



OALCF Task Cover Sheet

Task Title: Discovering Your Skills through Storytelling

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: In this activity learners will reflect on their own life experiences. Each learner will then share their experiences and actively listen to one another’s stories.	
Competency: B: Communicate Ideas and Information	Task Group(s): B1: Interact with others B2: Write continuous text B3: Complete and create documents
Level Indicators: B1.1: Participate in brief interactions to exchange information with one other person B2.1: Write brief texts to convey simple ideas and factual information B3.1a: Make straightforward entries to complete very simple documents	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none">• Print outs of this activity as well as the <i>Sample Skills and Characteristics</i> page for reference• Lined paper• Pencil or pen	

Task Title: Discovering Your Skills through Storytelling**Practitioner Notes:**

This activity is based on the work developed by Rob Straby (www.Straby.com). It is an adaptation of a group activity that was undertaken during his professional development session, *The Power of Storytelling*. His workshop and supplementary materials are labelled with the Creative Commons designation and are intended to be utilized and adapted to serve positive, educational, non-profit ends.

This adapted activity was designed for a classroom setting where there are multiple learners present. However, if necessary this could be undertaken by a practitioner and a single student. This activity is useful in numerous spheres – not just in LBS but in Employment Services as well. It could function as a bridge between the two toward the end of a learner’s goal path. It is a great activity to employ when working on resume or cover letter building.

It is important to note that this activity will only have success if it is undertaken in a positive learning environment. This activity invokes many soft skills as learners are tasked with listening and making inferences about one another based on the stories told. The quality of the story telling is important but the core of the activity is pulling out the skills and characteristics that are applicable to each story. For this reason the writing involved in this activity is less important and should not distract from the actual storytelling. Point form notes are thus acceptable. The activity could easily be adapted to accommodate higher level reading and writing tasks.

Through storytelling and active listening learners will discover hidden or embedded skills that we know we all have – but sometimes find difficult to label and self-identify with. The stories being told are anecdotal. The practitioner should attempt to ensure that the stories chosen by learners will yield the results that the activity aims to produce. Providing an exemplar story – followed by a demonstration of what skills could be deduced from that story – would provide the necessary scaffolding to increase the likelihood of success for everyone involved. Furthermore, learners could benefit from having the list of skills and characteristics read to them aloud beforehand. The learners should follow along as the list is being read and difficult words should be defined by the practitioner. All of these pre-emptive measures will prepare the learners to be the best listeners that they can be and allow them to give the greatest possible feedback to the storyteller.

Task 9 is optional and would be a great asset to those learners who are seeking employment or entrance into a program or school. Learners will have to have their resumes and covers letters on hand in order to make amendments. This could be an entirely separate lesson on its own that would strongly employ the D. Use Digital Technology Competency.

Task Title: Discovering Your Skills through Storytelling

"Tell me about yourself." You might hear those words at a party or during a job interview. Part of knowing yourself is knowing what your skills are. Look at the document "Sample Skills and Characteristics".

Learner Information and Tasks:

Everyone has experiences (stories from their life) that were positive and that they were proud of. Some experiences that fall into this category are:

- Coached my baseball team to a winning season
- Helped solve a personal problem for a friend
- Redecorated my home
- Learned to swim and dive at age 7
- Initiated a program, product or procedure at my job
- Came in first in a race

Task 1: List 3 life experiences that you are proud of.

Task 2: Listen to a fellow learner tell their stories, taking notes (on a separate piece of paper) about the skills, characteristics, or abilities they reveal. You may find it helpful to use the "Handout - Sample Skills and Characteristics". Ask questions of the storyteller after each story if you require more information or clarification on something.

Task 3: With the same partner, read out your notes to each other and then give them the notes to keep.



Task Title: Discovering Your Skills through Storytelling

Task 4:

Complete the chart below by filling in your skills and characteristics based on the notes you received from your partner.

My Skills and Characteristics					
ex. Reliable	ex. Thoughtful	ex. Responsible			

Task 5: What skills did your partner list for you that you didn’t realize you had?

Task 6: Which skills and characteristics do you possess that you are most proud of?

Task 7: Why are you proud of these characteristics?



Task Title: Discovering Your Skills through Storytelling

- Task 8:** Are there skills or characteristics from the Sample Skills and Characteristics handout that you wish to attain or build upon?
- Task 9:** (Optional Task) Take advantage of this opportunity to improve your resume, cover letter or application to a program. Be sure to include all of the skills and characteristics that you believe are the most relevant to the jobs you are trying to seek.

Handout - Sample Skills and Characteristics

Skills

- Adjuster
- Analyst
- Communicator
- Definer
- Designer
- Developer
- Estimator
- Evaluator
- Forecaster
- Implementer
- Inspector
- Negotiator
- Planner
- Programmer
- Reporter
- Researcher

Characteristics

- Accurately
- Acuity
- Adept
- Artful
- Attractive
- Aware
- Broad
- Calm
- Challenging
- Competent
- Concerned
- Courageous
- Creative
- Deep insight
- Dependable
- Diplomatic
- Discretion
- Driving
- Dynamic
- Effective
- Empathetic
- Exceptional
- Experienced
- Expert
- Extensively
- Firm
- Foresight
- High-level
- Highly
- Honest
- Humanizing
- Imaginative
- Innovative
- Instrumental
- Intuitive
- Leading
- Mastery
- Natural
- Objective
- Open-minded
- Outgoing
- Participative
- Penetrating
- Perceptive
- Pioneering
- Quickly
- Reliable
- Repeatedly
- Respectful
- Responsible
- Sensitive
- Significant
- Sophisticated
- Strive
- Strong
- Successful
- Tactful
- Talented
- Trained
- Unique
- Versatile
- Vigorous
- Warm

Task Title: Discovering Your Skills through Storytelling

Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
B1.1	<ul style="list-style-type: none"> conveys information on familiar topics 			
	<ul style="list-style-type: none"> shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others 			
	<ul style="list-style-type: none"> chooses appropriate language in exchanges with clearly defined purposes 			
	<ul style="list-style-type: none"> participates in short, simple exchanges 			
	<ul style="list-style-type: none"> speaks or signs clearly in a focused and organized way 			
	<ul style="list-style-type: none"> repeats or questions to confirm understanding 			
	<ul style="list-style-type: none"> uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures) 			
B2.1	<ul style="list-style-type: none"> writes simple texts to request, remind or inform 			
	<ul style="list-style-type: none"> conveys simple ideas and factual information 			
	<ul style="list-style-type: none"> demonstrates a limited understanding of sequence 			
	<ul style="list-style-type: none"> uses sentence structure, upper and lower case and basic punctuation 			
	<ul style="list-style-type: none"> uses highly familiar vocabulary 			



B3.1a	<ul style="list-style-type: none">• makes a direct match between what is requested and what is entered			
	<ul style="list-style-type: none">• makes entries using familiar vocabulary			

This task: was successfully completed___ needs to be tried again___

Learner Comments

Instructor (print)

Learner Signature