



Task Title: Discovering Your Skills Through Storytelling

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes No

Goal Path: Employment 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.

Main Competency/Task Group/Level Indicator:

- Communicate Ideas and Information/Interact with others/B1.1
- Communicate Ideas and Information/Write continuous text/B2.1
- Communicate Ideas and Information/Complete and create documents/B3.1a

Materials Required:

- Pen/pencil and paper and/or digital device
- Discussion partner(s)

Notes for Practitioners/Instructors

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, 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 storytelling 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.

Learner Information

“Tell me about yourself.” You might hear those words at a party or during a job interview. Part of knowing yourself is understanding your personality characteristics. Being aware of the strengths you possess can help you understand the type of work you want to do and may be inclined to do well. Different personality characteristics align with different workplace skills which are needed for different jobs.

Scan the document “Sample Personality Characteristics”.

Sample Personality Characteristics

Characteristics		
<ul style="list-style-type: none">• Artful• Calm• Courageous• Creative• Dependable• Diplomatic• Dynamic• Empathetic	<ul style="list-style-type: none">• Honest• Imaginative• Insightful• Innovative• Intuitive• Objective• Open-minded• Outgoing	<ul style="list-style-type: none">• Perceptive• Reliable• Respectful• Responsible• Sensitive• Tactful• Versatile• Warm

Work Sheet

Task 1: Everyone has experiences (stories from their life) that were positive and that they are proud of. Experiences that fall into this category may include things like

- **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**

List three life experiences that you are proud of.

Answer:

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

Answer: No written response required here.

Task completed: Yes: No:

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

Answer:

Task 4: Complete the chart below by filling in some of your personality characteristics based on the notes you received from your partner.

My Personality Characteristics					
eg. Reliable	eg. Thoughtful	eg. Responsible			

Task 5: Refer back to the life experiences you listed in Task 1; think about how these accomplishments were possible because of certain strengths you possess. Explain how three of these personality characteristics have helped you work towards a goal you achieved. For example, “I had to be a good problem-solver when the bathroom faucet wouldn’t stop leaking” or “I had to be a good listener when my friend asked me to help him with a problem he was having at work”.

Task Title: DiscoveringYourSkillsThroughStorytelling_E_B1.1_B2.1_B3.1a

Answer:

Answers

Answers will vary for each learner.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B1.1	conveys information on familiar topics			
	shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others			
	chooses appropriate language in exchanges with clearly defined purposes			
	participates in short, simple exchanges			
	speaks or signs clearly in a focused and organized way			
	repeats or questions to confirm understanding			
	uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)			

Task Title: DiscoveringYourSkillsThroughStorytelling_E_B1.1_B2.1_B3.1a

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B2.1	writes simple texts to request, remind or inform			
	conveys simple ideas and factual information			
	demonstrates a limited understanding of sequence			
	uses sentence structure, upper and lower case and basic punctuation			
	uses highly familiar vocabulary			
B3.1a	makes a direct match between what is requested and what is entered			
	makes entries using familiar vocabulary			

This task: Was successfully completed Needs to be tried again

Task Title: DiscoveringYourSkillsThroughStorytelling_E_B1.1_B2.1_B3.1a

Learner Comments: