

Facilitating Essential Action Skills Training (FEAST)

Essential Skill Program or Initiative Elements	Description						
1. Title of Initiative	Facilitating Essential Action Skills Training (FEAST)						
2. Delivery Organization (Name) <ul style="list-style-type: none"> Sector <ul style="list-style-type: none"> <input type="checkbox"/> Not for Profit <input checked="" type="checkbox"/> First Nations, Métis, Inuit <input type="checkbox"/> Business <input type="checkbox"/> Other (specify) 	Nuu-chah-nulth Employment and Training Program (NETP) Nuu-chah-nulth Tribal Council						
3. Contact Details	Jan E. Green, NETP jan.green@nuuchahnulth.org						
4. Website or Other Information Source	http://www.nuuchahnulth.org/tribal-council/netb.html						
5. Funder(s) <ul style="list-style-type: none"> Amount of funding 	Aboriginal Skills and Employment Training Strategy (ASETS) N/A integrated in several programs and stand alone Development of FEAST curriculum has not been formally funded. It was created based on <ul style="list-style-type: none"> identified need as educator personal reflections on incorporating deeper layering of Nuu-chah-nulth epistemology into curriculum off the side of my desk and from family discussions outside of the office 						
6. Other Partners involved							
	<table border="1"> <thead> <tr> <th>Partner name</th> <th>Role</th> <th>Responsibilities</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td></td> <td></td> </tr> </tbody> </table>	Partner name	Role	Responsibilities	N/A		
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7. Third Party Contractors involved							
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N/A							
8. Location (Name of city, community, etc.)							
9. <ul style="list-style-type: none"> Location Type FEAST has been delivered in many Nuu-chah-nulth villages and urban communities on Vancouver Island 	<input checked="" type="checkbox"/> Urban <input checked="" type="checkbox"/> Rural <input checked="" type="checkbox"/> Fly-in (accessible only by air) <input checked="" type="checkbox"/> First Nations, Métis, Inuit community <input type="checkbox"/> Prison <input checked="" type="checkbox"/> Other: Indigenous Adult and Higher Learning Association Conference, BC/Yukon Aboriginal Essential Skills Guiding Team, small window of introducing some concepts of FEAST at CSETS train-the-trainer for their ES Tool						
<ul style="list-style-type: none"> Scope of Program 	<input checked="" type="checkbox"/> National - Application to a National, International level. Poster board presentation in Montreal for a pilot training program included discussion of FEAST. Will be facilitating FEAST at an Intercontinental Hahopa Learning Village this fall <input checked="" type="checkbox"/> Provincial/territorial <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Special interest group (in-house program)						

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10. Target Audience <ul style="list-style-type: none"> Age 	<input checked="" type="checkbox"/> Youth (15-25) <input checked="" type="checkbox"/> Adult <input checked="" type="checkbox"/> Other (specify): Health and Wellness and Community Workers, Employers, Educators
<ul style="list-style-type: none"> Gender 	<input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Other (Specify):
<ul style="list-style-type: none"> Group 	<input checked="" type="checkbox"/> First Nations <input checked="" type="checkbox"/> Inuit <input checked="" type="checkbox"/> Métis
11. Participant Eligibility Criteria:	First Nations, Métis, Inuit and others as requested
12. Year Program/Initiative Started	2007
13. Year Program/Initiative Ended <ul style="list-style-type: none"> Why did the program end? 	In process On-going FEAST is not specifically a program or initiative. It is a way of connecting to a way of being and feeling, connecting to identity, things of importance and daily practice so as we learn through the forum of FEAST, new ideas, understandings and activities are incorporated.
14. Description of Initiative <ul style="list-style-type: none"> Overview 	Traditional and Workplace Essential Skills with a focus on Perception Awareness Learning Style. Nuuchahnulth Employment and Training Program (NETP) has developed an evolving curriculum surrounding the concept and use of Essential Skills. Known as FEAST- Facilitating Essential Action Skills Training , learners engage in a week of experiential reflections and activities, where Nuuchahnulth values and principles of life stand side-by-side workplace knowledge, skills and abilities. The foundation for FEAST comes from the fact that we learn Essential Skill “tools” from the very beginning of life. We learn Essential Skills at home, at play, school, work and in all cultural activities. Each person explores the true foundation of where his or her Essential Skills are grounded. From there, we can see how these skills build and provide transferable knowledge to Workplace Essential Skills (the 9 ES as identified by Government of Canada) Participants receive 3 certificates from the week long FEAST training; <ol style="list-style-type: none"> FEAST- Facilitating Essential Action Skills Training (NETP) An Aboriginal Essential Skills Journey (Douglas College) and RARE – Responsibility, Accepting, Respect and Equality (Nuuchahnulth Artist).
<ul style="list-style-type: none"> Topics covered 	Essential Skills concepts are explored through “tools”. <ul style="list-style-type: none"> Importance of tools throughout time,

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	<ul style="list-style-type: none"> • traditional tool making, • collective story-telling, • traditional Essential Skills in origin stories, • traditional virtues and principles, • importance of balance, • first jobs and transferability of Essential Skills, • RARE training (Responsible, Accept, Respect and Equality), • West Coast Imagery and personal learning awareness, • An Aboriginal Essential Skills Journey (Douglas College), • uu-n’a-hey-chilth (Nuu-chah-nulth specific value and teaching... “when you are in the act of preparing before you do something”) • blood memory, • purposeful connecting and reconnecting to individual spirituality and wellness plans (self, family, community) and the importance of healthy Elders in cultural transmission, • apprenticeship and practice with Elders and other knowledgeable people, • “Measure Up” skills and authentic workplace documents, • Rights Based Approach to Development, • Nation-Building, • Inherent Rights, • Resiliency, • CSETS (Coast Salish Employment and Training Society) ES Tool, • Labour Market Info and National Stats re. First Nations socio-economics and job futures, • In-depth exploration of the principle of Knowledge of Place, • FISH Philosophy (video), • Dream Job activities <p>Main facilitation techniques: learner-centred- individual, small group and large group activities; experiential, enactivism learning theory based, Indigenous learning values and principles through foundations grounding and “touchstone learning”... connecting to Indigenous tool-making and technologies; continuous reflection and feedback, brain-based learning – Structure of Intellect/ Multiple Intelligences/ Education Sensory Integration and exploring learning style and preferences</p>
<ul style="list-style-type: none"> • Duration of program (# of sessions) 	<p>Offered in NETP training programs, as well as in-community with resource people and educators. Duration adjusted to fit need and time availability of learners, community support workers and employers.</p>

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<ul style="list-style-type: none"> length of each session 	1 day overview, 1 week incorporated and/or woven over the course of many weeks into an existing 7 week training program, designed to fit needs of training session or groups' needs
15. Number of times offered per year	8 to 10 sessions per year of varying lengths
16. Number of participants per intake	12 to 35 depending on needs of learners, organizations and communities
17. Completion rate (%)	100%
18. Which Essential Skills are covered (check all that are covered) All Workplace ES and traditional Essential Skills (uu-n'a-hey-chilth) are spoken to and used over 7 weeks of training and all, but computer use in the one day or week-long training.	<input checked="" type="checkbox"/> Reading Text <input checked="" type="checkbox"/> Document Use <input checked="" type="checkbox"/> Numeracy <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> Working with Others <input checked="" type="checkbox"/> Thinking Skills <input checked="" type="checkbox"/> Computer Use <input checked="" type="checkbox"/> Continuous Learning <input checked="" type="checkbox"/> Other: Traditional Essential Skills
19. Main Objectives	<ul style="list-style-type: none"> Importance, celebration, everyday use, awareness, practice, self-reflected and self-directed learning of holistic Essential Skills within the collective, activate of bloodmemory, grounded in the themes of 'tools' and 'knowledge of place,' "we are all learners-we are all leaders" and lifelong learning models "the new canoe is built on the wisdom of the old canoe and works in modern day society and dominant culture." Creativity is an important gift that we all have and we need to explore it, make time for it and celebrate it. Creativity leads to new and innovative thinking, ways of being and changing your world/the world. Nothing we do happens in isolation of others. We move forward in life, in health, in knowledge with the support of others. If we do not feel supported then we can develop the tools and ways to create that support for ourselves, while also being a support to others.
20. Does the program include special emphasis on: (check all that apply) The curriculum is guided by the Nu-u-chah-nulth principle of uu-n'a-h=ey-c^i> ... "when you are in the act of preparing before you do something," Lena Jumbo, Ahousaht Elder. Examples from the week long training are: <ul style="list-style-type: none"> traditional tool making (cedar bark rope) reflection on connections and traditional 	<input checked="" type="checkbox"/> Culture <input checked="" type="checkbox"/> Language (some language values and principles) <input checked="" type="checkbox"/> Tradition

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<p>teachings and artwork (drawing a Moon Mask, meaningful conversations and reflections) to explore and build self and nation identity</p> <ul style="list-style-type: none"> • traditional story-telling to look at the Essential Skills of characters introduced in Nuuchahnulth origin stories 	
<p>21. Type of Intervention: (Check more than one if applicable)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Awareness Building <input checked="" type="checkbox"/> Assessment of skills <input checked="" type="checkbox"/> Development of Learning Plan <input checked="" type="checkbox"/> Training or Skill Development <input checked="" type="checkbox"/> Tool Development (curriculum) <input checked="" type="checkbox"/> Other: Ways of being in expression of self from inherent strengths and gifts we have been born with and can deepen over time and with others' support.
<p>22. Type of delivery approach: (check all that apply)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar, discussion <input checked="" type="checkbox"/> Personal reflection-awareness training <input checked="" type="checkbox"/> Project/Theme Based <input checked="" type="checkbox"/> Skill practice by participants in sessions <input type="checkbox"/> Skill practice by participants in work place <input checked="" type="checkbox"/> Interview/consultation with family, Elders, learners, educators, community members stakeholders <input type="checkbox"/> Other:
<p>23. Staff/Practitioner Training and Background</p>	<ul style="list-style-type: none"> • Several ES courses through Douglas College • Sit as member of B.C. Aboriginal ES Guiding Team • Masters in Adult Learning and Global Change (UBC) • Member of institute of Indigenous Adult and Higher Learning since 2003 and board and executive board member for 6 years • Twenty-two years of direct support to adult learners from ages 15 to 80 • Twenty-seven years of living, learning and loving in Nuuchahnulth communities • Sitting with healthy Elders, learning alongside knowledgeable family, • Active in reflective practice guiding my own life and agent of change in family and community = living culture <p>Learners have informed the facilitation and curriculum development of FEAST – They have taught me how to be a better facilitator and a better learner– FEAST is a collective wisdom tool</p>
<p>24. Tools and Resources Used to Implement program (e.g., assessment tools, video tapes of practice, etc.)</p>	<p>Hands-on experience with traditional materials (i.e. cedar bark), assessments tools, videos, traditional origin stories, sacred circle of collective wisdom, experiential</p>

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	learning, (learners’ tools - need to reflect on understanding of learning and learning experiences), creation of learning motifs/ themes through examples (i.e. building new canoe, paddling canoe together, team-building)
25. Difficulties or Barriers encountered	In shorter workshops, time can be a limiting factor to fully explore principles and have time for reflection and feedback. Curriculum has been developed off the side of my desk. There has never been proper time/resources dedicated to this project and the continuous nature/need to develop it.
26. Monitoring and Evaluation Mechanisms. Please provide details on how you assess the following:	
<ul style="list-style-type: none"> Achieving general program goals 	<ul style="list-style-type: none"> In our full seven week program, FEAST provides the foundational work for all other training and self-reflection that the learners and facilitators create together in the developing learning space and place. Learners show more confidence in their knowledge, skills and abilities and have an increased sense of themselves as a lifelong learners by the end of our 7 week pre-employment training program. When FEAST is incorporated as a week-long training, similar attitudes and behaviours are observed. When FEAST is facilitated as a one day workshop, learners reflect on their new understandings of what Essential Skills are and how important Essential Skills are in every aspect of their worlds
<ul style="list-style-type: none"> Tracking program adherence by participants 	<p>Track (When more than one day workshop... one week or 7 week training program):</p> <ul style="list-style-type: none"> Daily attendance AM/PM Daily engagement in forming the learning circle with prayer, reading and analyzing a traditional virtue and each individual having the opportunity to speak to self- reflection of where they “are at” Tracking and making note of learners’ active participation through oral, written and working with others Submission of Measure UP skill sets activities- authentic workplace documents Submission of reflective writing pieces and other writing, math, other activities Submit small group work and individual work for requirements of completion of An Aboriginal Essential Skills Journey Participants self-evaluate on daily and weekly basis through daily learning circle and weekly, World Cafe

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<ul style="list-style-type: none"> Tracking program adherence by Staff 	<ul style="list-style-type: none"> Participants evaluate facilitators weekly Participants informed at beginning and reminded through the program Talking Circles: participants have opportunities for discussion and provide feedback on daily basis Weekly staff meetings: review and discussing the week as well as review of participants evaluations of facilitators
<ul style="list-style-type: none"> Assessing participant skill attainment 	<p>(7 week program) qualitative gains in confidence and motivation to next steps in career action plan for work and/or school</p> <p>Track participants’:</p> <ul style="list-style-type: none"> level of oral engagement Confidence in self-directedness of paper work Increase volume of assignments done and submitted Level of participation and comfort in small and large group activities, willingness to try new things and be creative Increased time in reflective thinking – talk about learning and what learning is Structured of intellect (SOI) learning system – pre- assessment Number of SOI modules participants complete Participants self-evaluate Education Sensory Integration Gym – in gym sensory learning indicators are also tracked Achieving certification in 3 areas
<ul style="list-style-type: none"> Assessing participant knowledge acquisition 	<p>(7 week program) qualitative and quantitative gains as engaged participant in having a rich learning experience and completion of NETP training program, willingness to complete post sec. entry level math assessment</p>
<ul style="list-style-type: none"> Assessing changes in participant attitudes 	<p>(7 week program)increase confidence, comfort, ability to form and express opinions, engage in discussions and participate in individual, small group and large group activities, self-reflection through journaling and creative expressions, increase gratitude for life, abilities, family and community and culture and inherent rights</p>
<ul style="list-style-type: none"> Program Impact including key results or outcomes 	<p>(7 week program) self-empowerment, family empowerment and nation-building at the community level</p> <ul style="list-style-type: none"> Participants provide feedback on program on weekly basis –World Cafe activities Track participant’s attendance and completion rates Track participant’s completion of SOI modules and activities
<p>27. Lesson Learned</p>	<p>FEAST is a non-static curriculum, transformative and in its very nature, a practice of lifelong learning.</p>

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28. Reporting (what and to whom)	<p>Program reports submitted to NETP Supervisor and discussed at team meetings</p> <p>Program reports also submitted to NETP Advisory and ASETS Manager for the region</p> <p>Weekly learner feedback is discussed by a-m'aa-sip staff and suggestions and ideas are incorporated where they fit and as appropriate.</p>