohan</b> , H.B.A. JVS Toronto <a href="mailto:astern@jvstoronto.org">astern@jvstoronto.org</a>	Sulakshan, associate of the famous Bob Proctor "The Secret" Fame is a popular speaker, trainer, author and inspiring radio host. A Distinguished Toastmaster and a competent leader, he has a way of connecting with audiences of diverse backgrounds. He has won numerous awards at various levels in the Toastmasters International. An expert in personal finance management, Sulakshan Mohan's mission in life is to help people take control of their financial life. He empowers them to move from wherever they are to where they want to be and create the future of their dreams.	Financial Literacy—How to take control of your financial life
<b>Tim Nicholls Harrison</b> Adult Learning Centres: Grey Bruce Georgian; Owen Sound & North Grey Union Public Library <a href="mailto:nicholls.harrison@gmail.com">nicholls.harrison@gmail.com</a>	Active in adult education for the past twenty-five years, Tim is completing his Masters in Library and Information Science degree. His workshops have received significant praise from past participants.	23 Ways To Use Our Essential Skills  GED—Everything You Need to Know
<b>Julie Patterson</b> North Bay Literacy Council <a href="mailto:northbayliteracy@on.aibn.ca">northbayliteracy@on.aibn.ca</a>	Julie is the Literacy and Health Project Manager Phase 2 for the North Bay Literacy Council. She achieved the level of Master Tutor in 2005. The results of the initial OTF grant can be viewed on the NBLC website. Her Bachelor of Science in Nursing and Masters of Education have provided her with the training to accept this most interesting and timely position.	Literacy and Health
<b>Joanne Pineda</b> Georgian College <a href="mailto:jpineda@georgianc.on.ca">jpineda@georgianc.on.ca</a>	Joanne has worked for Georgian College for over seven years. For the last six years, she has held the position of an LBS/ACE instructor. In addition, she is an advisor to internationally trained individuals and teaches ESL through distance education. Joanne also has a Masters degree in Adult Education.	Developing Authentic Workplace Communications
<b>Holly Platz</b> Frontier College <a href="mailto:hplatz@frontiercollege.ca">hplatz@frontiercollege.ca</a>	Holly has been working in adult literacy for 2 years with the Toronto District School Board and Frontier College. She currently divides her time between coordinating a literacy program in Jane-Finch, Toronto and graduate studies in Adult Education and Community Development at the Ontario Institute for Studies in Education.	Volunteer Coordination: Recruiting, Screening, Training and Supporting Successful Volunteers

# Conference Presenters

PRESENTER	PRESENTER BACKGROUND	WORKSHOP(S)
<b>Christian Pleizier</b> Quinte Adult Day School	(BA English, MEd. U of T) Christian has a 37-year career in education (high school, deaf education, resource consultant, adult literacy). Christian presently facilitates adult learning at Quinte Adult Day School in Belleville.	Goal Setting and Time Management
<b>Kim Redford</b> Valley Adult Learning Association, Fort Francis <a href="mailto:vala@jam21.net">vala@jam21.net</a>	Kim is a graduate of Brock University and the University of Western Ontario with a B.A. and B.Ed. Kim is the instructor at Valley Adult Learning Association.	Workplace Communications
<b>Lyn Russell</b> Literacy Society of South Muskoka <a href="mailto:mrussell110@cogeco.ca">mrussell110@cogeco.ca</a>	Lyn has been a Volunteer ESL, Math and Literacy Tutor for over two years at the Literacy Society of South Muskoka. She is currently using Art Therapy to enhance Learning at the Literacy Society. She successfully completed Tutor training with Jo Cryderman. She is a former business owner, artist and photographer. She is a part-time Nipissing University Student currently working on a B.A. degree and Psychology minor. She is the mother of a 10-year-old son with Sensory Processing Disorder.	Stress Belongs to Everyone
<b>Val Sadler</b> Mission Services of Hamilton; Inasmuch House Women's Shelter <a href="mailto:vsadler@mission-services.com">vsadler@mission-services.com</a>	Val is currently the Director of Women's Services for Mission Services of Hamilton. She runs Inasmuch House, a 37-bed shelter for women and children escaping abuse. From 1996 to 2008 Val was the Executive Director of the Hamilton Literacy Council. Val is currently completing research on Learning in the Face of Violence for her Masters of Education.	Violence and Learning
<b>Joanne Stuart</b> Northern Lights Canada <a href="mailto:jstuart@erc-cre.ca">jstuart@erc-cre.ca</a>	Joanne has been actively involved in the employment sector for over 12 years. She loves to engage and facilitate new ideas that help people get the work they want. She believes in the power of literacy and was a Director for the Simcoe Muskoka Literacy Network for five years.	Musical Keys to Career Decision-Making
<b>Dawn Smith</b> Employment and Resource Services of Georgian Bay <a href="mailto:dsmith@tracks.on.ca">dsmith@tracks.on.ca</a>	Dawn has worked at Tracks Employment for six years, and her present title is Group Facilitator for the Skill Tracks Skills Link Program, helping youth gain skills to find and maintain employment. Dawn's theory that "people learn best while they are having fun" is reflected in her facilitation style.	Reach and Teach: Responding to your learner's needs, a look at Multiple Intelligences
<b>Alison Wasielewski</b> Simcoe/Muskoka Literacy Network <a href="mailto:alison_wasie@hotmail.com">alison_wasie@hotmail.com</a>	Alison started her teaching career in Scotland in 1965, has taught all elementary grades and was a consultant for the Waterloo County School Board. Her adult literacy experience includes the organization of adult literacy programs (Scotland), and teaching Literacy and Basic Skills in Ontario. Alison and Ann Kelland are the co-writers/developers of literacy, essential skills and workplace materials/curricula: Bridging the Employment Gap series, Construction Zone, and On the Way to Work, for which they aligned Essential Skills with LBS Learning Outcomes (with Lesley Brien).	Bridging the Employment Gap
<b>Mark Whitrod</b> South Simcoe Community Information Centre <a href="mailto:mark@contactsouthsimcoe.ca">mark@contactsouthsimcoe.ca</a>	Mark, from CONTACT-South Simcoe Community Information Centre, has lived in South Simcoe area since 1990 and has own several local businesses. He holds a degree in Business and Adult Education and boasts extensive job finding and business experience.	Stress Management

**Laubach Literacy Ontario is a Literacy and Basic Skills Program  
funded by the Government of Ontario through the  
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### **Who we are...**

Laubach Literacy Ontario represents a network  
of community-based literacy programs.  
We use the services of trained volunteer tutors and trainers. Through  
Laubach-affiliated programs, tutors provide one-to-one  
and small group instruction for more than 3,500 adult students.  
These students want to upgrade their reading,  
writing, and math skills. In addition, they want to upgrade  
their essential skills and other skills based on their goals.

### **Where we stand...**

Laubach Literacy Ontario supports  
its member agencies in the achievement of higher levels of literacy  
throughout the province.

## **Sharing Pearls of Wisdom Laubach Literacy Ontario Conference Proceedings 2009**

**Annual Conference  
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LAUBACH LITERACY ONTARIO  
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### **Laubach Literacy Ontario**

8A - 65 Noecker Street, Waterloo ON N2J 2R6

Tel: 519-743-3309 Toll-free: 1-866-608-2574 Fax: 519-743-7520

E-mail: [literacy@laubach-on.ca](mailto:literacy@laubach-on.ca)

Website: [www.laubach-on.ca](http://www.laubach-on.ca)