

# *SKILLS FOR SUCCESS*

## Activities Booklet

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# NUMERACY

## Activity 1: 101 and Out

**Introduction:** Numeracy skills involve the capacity to think in quantitative terms. Quantitative reasoning is one's ability to view problems through a lens of measurable events, with forecasts, odds, predictions, and likelihood. We use math and numerical data to solve everyday problems at home and work.

**Objectives:**

1. To promote quantitative thinking.
2. To create an environment where practicing numeracy is fun.

**Group Size:** 2-6 players per group

**Materials:**

- One die per group
- '101 and Out Tracker' chart and a pencil

**Time Required:** 5 minutes

**Preparation:** Print '101 and Out Tracker' chart for each group.

### 101 and Out Tracker Chart

Roll 1	Roll 2	Roll 3	Roll 4	Roll 5	Roll 6	Total

**How to Play:**

As the name implies, the goal of this activity is to score as close to 101 points as possible without going over. Give each group a die along with a '101 and Out' Tracker Chart and a pencil. Group members take turns rolling the die, strategizing to either count the number at face value or multiply it by 10. For example, a student who rolls a six can keep that number or turn it into 60. The student who has the die makes the decision to count the number or to multiply it, but they can discuss with their group members. Each group can roll the die up to 6 times, but they must roll at least 3 times. Groups can choose to stop after the 3<sup>rd</sup> roll of the die and maintain their score, so they don't go over 101. The group closest to 101 wins. Select a member from each group to roll first, and rotate clockwise to the next player in the group. Before the last role, or when the students are close to 101, ask the students what they need to role to get closest to 101 or what they cannot role if they are close to going over. Students keep track of their score by using the '101 and Out Tracker' chart.

**Discussion Questions:**

1. Did your group have a strategy? What was your strategy?
2. Can you think of any times that you need to make predictions, forecasts or use odds?

## Activity 2: Measure Up

**Introduction:** Measurements and calculations are types of numeracy. Being able to measure and describe the physical world is essential. How well do you know various units of measurement?

**Objective:** To explore different units of measurement.

**Group Size:** Works best with 10+ students

**Materials:** 8.5x11 paper, 1 per student

**Time Required:** 10 minutes

**Preparation:** Create 'matching cards' on 8.5x11 paper. There are 16 examples provided below or create your own examples. Ex: Print 'teaspoon' on one piece of paper and 'ml' on another. Teaspoon and ml match. Create enough sets of matching cards so each student will get a card.

Item/Concept	Unit of Measurement
Temperature of the human body	Degrees Celsius
Power	Watts
Postage stamp	cm
Land	Acres
Horse	Hand
Distance from point A to point B	Length
Space an object takes up	Volume
Height of a person	Feet
Distance from earth to the sun	km
A grain of sand	Gram
Height of the Eiffel Tower	Meters
Gestation of a baby	Weeks
Gestation of a baby hamster	Days
TV commercial	Seconds
A jug of milk	Liters
A teaspoon	ml

**How to Play:** Randomly assign each student a card (piece of paper) with either a unit of measurement or an item/concept to be measured. In time, students will figure out whether their card is the unit of measurement card or the item/concept card. If there is an uneven number of students, the teacher can play. Students will move around the classroom and find the person holding the best/appropriate match to their card. Once students have found their match, have them stand side by side along a wall (with their cards showing) until all players have found their match.

**Note:** Some measurements may 'match' to multiple items/concepts which will leave some students unable to find their best/appropriate match. New matches will likely need to be made so that everyone makes a match.

### Discussion Questions:

1. What did you learn/discover during this activity?
2. Did you find your match quickly? Why or why not?

# COMMUNICATION

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## Activity 1: Human Knot

**Introduction:** In this game, players will need to work together to untangle themselves without letting go of each other's hands. It's a fantastically simple game for improving communication and collaboration skills.

**Objective:** To encourage problem-solving through communication and collaboration.

**Time Required:** 5 minutes

**Group Size:** 5-8

**Materials:** None

**Preparation:** Find a space large enough for your group

**How to Play:**

Ask your group to stand in a circle, shoulder to shoulder, facing inwards. Then, ask each player to reach out their left hand and take hold of somebody else's hand opposite them. Repeat this action with the right hand. Players should not take the hand of the person to their immediate left or right. Players must now work together to untangle the knot without letting go of each other's hands. To do this, players will need to turn, twist and step through each other's arms.

**Discussion Questions:**

1. How did the group work together?
2. Did anyone take a leadership role?

## Activity 2: Ball Pass

**Introduction:** Improv is a fun way to learn and explore skills, especially communication skills. We use communication skills to coordinate our work, solve problems collaboratively, share information and build relationships.

**Objectives:**

1. To encourage students to express their communication needs.
2. To identify strategies to effective communication.
3. To recognize barriers to communication.

**Group Size:** 5-8

**Materials:** None

**Time Required:** 10 minutes

**Preparation:** Make sure you have a large space to spread out groups.  
Push tables/chairs out of the way.

**How to Play:**

Divide students in groups of 5-8. Each group will form a circle with 2-3 feet between students. Each circle should be spaced out evenly in the room. Tell students to imagine: you are holding a basketball in front of your belly. Wrap your arms around the ball as not to drop it. Demonstrate for students. Now, imagine that this ball is red. Toss the red ball to one of the students in each circle. The students will take turns tossing the ball to a person in their circle. As students toss the ball, they say, "Red ball" and a letter of the alphabet, starting at 'A' and going in order (A, B, C, D, etc.). The person receiving the ball says, 'thank-you' and tosses the ball to a different person in the circle and says, 'Red ball B'. Tell students to continue this pattern.

Once students get into a rhythm, about 1 minute, bring in a twist. Tell students you are now adding a second ball to the circle. This second ball is blue. Pass the new blue ball to the student standing opposite the person currently holding the red ball. Ask each circle to come up with a strategy to help them achieve the goal. Allow 30 seconds or so for groups to come up with a strategy. Signal the students to continue with the red ball at whatever letter they left off at but start the blue ball at letter 'A' ... and remember the 'thank you when you receive the balls'. After a minute or two stop the game.

**Discussion Questions:**

1. What made the activity challenging?
2. Did your group have a strategy?
3. Tell me about the communication during the activity.
4. Why is 'thank you' important?
5. What does this activity demonstrate?

## Activity 3: Get the Ball Rolling

**Introduction:** Communication is a skill that has two parts, talking and listening. In this activity, students will communicate to effectively navigate a ball around a tarp for as long as possible without the ball falling through a hole or off the tarp completely.

**Objective:** To promote effective communication and collaboration.

**Materials:** Tarp, Tennis ball

**Group Size:** 6-12 players

**Time Required:** 10 minutes

**Preparation:** Cut 4-5 holes into the tarp.  
Holes should be slightly larger than the size of the tennis ball.

### How to Play:

Place your team of 6-12 players evenly around the tarp. Have each student hold the edge of the tarp with both their hands. Instruct students to shake the tarp so it begins to move around like a wave. Once it is moving, throw in a ball. Participants must navigate the ball around the tarp for the longest possible period without having the ball fall through one of the holes. The ball must keep moving. Tell students that the objective is to keep the ball in motion for 4-5 minutes. If the ball falls through a hole or off the side of the tarp, the game is over. For larger groups, have 2 tarps and see which team can keep the ball rolling the longest.

### Discussion Questions:

1. How successful was your team?
2. Tell me about the communication. What did you hear people saying?
3. What helped or hindered your progress?

# COLLABORATION

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## Activity 1: Yes, And

**Introduction:** Working effectively with others requires acceptance of others' ideas. Effective teams focus on their goals and keep the communication non-judgemental and positive. In this activity, students will experience a positive, non-judgemental conversation with a partner.

**Objectives:**

1. To promote cooperation and acceptance of others' ideas
2. To accept ideas without judgement.

**Group Size:** 2

**Materials:** Timer

**Time Required:** 5 minutes

**Preparation:** None

**How to Play:**

Students work in teams of two. Tell students that they are going to make up a conversation in which every sentence (except the first one) starts with the words "Yes, and...". Provide students with a topic of conversation, for example, jungle adventure. The first student may say "we are going on a jungle adventure." The second student may say "yes, and...we can take four-wheelers." Then the first student says, "yes and..." Ask students will keep the conversation for 2-3 minutes.

**Discussion Questions:**

1. How did it feel to have your ideas accepted?
2. How does it feel when you have an idea and others don't like it or put it down?



## Activity 2: Shimmy

**Introduction:** The skill of collaboration is critical for many jobs. There is more to being part of a team than just showing up; we also need to contribute in ways that help teams achieve their goals. What useful contribution will students make in this activity as they collaborate to achieve the goal?

**Objectives:**

1. To promote collaboration and teamwork to achieve a team goal.
2. To overcome challenges and find a way to work together.

**Group Size:** 7-12

**Materials:** Rope

**Time Required:** 5 minutes

**Preparation:** Tie a rope to form a large circle big enough for the group members to comfortably stand inside, arms length apart.  
You will need one rope per group.  
Have an open space for students to move around.

**How to Play:**

Divide the students into groups of 7-12. Place the rope on the floor. Each member of the team stands inside the circle, so the rope is taut around their ankles. Students must keep their hands in the air. Team members must take turns moving to work the rope all the way up to their wrists, always keeping their hands in the air. Team members will have to wiggle and move to slide the rope up. The team that finishes the challenge first wins!

**Discussion Questions:**

1. How were people communicating during the activity? What did you hear people say?
2. What did you think was key to the success of this activity?

## Activity 3: Flying Balloons

**Introduction:** Collaboration is at the heart of teamwork. Getting work done together and helping each other out when needed is what teamwork and collaboration is all about. In this activity, be prepared for some enthusiasm as students work together.

**Objectives:**

1. To promote collaboration and teamwork to achieve a team goal.
2. To overcome challenges and find a way to work together.

**Group Size:** 6+

**Materials:** Non-latex Balloons (2 different colors)

**Time Required:** 5 minutes

**Preparation:** Blow up balloons.  
You will need 1 balloon per student, plus 3 extra balloons per team.

**How to Play:**

Divide students in two teams (Team A and Team B). Assign each team a different color balloon. Make sure all the members of a team have the same color balloons. Assign the 6 extra balloons to students. For this activity ask that students put their non-dominant hand behind their back. Instruct students to spread out. Position students so that teams are mixed and not all clumped together. Instruct students to launch their balloons into the air and keep them in the air using their head or one free hand. Students they must not hold the balloons once the activity starts. Students must work together to keep all their balloons in the air. Balloons that hit the floor are eliminated. The team with the most balloons still in the air after 2 minutes wins.

**Discussion Questions:**

1. How did your team work together?
2. What did you hear?
3. Did you have a strategy?
4. How does this activity relate to collaboration?

# PROBLEM SOLVING

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## Activity 1: Categories Galore!

**Introduction:** Problem solving helps you to address issues, monitor success, and learn from the experience. Strong problem-solving skills will help you gather the right information, identify and solve problems, and make better decisions at home and at work.

**Objective:** To promote teamwork and creative thinking when solving problems.

**Materials:** A variety of 20 objects (e.g. office supplies, clothes, dinnerware, jewelry, toys, game pieces, etc.) The goal is to collect items that, at first glance, have no apparent connection.

**Group Size:** 6+

**Time Required:** 10 minutes

**Preparation:** Collect a variety of 20 objects. The broader the variety, the better. The goal is to collect items that, at first glance, have no apparent connection. Place the items on a table in view of all students.

### How to Play:

Divide students into small groups. Give each group a sheet of paper and pen. Make sure groups have a clear view of all the objects. Instruct them to place the objects into one of four groups/categories. Each group must come up with a way to group items. Ask groups to write down the groupings on the top of their sheets of paper. They should not let the other groups hear what they are doing. Allow groups 5 minutes to discuss and categorize items. When the time is up, have a spokesperson for each group reveal how they classified the objects, and why. Reasons might vary, from the function of the object to how it looks, color, size, or the material it is made of.

### Discussion Questions:

1. Which object(s) were the most difficult to categorize?
2. Which essential skills did you use to during this activity?
3. How does this activity relate to problem solving?

## Activity 2: What Changed?

**Introduction:** Being able to analyze a situation and solve problems effectively requires adept attention to detail. In this activity, students will need to be observant of their surroundings.

**Objectives:**

1. To provide participants the opportunity to practice their attention to detail skills.
2. To promote problem solving.

**Materials:** None

**Group Size:** Any

**Time Required:** 5 minutes

**Preparation:** Find a large space for students to interact.

**How to Play:**

Students choose a partner. Players start by standing face-to-face a couple of feet apart. Tell students to observe each other and take note of what each other are wearing, how their hair is styled and any other notable features. The teacher signals students to turn, and students turn back-to-back. Students have 20 seconds to change 3 things about their appearance. For example, they roll up the cuff of their pants or flip their hair to the opposite side. Then the teacher signals the students turn face-to-face. Students must try to guess 'What Changed?'. Students have 20 seconds to identify the changes. Have students select a different partner and repeat the activity a second time.

**Discussion Questions:**

1. How good was your attention to detail?
2. When/where is attention to detail important?

# WRITING

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## Activity 1: Can't Get a Word In

**Introduction:** Strong writing skills are an asset in every stage of your career. To make your writing sound intelligent it is important to use words accurately and appropriately for the context of your subject matter, academic level, and audience. In this activity, your audience is your classmates, but your messages have no words.

**Objective:** To highlight the importance language and communication skills in our writing.

**Materials:** Flip Chart Paper, colored markers

**Group Size:** 10+

**Time Required:** 10 minutes

**Preparation:** None

### How to Play:

Divide students in groups of 5-6. Provide each group with a sheet of flip chart paper and some colored markers. Tell students that they are to create a message without using words. Groups can select one of the following themes:

1. Home and Family
2. Friends and School
3. Work

Students have 5 minutes to create their message. Have students hold up their message for everyone to see. Other students must then attempt to identify the messages correctly.

### Discussion Questions:

1. How important are words in messages?
2. What can we learn from this activity?

## Activity 2: Caption This

**Introduction:** A good writer should create relevant, quality content that flows and grabs the audience's attention. In this activity, students will see how their perspectives and creativity shape their writing skills.

**Objectives:**

1. To strengthen language and creativity.
2. To appreciate the perspectives of others.

**Materials:** 3 thought-provoking pictures; sticky notes; pens

**Group Size:** 10+

**Time Required:** 10 minutes

**Preparation:** Hang the 3 pictures on a wall or blackboard.

**How to Play:**

Divide students into small teams or pairs. Give teams 2-3 minutes to think of a suitable or funny caption for one of the pictures. Students will write the caption on a sticky note and place on the wall next to the picture. When teams have placed their sticky notes on the wall, ask for a volunteer to read the captions (or teacher can read them). Take a vote on the best caption!

**Discussion Questions:**

1. Were the captions relatively similar for each of the 3 pictures? If not, why do you think they were so different?
2. If you had to write a story about one of these pictures, which one would you write about and why?

# ADAPTABILITY

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## Activity 1: Tactical Towers

**Introduction:** Adaptability is a key to success. Employers want employees who understand when and how to adapt to changing circumstances to get the job done effectively and efficiently! In this activity, your job is to build a tower. Each team will have 3 attempts to build the tallest tower with the material provided.

**Objectives:**

1. To help students practice responding to unexpected changes in a fun and engaging way.
2. To improve team-building skills by working together to solve a problem.

**Groups size:** 10 +

**Materials:** Cue cards, tape, timer

**Time Required:** 10 minutes

**Preparation:** Count out stacks of 25 cue cards and measure 30cm pieces of tape in advance.

**How to Play:**

Divide students into teams of 4-5. Round 1: Give each team 25 cue cards and a piece of tape measuring 30cm. Set a 2-minute timer and ask teams to construct the tallest tower they can with the cue cards and tape. Round 2: Give each team 25 cue cards and a piece of tape measuring 3cm. Set a timer for another 2 minutes and ask teams to construct the tallest tower they can with the cue cards and tape. Round 3: Give each team 25 cue cards and no tape this round. Set a timer for 2 minutes and ask teams to construct the tallest tower they can with only the cue cards. Compare the 3 towers.

**Discussion Questions:**

1. What are some strategies you can use to stay calm and positive when faced with unexpected changes?
2. Why is it important to be flexible and adaptable in our everyday lives?

## Activity 2: Positives and negatives

**Introduction:** Change is inevitable and necessary for businesses and organisations to survive and thrive. In times of change, being adaptable requires us to regulate our emotions, be positive, be optimistic and stay calm. Some of us look forward to change, and some of us resist change and prefer things to stay the same. Our perceptions of change and the words associated with change can be positive or negative. In this activity we will attempt to focus on the positives as we learn to embrace changes ahead of us. There are no right or wrong responses.

**Objectives:**

1. To explore positive and negative emotions to change.
2. To adopt an attitude of anticipation and excitement.

**Group Size:** Any

**Materials:** Tape; copies of the 'change' related words

**Time Required:** 10 minutes

**Preparation:** Make a straight line of tape on the floor.  
The line needs to be long enough for students to line up side-by-side.  
Create a list of 5 to 8 words related to "change".  
See examples below:

Transition	Improvement	Problem
Evolution	Shift	New
Transformation	Advancement	Change

**How to Play:**

Ask participants to stand in a line shoulder to shoulder. Read the first word aloud and ask participants to step forward if they view the word as positive or step back if they view it as negative. Ask 2-3 participants to discuss their choices. Then ask students to return to the original line. Repeat the activity with each word on your list. Provide a copy of the words to students prior to starting the discussion questions.

**Discussion Questions:**

1. What do all these words have in common?
2. What essential skills might help us be more adaptable and open to change?



# READING

## Activity 1: One Minute Please

**Introduction:** Reading is a vital skill for navigating daily life and the world of work. Most of us spend a significant amount of time using written material each day. This activity will allow student to share their knowledge in this fun and supportive environment.

**Objectives:**

1. To reflect on different reading materials (think outside the book)
2. To encourage dialog and sharing
3. To get students thinking about the importance of reading

**Group Size:** Any

**Materials:** 'Topic Statements'; paper or cue cards; a container, timer

**Time Required:** 10 minutes

**Preparation:** Select age/grade appropriate 'Topic Statements' from the list provided or create your own. Select enough statement as to have at least one statement per group. Put each 'Topic Statement' on a small piece of paper or cue card. Fold, and put the papers in a small container.

Topics Statements		
Social Media Sites	Things on a 'to do' list	Types of books
Sections in the newspaper	Things you chart	Benefits of reading
Reasons you read	Things you read	Things you read at work
Signs you read along the road	Information you would find on a job posting	

**How to Play:**

Ask for 4-5 volunteers to select a 'Topic Statement' from the container. The volunteer will read it aloud. The volunteer then has one minute to respond with as many examples as they can. Students will offer encouragement and support. They may say things like, 'great example', 'you got this', or 'awesome'. They can also offer their own examples if the volunteer is stuck or runs out of examples. The teacher may choose to demonstrate by going first and the students can offer encouragement, support, and/or examples.

**Discussion Questions:**

1. Did you discover something new about a topic?
2. How did you feel about the support and encouragement from your group?

## Activity 2: Group Assembly

**Introduction:** Regardless of what occupation or future education you choose to pursue, being able to efficiently read and use written information are important skills to have. This fun spelling activity will enhance your students' interpersonal skills as well as promote communication, problem-solving and reading as they identify reading materials in the workplace.

**Group Size:** 15 players are ideal, but modifications can be made for larger groups

**Materials:** 15-30 sheets of 8.5x11 paper, tape

**Time Required:** 10-15 minutes

**Preparation:** Print the letters **A B C D E H I L M N O R S T U** on a sheet of paper. One letter per sheet of paper. If you have 30 players make 2 sets of letters. Have a large enough space for students to move around and form a line.

**How to Play:** Randomly assign each student one sheet of paper with **one** on these letters on it: **A B C D E H I L M N O R S T U**. Have students look at their letter and then get another student to tape the letter on their back. Tell students that you are going to read a definition or statement and they need work together to assemble the word you are looking for. Students need to line up, side-by-side to spell the word. They can only use the letters on their backs.

For groups of 30 students, divide students in two groups of 15 and use a second set of letters. The two groups will compete to see who can spell the correct word first. For group sizes over 15 but under 30 or for groups over 30, have students without letters act as support players to come up with solutions and assist players in forming their line with the correct answer.

Statements/Definitions	Answers
Messages distributed by electronic means from one computer user to 1 or more recipients via a network.	EMAILS
A graphical representation for data visualization is known as a _____. It is intended to make information easier to understand.	CHART
Every workplace has these. They tell employees what they can and cannot do. They are often accompanied by regulations.	RULES
Employees receive this with their cheque. It documents things like hourly wage and deductions. It's called a pay _____.	STUB
Some employees get to see this written on their office door or on a business card.	NAME
You are attending an important meeting with your boss next week. In preparation, your boss asked you to read this _____. It's similar to a report.	DOCUMENT

### Discussion Questions:

1. How did players work together?
2. What learnings can you take away from this activity?

# CREATIVITY AND INNOVATION

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## Activity 1: Home Builders

**Introduction:** To be creative and innovative you need to be open to new ideas, identify opportunities to respectfully challenge old ways of doing things as well as seek out and overcome unnecessary obstacles.

**Objectives:**

1. To inspire creativity and innovation.
2. To improve team-building skills by working together to solve a problem.

**Group Size:** 10-30 students

**Materials:** Decks of playing cards – one deck per group

**Time Required:** 10 minutes

**Preparation:** Each group will need a private space to build their house.  
Ideally, groups should not be able to see or hear one another.  
Each group will require a deck of 52 playing cards.

**How to Play:**

Divide students into groups of 3-8 players. Instruct each group to 'build the biggest house'. Tell students they can bend or rip the cards, but they can only use the cards. No tape or anything else. Give no other instructions. Each group will have 6 minutes to plan and build their house from a deck of cards. Separate groups so they can't see or hear what the other groups are doing. Once the teams have completed their house or time has run out. Have teams view one another's houses and decide who built the biggest house.

**Discussion Questions:**

1. What were some of the challenges teams had in building their house?
2. Which team used the most creativity and innovation to build their house?

## Activity 2: No Longer, No Longer

**Introduction:** Creativity and innovation skills help you come up with new, unique, or “outside the box” ideas, both at work and outside work. In this activity, students will develop their creativity skills by turning common items into something new.

**Objectives:**

1. To inspire creativity and innovation.
2. To see common things in a new light.
3. To encourage brainstorming.

**Materials:** Everyday classroom items

**Group Size:** 3-5 players per group

**Time Required:** 10 minutes

**Preparation:** None

**How to Play:**

Divide students in small groups of 3-5. Have each group bring one item from their desk (or an item from the classroom) to the activity. One item per group. Then, tell students that this item is going to be a new product and ‘no longer’ used for its original use. For example, a paper clip no longer holds papers together. Advise groups that they must come up with a new name and a new use for their object. Give groups 4 minutes to come up with ideas. But wait, the item they selected is ‘no longer’ their item, they must swap their item with another group! Once items are swapped, start the timer. Once the time is up, allow each group to present the new item and its use to the larger group.

**Discussion Questions:**

1. Can you think of a situation where creativity would be really important?
2. What did you learn from this activity?

## Activity 1: Call Me Maybe

**Introduction:** Technology has changed how we communicate in the workplace. In the past, if we wanted to communicate with a client, coworker or our boss, we needed to phone them, meet them in person, or write a note or letter. Emailing and texting have become popular alternatives to calling, but what is the impact on the quality and quantity of the communication?

**Objectives:**

1. To create awareness of the pros and cons of calling, emailing and texting in the workplace.
2. To highlight the importance of digital communication in the workplace.

**Materials:** 6 pieces of flip chart paper, colored markers, tape

**Time Required:** 10-12 minutes

**Group Size:** 6 groups of 2+ students

**Preparation:** Write each of the 6 'topics' on the top of the flip chart paper, one topic per sheet.

**Topics:**

1. The Benefits of Emailing
2. The Disadvantages of Emailing
3. The Benefits of Texting
4. The Disadvantages of Texting
5. The Benefits of Calling
6. The Disadvantages of Calling

**How to Play:**

Divide students into 6 groups. Assign each group a 'Topic'. Groups have 3-4 minutes to brainstorm and record their ideas on the paper. Tape papers on the walls for all to see. Ask for one member of each group present their groups' ideas to the larger group. Then, take a vote – By show of hands, ask students what method of communication they think is best in the workplace (Emailing, Texting, or Calling).

**Discussion Question:**

- What positive learnings can we take away from this activity?

## Activity 2: Following Instructions

**Introduction:** Computer coding is the use of computer programming languages to give computers and machines a set of specific instructions on what actions to perform. In this activity, students will follow instructions, much like that of a computer.

**Objective:** To demonstrate what can go wrong when instructions are not communicated effectively.

**Materials:** One 8.5" x 11" sheet of paper per student. The teacher will also need one sheet.

**Group Size:** Any size

**Time Required:** 5 minutes

### How to Play:

Participants will be given a piece of paper and then be given verbal directions as to what to do. Tell the students that you will be leading them through an activity similar to that of coding. Just like codes tell computers what to do, you will be telling students what to do and they need to follow your instructions.

Have each participant take one sheet of paper. Tell them that you will give a list of directions to follow, and they must keep their eyes closed as you give the instructions. They are not to interrupt you and they can't ask questions. Students must do as they are told. Ask "are you ready?" and begin giving the following directions in order, without pausing. Also, do not demonstrate the directions, just read them to the students. Remind students to close their eyes when you are ready to begin.

- 1) Fold your sheet of paper in half
- 2) Tear off the upper corner
- 3) Fold your paper in half again
- 4) Tear off the upper corner opposite of the first torn corner
- 5) Turn your paper 90 degrees
- 6) Tear off the upper left corner
- 7) Fold in half a final time
- 8) Tear off the lower right corner
- 9) Unfold your paper and hold it up
- 10) Open your eyes, look at your product and compare it with the other student's

### Discussion Questions

1. What happened? Does everyone's look the same? Why or why not?
2. What would have helped to make everyone have the same outcome/end product?

# CONCLUSION

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## Activity 1: The Resume

**Introduction:** Essential skills are necessary abilities that are developed through planned, regular, and continued practice. Essential Skills help us to be efficient and adaptable and to carry out complex activities or job tasks involving ideas, things, and/or people. In this activity, students will reflect on the essential skills as they create a resume.

**Objectives:**

1. To reflect on the 9 essential skills.
2. To identify examples statements.

**Materials:** Paper and pens (or computer)

**Group Size:** Any

**Time Required:** 10-12 minutes

**Preparation:** Post essential skills definitions in large print around the class or provide groups with a list of essential skills with the definitions.

**How to Play:**

Divide students in groups of 4-5. Assign each group 3-4 essential skills (depending on the number of groups). Each group of students will collaborate to create a skills section on a resume. For each of the essential skills, students will come up with 2 example statements. Students will record their statements on a piece of paper or electronically. Students have 4-5 minutes to come up with their statements. Then, each team will share their statements to the larger group.

**Discussion Question:**

- How does identifying your essential skills help you with career decision making?

## Activity 2: The Interview

**Introduction:** Essential skills are necessary abilities that are developed through planned, regular, and continued practice. Essential Skills help us to be efficient and adaptable and to carry out complex activities or job tasks involving ideas, things, and/or people. In this activity, students will reflect on the essential skills as they prepare for an interview.

**Objectives:**

1. To reflect on the 9 essential skills.
2. To recognize that we all have strengths and weakness.

**Group size:** Any

**Materials:** Interview Questions, definitions of essential skills

**Time Required:** 10 minutes

**Preparation:** Post essential skills definitions in large print around the class.  
Write the two interview questions the board.

**How to Play:**

Divide students in pairs. Ask students to reflect on the 9 essential skills. Students will select an essential skill to answer the following interview questions and take turns sharing with their teammate. Teams have 7-8 minutes to come up with an answer to both questions and share with their partner.

- What is your greatest strength? How will this skills help you in your future career?
- What is your greatest weakness? What can you do to improve this skill over the next few months/years?

**Discussion Question:**

1. Would anyone like to share a strength or weakness with the group?
2. How does knowing your strengths and weaknesses help you decide on a trade or career option?



# APPENDIX

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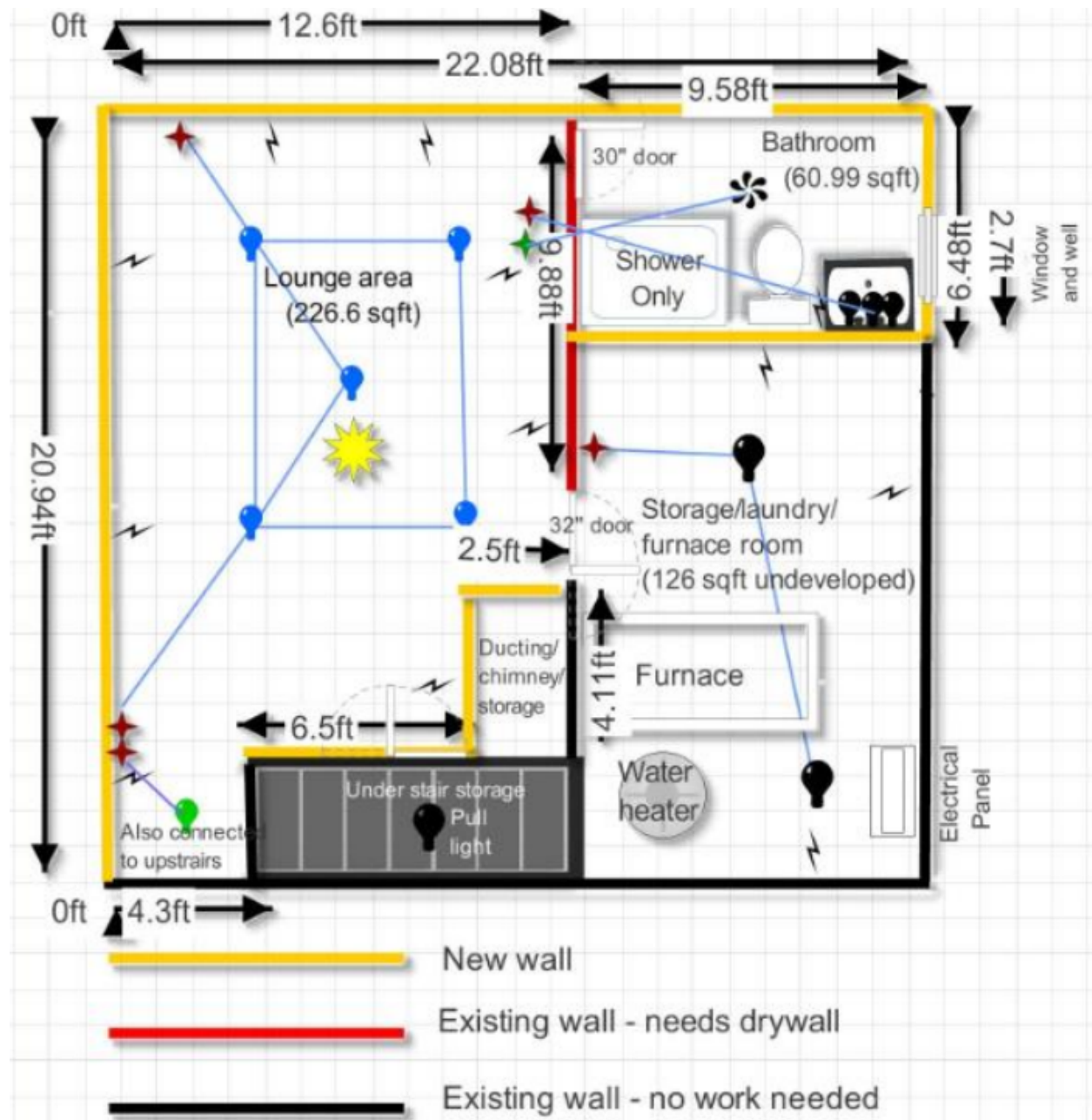
## Collaboration: 'I Love My Job – A Day in the Life'

It's March 15<sup>th</sup>

- 7:30 am My alarm didn't go off, so I overslept. That's the third time this month. I jump out of bed, hop in the shower, then empty a laundry basket on my bed to find something to wear. I find a nice blouse and a pair of dress pants, but they need to be ironed. I'm running about 20 minutes late.
- 8:15 am It snowed yesterday but had stopped by the time I got home. As I rush out the door I slip on the snow. I'm not hurt but my clothes are soaked. I need to change. I guess I'll have to wear this pair of dark jeans. They are wrinkled but I don't have time to iron them. Hopefully the wrinkles will soften on my way to work.
- 8:30 am I'm running for my bus, and I watch it pull away before I can reach the bus stop. It will be a 15-minute wait for the next bus. I'm sure my supervisor will understand.
- 8:45 am Finally the next bus is here, traffic is heavy, the bus is packed with people and the bus needs to stop at every stop to let passengers on and off.
- 9:10 am I arrive at work 40 minutes late. I miss the morning meeting, I explain about my clock, falling and the late bus to my supervisor. Traffic, the weather, my clock... these are things I cannot control.
- 9:30 am My co-worker Jane is still looking for an important client file. She's been looking for three days now.
- 10:15 am My co-worker Alex hasn't given me his invoices to enter so I guess reconciliations will be late. I can't make him give me the invoices.
- 11:00 am A customer calls wanting information on our delivery schedules; I pass the call on to my supervisor. I'm pretty sure she's in a meeting, but the customer can leave a voice mail for her.
- 12:00 pm Lunchtime, my co-worker Debbie is supposed to relieve me for lunch, but she is busy helping Jane look for the file. I will just have to extend my lunch hour to accommodate the lateness in Debbie relieving me. It just means her lunch will be that much later as well.

- 12:15 pm I finally leave for lunch.
- 1:22 pm I return from lunch a little late as I decided I wanted Italian food instead of a sandwich from the deli downstairs. It's only a 15-minute walk, but it took forever to get my food. Debbie tells me she found the missing file in one of the piles of files on my desk waiting to be filed. I assumed Jane had already looked there. I know I need to get the filing done but it's part of the job I really don't like. If I leave it long enough, Debbie will usually help me with it.
- 2:05 pm My supervisor asks me for the finished paperwork she assigned me yesterday. I don't have it done. She didn't tell me that she needed it done this quickly. She tells me she talked about it at the morning meeting. I wasn't there so I can't be expected to just 'know'. I ask my co-worker Jamie to give me a hand to get it finished. He says 'no' but I point out we all need to be part of the team, he reluctantly says yes. He really needs to learn what teamwork is all about.
- 3:00 pm The staff is getting together to box and archive old files. I've never done archiving and don't know how to do it. I keep sitting at my desk waiting for Alex and avoiding the files piling up on my desk.
- 4:25 pm I shut down my computer, cleared off my desk, and just as I grab my coat, the phone rings. I'll let it go to voicemail and deal with it tomorrow. I don't want to miss my bus, and after all, it's been a bit of a stressful day for me.
- 4:30 pm As I'm going out the front door, I give a wave and shout good-bye to my co-workers who are still finishing up their work. I work with such great people, very dedicated. I love my job!

## Numeracy: Permit Plan



# Reading: Employment Contract

## EMPLOYMENT CONTRACT

**THIS AGREEMENT**, made as of the 1st day of October, 2006.

Between:

**Massive Construction Ltd.**

401 Mackenzie Road,  
Inuvik, NT  
X0E 0T0

duly incorporated and existing pursuant to the laws of the NWT

(hereinafter referred to as "the Employer")

### OF THE FIRST PART

-- and --

**Ian Michael Klutzy**

25 Cam Street  
Inuvik, NT  
X0E 1T8

(hereinafter referred to as "the Employee")

### OF THE SECOND PART

WHEREAS the Employee and the Employer wish to enter into an employment agreement governing the terms and conditions of employment;

THIS AGREEMENT WITNESSES that in consideration of the premises and mutual covenants and agreements hereinafter contained, and for other good and valuable consideration (the receipt and sufficiency of which is hereby acknowledged by the parties hereto), it is agreed by and between the parties hereto as follows:

#### 1. *Term of Employment*

The full time employment of the Employee shall commence on October 1, 2006 and continue for an indefinite term until terminated in accordance with the provisions of this Agreement.

#### 2. *Probation*

The parties hereto agree that the initial three (3) month period of this Agreement is "probationary" in the following respects:

- a. the Employer shall have an opportunity to assess the performance, attitude, skills and other employment-related attributes and characteristics of the Employee;
- b. the Employee shall have an opportunity to learn about both the Employer and the position of employment;
- c. either party may terminate the employment relationship at any time during the initial three month period without advance notice or justifiable reason, in which case there will be no continuing obligations of the parties to each other, financial or otherwise.

#### 3. *Compensation*

## Reading: Guide for New Employees

### Guide for New Employees

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# Reading: Safety Data Sheet



## SAFETY DATA SHEET

### 1. Identification

Product identifier	X-TREME GLAMOUR HS KLEARKOTE	
Other means of identification		
Product Code	FS-5125-QT	
Recommended use	Automotive Refinish Clear Coat	
Manufacturer/Importer/Supplier/Distributor information		
Manufacturer		
Company name	5 STAR XTREME	
Address	a division of IAMG/International Autobody Marketing Group 1505 N. Hayden Road Suite 111 Scottsdale, Arizona 85257 United States	
Telephone	General Assistance	1-87-REFINISH
Website	www.5starxtreme.com	
E-mail	Not available.	
Emergency phone number	Chemtrec	1-800-424-9300

### 2. Hazard(s) identification

<b>Physical hazards</b>	Flammable liquids	Category 2
<b>Health hazards</b>	Acute toxicity, oral	Category 4
	Acute toxicity, inhalation	Category 3
	Skin corrosion/irritation	Category 2
	Serious eye damage/eye irritation	Category 2A
	Sensitization, skin	Category 1
	Carcinogenicity	Category 2
	Reproductive toxicity	Category 2
	Specific target organ toxicity, single exposure	Category 3 narcotic effects
<b>Environmental hazards</b>	Specific target organ toxicity, repeated exposure	Category 1
	Hazardous to the aquatic environment, acute hazard	Category 3
	Hazardous to the aquatic environment, long-term hazard	Category 3
<b>OSHA defined hazards</b>	Not classified.	

### Label elements



**Signal word** Danger

**Hazard statement** Highly flammable liquid and vapor. Harmful if swallowed. Causes skin irritation. May cause an allergic skin reaction. Causes serious eye irritation. Toxic if inhaled. May cause drowsiness or dizziness. Suspected of causing cancer. Suspected of damaging fertility or the unborn child. Causes damage to organs through prolonged or repeated exposure. Harmful to aquatic life. Harmful to aquatic life with long lasting effects.

# Writing: Job Posting – Facilities Summer Student

## Facilities Summer Student

### WHAT YOU WILL DO

As part of the Maintenance Base team, you will work closely with the entire team, assisting with general administrative duties and interacting with many stakeholders both internally and externally. Working in Facility Services you will provide support for operational issues, while gaining exposure to working in a corporate setting and an airport environment. The successful candidate will be encouraged to return in future summers with added responsibility each additional summer term, resulting in valuable transferable skills towards your field of study.

### Reporting to the Manager, Facility Services some of your key responsibilities will be:

- Assist with the investigation of operational issues, report findings and provide solutions.
- Answer phone calls and enter work order data.
- Provide coverage for the operations and maintenance desk.
- Manage the drawing room inventory and storage room.
- Reconcile physical assets to drawings.
- Assign projects in respect to operational requirements.
- Assist managers, coordinators and director with general administrative duties.
- 

### WHAT YOU BRING

- Excellent communication and customer service skills.
- Proficient with Microsoft Office Suite.
- Ability to read basic maps on Adobe.
- Ability to take initiative, work independently, and effectively collaborate with others.
- Ability to focus on a repetitive task for a long period of time while maintaining high attention to detail.
- Experience working in an office setting is considered an asset.

<https://ca.indeed.com/jobs?q=Summer%20Student&l=Calgary%2C%20AB&vjk=34c7c691109caad3>

## DEFINITIONS

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**Adaptability** is your ability to achieve or adjust goals when expected or unexpected change occurs.

**Collaboration** refers to your ability to contribute and support others to achieve a common goal.

**Communication** refers to the ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others, and also includes non-verbal communication.



## **Creativity and Innovation**

is your ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms.

**Digital** is the ability to use digital technology and tools to find, manage, apply, create, and share information and content.

**Numeracy** is the ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics.

**Problem Solving** is your ability to identify, analyze, propose solutions, and make decisions. Problem solving helps you to address issues, monitor success, and learn from experience.

**Reading** refers to your ability to find, understand, and use information presented through words, symbols, and images.

**Writing** refers to your ability to share information using written words, symbols, and images.