Section 5 – WLES Program Model
Example Group Learning Workshop: Session 4

Reading Document Use Writing Numeracy Oral Communication Thinking Working with Others Computer Use Continuous Learning

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Example of a WLES group learning workshop (3 hours) SESSION 4

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10 mins.	BREAK		
50 mins.	Module 1	'A Dream That Walks' 4	15
		A Dream That Walks workbook A Dream That Walks II workbook	
10 mins.	Module 1	Plan and Review	18
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Best Practice Notes:

Adult learners find prolonged focus on a single topic challenging. All group learning sessions deliberately contain content from more than one curriculum area (Module).

Adult learners with Level 1 and Level 2 skills (IALSS Levels) find working for long blocks of time challenging. All activities are presented in blocks of no longer than 15-20 minutes.

Activities include a variety of learning styles.

Activities include group and individual work.

Where learners do not yet possess the level of Essential Skills required to participate fully in all aspects of an activity it is important that they continue to feel a sense of belonging to the group. All activities start and end with an oral component so that all learners can affirm their roles as valued participants.

If possible, nutritious snacks (fresh fruit) and drinks (juice, milk, fruit tea) should be provided.

MODULE 1 ACTIVITY

Qualities for Success

RESPONSIBILITY

In this learning activity, participants discuss a positive quality, in this case 'Responsibility', that impacts success in the workplace. Participants make connections between their attitudes towards various qualities and their experiences of success in a variety of contexts. The activity is repeated as a number of qualities are explored throughout the program.

Qualities for Success SUGGESTED RESOURCES:

'Qualities for Success' leaflet – Responsibility, **Literacy Victoria**

Qualities for Success ACTIVITY PLAN (RESPONSIBILITY)

10 minutes

Essential Skills	Activity Aims	Facilitator Notes	Time	Materials
	Learners demonstrate understanding of the concept of qualities for success.	This activity is designed to set the tone for the learning session. Ensure that any negative comments are immediately pointed out; aim to balance respect for opinions with firm boundaries; encourage and model positive participation. Encourage learners to discuss the points they are comfortable with (raised by the Qualities For Success or similar leaflet); aim to encourage a broad perspective.	5 mins	Flipchart / markers Qualities for Success leaflet
	Learners' participate in discussion of prior experiences demonstrating this quality. (Responsibility).	Revisit the quality in the context of workplace and learning goals for this learning session and this group of learners. Accept that some learners may not participate fully initially. The activity is designed to be repeated at the start of each group learning session to provide an opportunity for learners to share relevant stories and personal experiences. Aim to keep exchanges short and appropriate. Encourage learners to revisit the Qualities for Success leaflet in their own time and to bring their thoughts to the next group learning session.	5 mins	Flipchart / markers Qualities for Success leaflet

Literacy Victoria

Pilot 2, 2011

Workforce Literacy and Essential Skills

Qualities for Success

Whatever we want to do in life, we'll be more successful with positive attitudes and qualities. Its been proven that positive qualities help us learn faster, get and keep jobs, get along with others, solve problems, encourage others and be happier in life. Everyone has these abilities. Sometimes we may need reminding to use them but if we use them, they get stronger. There are hundreds of qualities. Literacy Victoria's WLES group is learning about one each time they meet. This activity sheet aims to help us share some of our ideas. We invite everyone to join us in finding ways to make these qualities part of our lives.

Quality of the Day—Responsibility

When you pass the buck, don't ask for change.

- Solomon Short

Qualities for Success

- Commitment
- Courage
- Courtesy
- Enthusiasm
- Flexibility
- Helpfulness
- Honesty
- Patience
- Responsibility
- Reliability
- Respect
- Tact

Responsibility is	Responsibility is not
• Being trustworthy • Keeping to your agreements • Being on time • Standing up for yourself • Standing up for others • Standing for what is right • Following through • Knowing your limits • Asking for help if you need it • Listening carefully • Following instructions • Planning ahead • Doing your best	• Taking on more than you can do • Taking over from other people • Trying to look important • Doing a job without training • Talking for other people • Refusing support • Blaming other people

What does responsibility mean to you?

What jobs require responsibility?

When in your life have you needed to show responsibility?

Take your life in your own hands, and what happens?
A terrible thing: no one to blame.

- Erica Jong

For information about Literacy Victoria's Workforce Literacy and Essential Skills (WLES) Training Program, contact the facilitator, liz@literacyvictoria.ca, 250-381-5755.
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We are grateful to Nancy Walters for her foundational work in the development of this resource.

Workforce Literacy and Essential Skills

Qualities for Success **Pilot 2, 2011**

My will shall shape the future. Whether I fail or succeed shall be no man's doing but my own.

My choice; my responsibility; win or lose, only I hold the key to my destiny.

- Elaine Maxwell

What would responsibility look like if . . . ?

1. Think about these situations.

What is a responsible thing to do?

- After lunch you notice that a co-worker has left their cell phone on the table in the staff canteen.
- At a staff meeting you are asked a question but you don't know the answer.
- You know that someone in your building has just had surgery and you have not seen them for a day or so.
- You made a mistake in reading your shift schedule and now you can't take your son to a game this week like you promised

2. Name two people who handle responsibility well. How do they show it?

3. What is one time that you took responsibility for your actions?

4. Next time you see someone who is acting responsibly, tell them you noticed, and tell them you admire them for it!

Affirmation:

I am responsible. I keep my promises and people know that I tell the truth. If I need help, I ask for it; if I make mistakes I own them. I don't

Why be responsible?

- How does taking your responsibilities seriously help you?
- If you take responsibility for yourself, how does this help others?

Why be responsible?
What might happen if you are not?
List two reasons (or more!)

- _____
- _____

Responsibility

Taking responsibility for small life decisions can make a difference in how people deal with big issues that can cause stress.

Can you really relax properly if you have things at the back of your mind you feel you need to deal with?

So what is the opposite of responsibility?

Is it freedom from work; being at ease; rest without worries?

People who deal with their responsibilities have true leisure time. You can too!

If you want to lift yourself up, lift up someone else.

- Booker T. Washington

'Qualities for Success' leaflet, **Literacy Victoria** – suggested topics for discussion on the theme of Responsibility

MODULE 5 ACTIVITY

Snapshot N

In this activity participants explore vocabulary commonly used in discussing numerical information. Its focus is participation by all learners and building confidence in appropriate usage through group discussion. Participants confirm their understanding of specific vocabulary and reflect upon the numeracy skills discussed. Using the Snapshot self-assessment tool, participants recognize the vocabulary skills they already posses and build on this positive list.

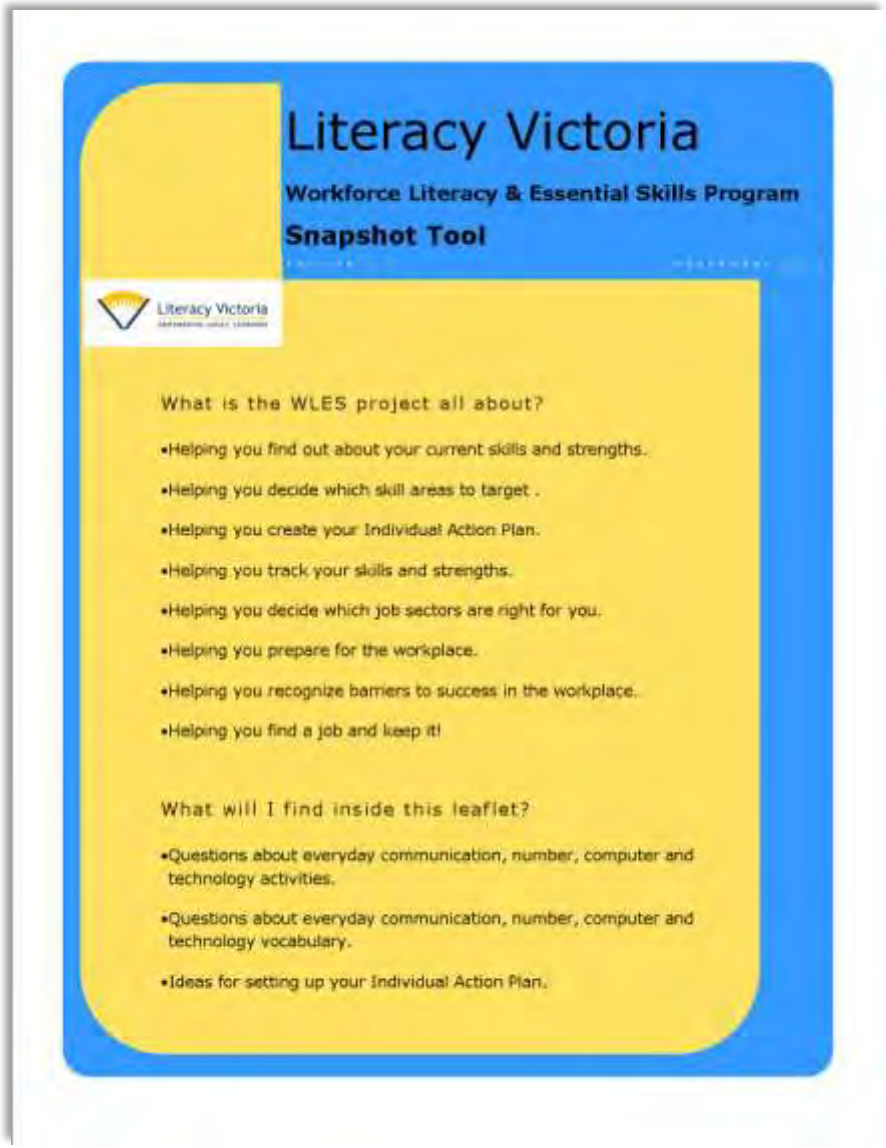
Snapshot N SUGGESTED RESOURCES:

'Snapshot' leaflet, **Literacy Victoria**

Snapshot N ACTIVITY PLAN

25 minutes

Essential Skills	Activity Aims	Facilitator Notes	Time	Materials
	Learners confirm their understanding of program aims and the purpose of the Snapshot leaflet.	Confirm that learners understand the term <vocabulary> prior to commencing this activity. Ensure all learners can see screen; enlarge Snapshot leaflet image as needed.	5 mins	Snapshot leaflet - digital Computer White board –or- Projector / screen
	Learners participate in discussions about numeracy skills in the context of everyday activities and roles in the workplace. Learners complete individual numeracy vocabulary check (Snapshot leaflet).	Ensure all learners understand the concept of a self-assessment activity. Divide learners into small groups (ideally 2-4); aim to include one or more learners with ES Level 2 skills in each group as learners with reading skills below ES Level 1 may require support; note those who offer, accept and refuse support.	10 mins	Snapshot leaflets Highlighters Pens / pencils
	Learners confirm their understanding or need for clarification of each item on the numeracy vocabulary list. ➢ *Learners write target vocabulary items in personal notebooks*	Review each item in turn; encourage every learner to participate by providing workplace scenarios where this vocabulary will be relevant. At the end of this activity, learners should be clear which vocabulary they are comfortable with and which items require further clarification and practice. Ensure that learners who wish to keep notes of new vocabulary understand alphabetical order; explore why notebooks will not be in strict alphabetical order.	10 mins	Snapshot leaflet - digital Computer White board –or- Projector / screen Highlighters Pens/pencils Notebooks with A-Z divisions



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Snapshot Tool

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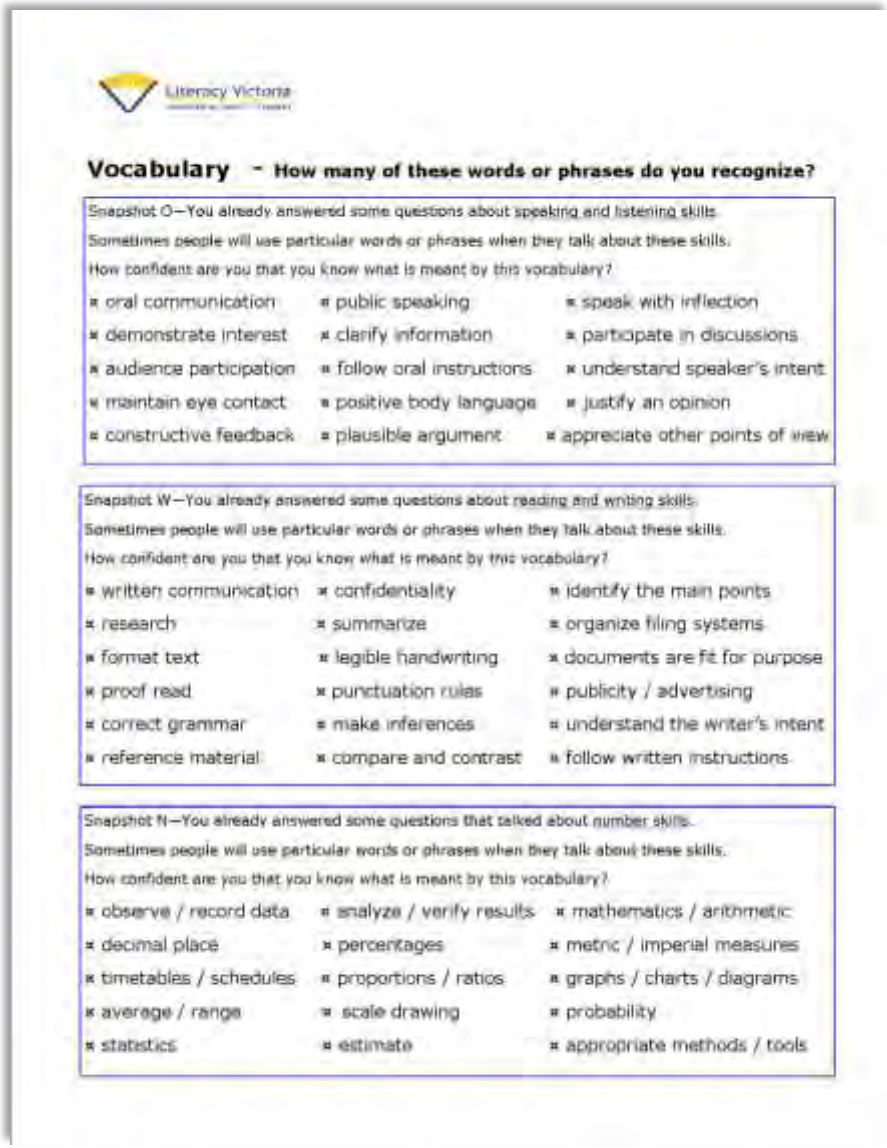
What is the WLES project all about?

- Helping you find out about your current skills and strengths.
- Helping you decide which skill areas to target .
- Helping you create your Individual Action Plan.
- Helping you track your skills and strengths.
- Helping you decide which job sectors are right for you.
- Helping you prepare for the workplace.
- Helping you recognize barriers to success in the workplace.
- Helping you find a job and keep it!

What will I find inside this leaflet?

- Questions about everyday communication, number, computer and technology activities.
- Questions about everyday communication, number, computer and technology vocabulary.
- Ideas for setting up your Individual Action Plan.



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Vocabulary - How many of these words or phrases do you recognize?

Snapshot O—You already answered some questions about speaking and listening skills.
Sometimes people will use particular words or phrases when they talk about these skills.
How confident are you that you know what is meant by this vocabulary?

¤ oral communication	¤ public speaking	¤ speak with inflection
¤ demonstrate interest	¤ clarify information	¤ participate in discussions
¤ audience participation	¤ follow oral instructions	¤ understand speaker's intent
¤ maintain eye contact	¤ positive body language	¤ justify an opinion
¤ constructive feedback	¤ plausible argument	¤ appreciate other points of view

Snapshot W—You already answered some questions about reading and writing skills.
Sometimes people will use particular words or phrases when they talk about these skills.
How confident are you that you know what is meant by this vocabulary?

¤ written communication	¤ confidentiality	¤ identify the main points
¤ research	¤ summarize	¤ organize filing systems
¤ format text	¤ legible handwriting	¤ documents are fit for purpose
¤ proof read	¤ punctuation rules	¤ publicity / advertising
¤ correct grammar	¤ make inferences	¤ understand the writer's intent
¤ reference material	¤ compare and contrast	¤ follow written instructions

Snapshot N—You already answered some questions that talked about number skills.
Sometimes people will use particular words or phrases when they talk about these skills.
How confident are you that you know what is meant by this vocabulary?

¤ observe / record data	¤ analyze / verify results	¤ mathematics / arithmetic
¤ decimal place	¤ percentages	¤ metric / imperial measures
¤ timetables / schedules	¤ proportions / ratios	¤ graphs / charts / diagrams
¤ average / range	¤ scale drawing	¤ probability
¤ statistics	¤ estimate	¤ appropriate methods / tools

'Snapshot' leaflet**, Literacy Victoria** – front page and Snapshot N (NUMERACY VOCABULARY SELF-ASSESSMENT)

MODULE 4 ACTIVITY

Sort and Predict

In this activity, participants review and enhance their vocabulary knowledge and planning skills. It is deliberately short in nature (15 minutes) and designed to be repeated. As participants become familiar with the format of the activity, facilitators can encourage a greater degree of self-assessment. Participants discuss a list of vocabulary items linked to a module theme and linked to a specific organizational type, in this case, categories. The activity is centered on active listening skills and group learning. Groups explore vocabulary usage in various contexts and compare the strategies used by others. Participants make personal notes of the vocabulary and strategies they find useful.

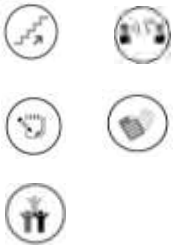
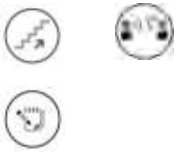
Sort and Predict SUGGESTED RESOURCES:

Success for All Learners, A Handbook on Differentiating Instruction, Chapter 6, **Manitoba Education, 2007**

Vocabulary Building Workbook, **HRSDC, 2009**

Sort and Predict ACTIVITY PLAN

15 minutes

Essential Skills	Activity Aims	Facilitator Notes	Time	Materials
	Learners demonstrate understanding of what it means to divide items into categories. Learners participate in a group activity centered on vocabulary building for creating and describing categories.	This activity is repeated in subsequent sessions using different vocabulary lists. The HRDSC 'Vocabulary Building Workbook' provides suggested lists; these can be used as a base and adjusted to accommodate specific program objectives and learner abilities. Aim to include some higher level (ES Level 3) concepts to stretch group discussions. Ensure all learners understand that this is a group learning activity. Divide learners into small groups (ideally 3-4); aim to create mixed ability groups and, where possible, maintain and build on successful relationships from earlier activities.	10 mins	Sort and Predict activity -digital Computer White board –or- Projector/screen Flipchart/markers Sort and Predict activity sheets Pens/pencils
	Learners demonstrate understanding of how vocabulary can be used to describe information in terms of categories. Learners confirm their understanding of/need for clarification of each item on the Sort and Predict vocabulary list. ➢ *Learners write vocabulary items in personal notebooks*	Review group findings and encourage discussion around differences as well as similarities. Be aware that some learners may never have encountered a learning activity where there is no 'right answer'. View this as an opportunity to introduce learners to self-directed learning. It is also an opportunity to explore how personal constructs influence our predictions of which words should be grouped together. Review why vocabulary entered into learners' notebooks will not be in strict alphabetical order.	5 mins	Sort and Predict activity sheets Flipchart/markers Pens/pencils Notebooks with A-Z divisions

Workforce Literacy and Essential Skills

*SORT AND PREDICT**

DIRECTIONS:

Read the list of words on the left.
Sort them into four categories by writing them in the four boxes. Give each category a name.
You can chose categories that you think are obvious, or try to think of categories that others will not.
There is no 'right' answer. But be prepared to explain your ideas to others.
If there are words you are not sure of, predict which box you think they will go in.

(You can use one word in more than one category if you wish.)

decision
respected
direction
comfortable
personality
organized
included
excluded
meaningful
independent
impression
limitation
opinion
opportunity

1. _____
2. _____
3. _____
4. _____

WLES 2 Vocabulary discussion – 'sort and predict' activity

Adapted from:
Success for All Learners, A Handbook on Differentiating Instruction, Manitoba Education, 2007

Sort and Predict activity worksheet

Adapted from :
Success for All Learners, A Handbook on Differentiating Instruction, **Manitoba Education, 2007**

Suggestions for vocabulary based on:
Vocabulary Building Workbook, Lesson 11,
HRSDC, 2009

Additional vocabulary added in preparation for activities using:
'A Dream That Walks' workbook,
Action Read Community Literacy Centre, 2000

MODULE 5 ACTIVITY

Make It Count 1 (MIC 1)

In this learning activity, participants explore competencies through individual and group learning activities involving calculations with money. Participants use authentic workplace documents requiring computational work to two decimal places, and rounding to two decimal places. Activities are included for participants who require an introduction to basic calculator functions. Participants consider the numeracy and document use skills required in workplace situations involving money, and when and why specific types of documents are required in the workplace.

Make It Count 1 SUGGESTED RESOURCES

Money, decimal places, rounding, basic calculator functions

Low ES Level 1 - ReadWritePlus E1 Numeracy Unit 1 Page 9; E2 Numeracy Unit 1 Pages 5-9, Pages 19-20

ES Level 1 - WorkWrite Book 7 Activities 1.4, 3.2, 3.3; ReadWritePlus E3 Numeracy Unit 2 Pages 4-7; Level 1 Numeracy Unit 1 Pages 2-5

ES Level 2 - WorkWrite Book 7 Activities 3.5, 5.2, 5.3, 8.8; ReadWritePlus Level 1 Numeracy Unit 1Pages 6-7

ES Level 3 - WorkWrite Book 7 Activity 2.7, 8.9; Project READ Adding To My Skills Class 9 Pages 11-12

Numerical sequence, tables, pictograms and bar charts

Low ES Level 1 - ReadWritePlus E2 Numeracy Unit 5 Pages 2-7, E3 Numeracy Unit 1 Pages 2-5

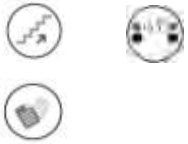
ES Level 1 - ReadWritePlus E3 Numeracy Unit 5 Pages 4-11; Project READ Adding To My Skills Class 1 Pages 14-15

ES Level 2 - WorkWrite Book 6 BarGraph1.2, Pictograph 5.4; WorkWrite Books 1-3 Document 1.25A

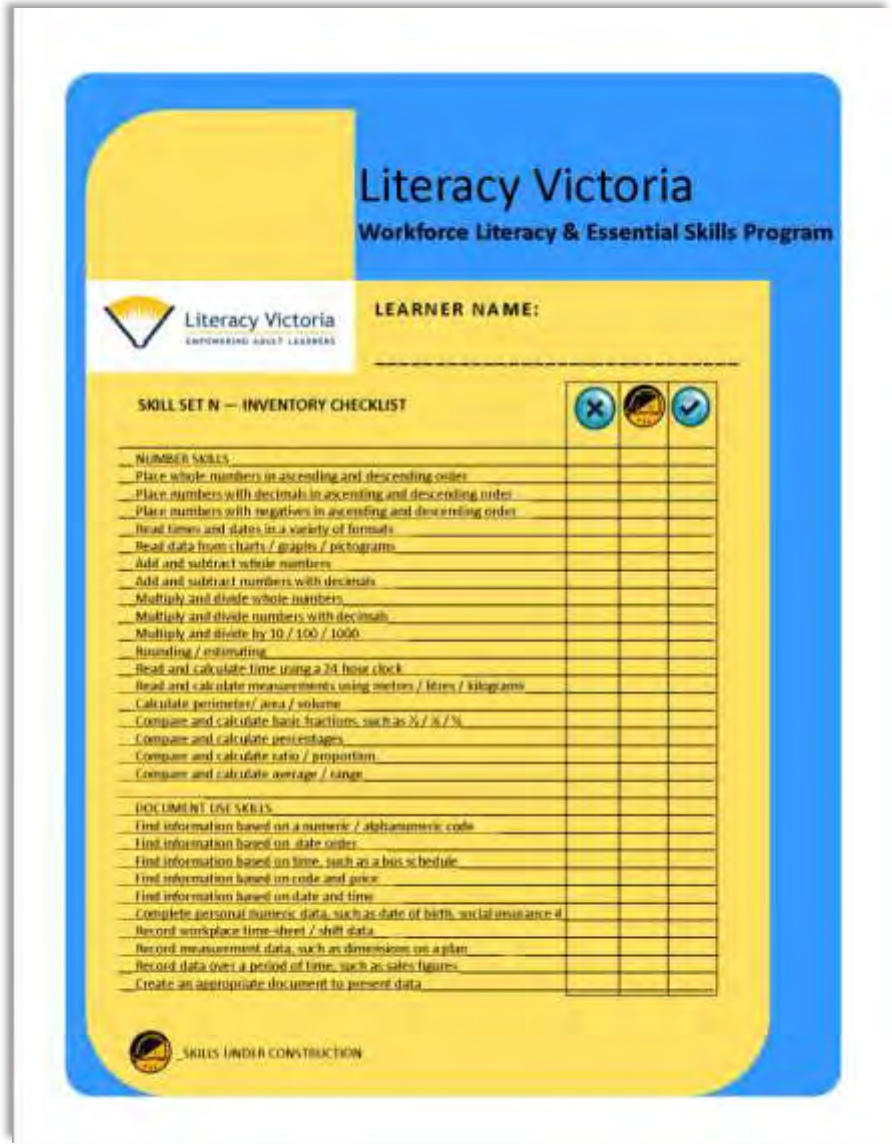
Numeracy skills inventory checklist, **Literacy Victoria**

Make It Count 1 (MIC 1) ACTIVITY PLAN

50 minutes

Essential Skills	Activity Aims	Facilitator Notes	Time	Materials
	Learners participate in discussions regarding numeracy skills (involving money) in the workplace and in daily life.	Aim to revisit the number skills discussed in Snapshot N and SkillSet N.	5 mins	Flipcart/markers
	Learners participate in activities based on workplace scenarios involving money and complete questions based on these documents. Learners review basic calculator use (addition/multiplication/subtraction/division).	Place learners in small groups so that those working at Essential Skills Level 1 receive peer support. If tutors are available they should float between groups (rather than assist individuals) to encourage working relationships between learners. It is suggested that scenarios involving money are used early in Module 5 as learners are most likely to be familiar with these types of calculations. For learners working at Level 1 in numeracy skills, fake money may be a useful learning aid. Be prepared to discuss the value of rounding/estimating as a way to check calculator results.	15 mins	Documents selected from suggested resources for MIC 1 Pens/pencils Fake money Calculators
	Learners review activities and participate in discussions arising from MIC1 documents. Learners review their own skills in working to two decimal places in operations involving money.	Be prepared to encompass functionality in these discussions. The aim of this activity is to have learners understand why accuracy is important in carrying out any numerical operation. Encourage learners to note areas of difficulty in notebooks or on personal numeracy skills inventory.	5 mins	Flipchart/markers Personal numeracy skills inventory checklist Notebooks Pens/pencils

Essential Skills	Activity Aims	Facilitator Notes	Time	Materials
	Learners participate in activities based on workplace scenarios working with numerical data (tables, pictograms, bar charts) and complete questions based on these documents. Activities to review numerical sequences may be more appropriate for learners working at Level 1 in numeracy.	Maintain groups which are working successfully; suggest changes where needed to encourage working relationships between learners. Aim to provide workplace documents that vary in complexity. Be aware that some learners may have limited experience of working with graphs/charts/tables. Be prepared to explain where to look on a graph (title/axes/labels) in order to understand what it is about before trying to understand the data.	15 mins	Documents selected from suggested resources for MIC 1 Pens/pencils Rulers/erasers
	Learners review activities and participate in discussions arising from MIC1 documents. Learners demonstrate understanding of why numerical data may be presented in a variety of formats. Learners review their own skills in working with data presented in tables, pictograms and bar charts (or numerical sequence). ➢ *Learners write personal skills target items in personal notebooks*	Be prepared to encompass functionality in these discussions. The aim of this activity is to have learners understand why a particular type of document is most appropriate to convey numerical data. Be prepared to explain: the difference between different types of graphs and charts; the type of information included in tables and schedules as well as possible variations in layout. Encourage learners to note personal areas of difficulty (numeracy skills inventory checklist). High priority skills targets should be noted in personal notebooks, or highlighted on skills checklists. In the Plan and Review activity learners may choose to transfer some items of these items to their IAP for work with individual tutors. Be prepared to provide additional learning materials.	10 mins	Flipchart/markers Personal numeracy skills inventory checklist Notebooks Pens/pencils



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LEARNER NAME: _____

SKILL SET N – INVENTORY CHECKLIST

NUMBER SKILLS			
Place whole numbers in ascending and descending order			
Place numbers with decimals in ascending and descending order			
Place numbers with negatives in ascending and descending order			
Read times and dates in a variety of formats			
Read data from charts / graphs / pictograms			
Add and subtract whole numbers			
Add and subtract numbers with decimals			
Multiply and divide whole numbers			
Multiply and divide numbers with decimals			
Multiply and divide by 10 / 100 / 1000			
Rounding / estimating			
Read and calculate time using a 24 hour clock			
Read and calculate measurements using metres / litres / kilograms			
Calculate perimeter/ area / volume			
Compare and calculate basic fractions, such as ½ / ¼ / ¾			
Compare and calculate percentages			
Compare and calculate ratio / proportion			
Compare and calculate average / range			
DOCUMENT USE SKILLS			
Find information based on a numeric / alphanumeric code			
Find information based on date order			
Find information based on time, such as a bus schedule			
Find information based on code and price			
Find information based on date and time			
Complete personal numeric data, such as date of birth, social insurance #			
Record workplace time-sheet / shift data			
Record measurement data, such as dimensions on a plan			
Record data over a period of time, such as sales figures			
Create an appropriate document to present data			

SKILLS UNDER CONSTRUCTION

Numeracy skills inventory checklist, **Literacy Victoria**

MODULE 1 ACTIVITY

'A Dream That Walks' 4

In this activity participants continue to explore ways in which they can plan to achieve their personal and employment goals. With the aid of a structured workbook, participants reflect on different aspects of their lives: planning their time, working with others, housing, money, health, parenting, food, transport, dealing with the law, and shopping. Participants identify which of these items are significant barriers and prioritize changes to be addressed. Participants are encouraged to recognize that these aspects of their personal lives significantly impact their employment goals. Participants are supported to carry out a 'reality check' in relation to their stated personal and employment goals. Workbooks other than those suggested can be used, but it is strongly recommended that one resource is used for all participants in order to promote confidence and create clarity in developing organizational skills.

'A Dream That Walks' 4 SUGGESTED RESOURCES

A Dream That Walks, A Goal Setting Workbook, Pages 26-28, **Action Read Community Literacy Centre, 2000**

A Dream That Walks II: Planning for Change, A Workbook, Pages 44-47, Pages 54-63, **Action Read Community Literacy Centre, 2005**

'A Dream That Walks' 4 ACTIVITY PLAN

50 minutes

Essential Skills	Activity Aims	Facilitator Notes	Time	Materials
	Learners demonstrate understanding of different types of goals and participate in discussions based on personal development work previously completed. ➢ *Learners share thoughts based on workbook material or related diary entries*	If any learner has not completed 'A Dream That Walks' page 24, this should be addressed outside the group session as barriers to progress may involve sharing personal information. Encourage learners to share their thoughts on how personal research findings to date impact their ideas for employment or other goals.	10 mins	'A Dream That Walks' workbooks (page 26) ➢ *(Plus pages 44-47 of 'A Dream That Walks II' and diary)* Flipchart / markers
	Learners complete 'A Dream That Walks II' pages and participate in discussions based on personal goals selected.	Encourage learners to use these materials as a basis for discussion. Some learners may choose not to write their responses; learners with reading and writing skills at Level 1 may require support to follow the text and make notes. The aim of this activity is to suggest a number of areas where change is possible; encourage learners to select those areas that will most impact personal independence.	15 mins	'A Dream That Walks II' (pages 54-63) Pens/pencils Highlighters
	Learners demonstrate understanding of the character's goal in 'A Dream That Walks' and explore their own.	This may be a challenging task for many learners. Encourage learners to think about all the personal knowledge they have gained to this point and use this to focus on their personal priorities.	15 mins	'A Dream That Walks' workbooks (pages 27-28) Pens/pencils
	Learners demonstrate understanding of concept of reality checking and work through the reality checking exercise through the character in 'A Dream That Walks' workbook.	Emphasize that it is OK to change your goals. Be prepared to explain why a reality check is needed. The aim of this activity is to encourage learners to understand the value of self-directed assessing.	5 mins	'A Dream That Walks' workbooks (page 30) Flipchart/markers

Essential Skills	Activity Aims	Facilitator Notes	Time	Materials
	Learners demonstrate understanding of instructions for work targets to be completed. Learners complete/review 'A Dream That Walks' materials. ➢ *Learners keep a diary of thoughts and ideas.*	This may be the first time some learners have taken responsibility for setting or checking goals. Encourage learners to revisit these two pages (28 and 29) in their own time; reaffirm that they will be expected to articulate their goals and priorities when they attend the next learning session. Ensure that all learners agree to complete the goal reality check task. Inform tutors of work targets if learner-tutor matches exist.	5 mins	'A Dream That Walks' workbooks (pages 28-29) Diary

MODULE 1 ACTIVITY

Plan and Review

This activity, repeated at the end of each learning session, requires learners to organize their portfolios. As different topics are introduced throughout the program, learners file learning materials under different Module sections. Learners are actively supported to take ownership of their portfolios. It is recommended that portfolios used are enclosed (zip fastening) so that documents are less likely to be lost. The activity also includes use of a checklist tool that requires learners to practise document use skills as they record attendance and reflect on their learning experiences. The feedback document requires participants to consider whether they found the learning activities scary, confusing, boring or enjoyable. Through repeated use of the document, learners become comfortable with the concept of providing feedback regarding their perceptions of learning activities, and benefit from participating in open exchanges of opinion that more closely resemble workplace feedback scenarios.

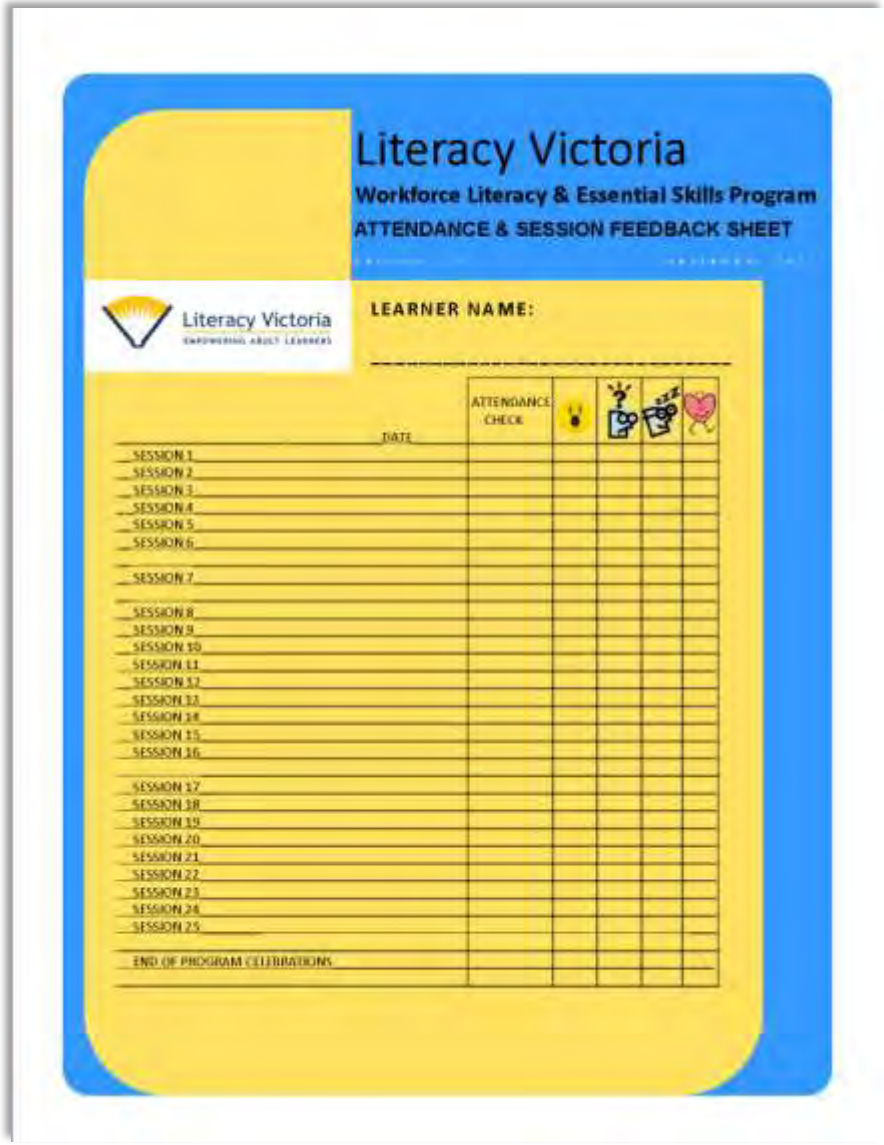
Plan and Review SUGGESTED RESOURCES

Attendance and feedback checklist, **Literacy Victoria**

Plan and Review ACTIVITY PLAN

10 minutes

Essential Skills	Activity Aims	Facilitator Notes	Time	Materials
	Learners place materials in appropriately numbered portfolio section. (Module 1)	As different topics are introduced learners are expected to file learning materials under different Module sections. Learners with organizational skills at Essential Skills Level 1 will require support as the number of sections utilized increases, but should be supported to take ownership of their portfolios.	5 mins	Learner portfolios Dividers
	Learners demonstrate understanding of concept of learner feedback. Learners complete attendance and feedback checklist.	Be clear that negative feedback is acceptable provided it is done respectfully. Be clear that all feedback is valuable if it leads to improvement. The way in which learner feedback is received by program facilitators must act as a model for those learners who find accepting criticism in any form very challenging. Be prepared to discuss learners' views about this session. The checklist is used as a tool to remind learners that they are expected to reflect on their own learning. As they become comfortable with the concept of providing feedback regarding the success (or not) of a particular session this should lead to open exchanges of opinion. Be prepared to discuss possible formats for feedback in the workplace. Be prepared to address strategies for dealing with inappropriate criticism from co-workers or supervisors.	5 mins	Flipchart / markers Computer White board –or- Projector/screen Attendance and feedback checklists



Literacy Victoria

Workforce Literacy & Essential Skills Program

ATTENDANCE & SESSION FEEDBACK SHEET

Literacy Victoria

LEARNER NAME:

DATE	ATTENDANCE CHECK				
SESSION 1					
SESSION 2					
SESSION 3					
SESSION 4					
SESSION 5					
SESSION 6					
SESSION 7					
SESSION 8					
SESSION 9					
SESSION 10					
SESSION 11					
SESSION 12					
SESSION 13					
SESSION 14					
SESSION 15					
SESSION 16					
SESSION 17					
SESSION 18					
SESSION 19					
SESSION 20					
SESSION 21					
SESSION 22					
SESSION 23					
SESSION 24					
SESSION 25					
END OF PROGRAM CELEBRATIONS					

Attendance and feedback checklist, **Literacy Victoria**