

SUGGESTIONS  
FOR  
SOCIAL ORIENTATION PROGRAMS  
TERRACE, B.C.

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Adult Education,  
Department of Indian Affairs  
and Northern Development.

Suggestions for Social Orientation Programs  
Terrace, B.C.

May 1972

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## FOREWARD

The following pages contain information to help staff at the Terrace Vocational Centre, the Canada Manpower Centre and the Department of Indian Affairs and Northern Development, determine the feasibility of adding a 'social orientation' or 'life skills' component to training courses being given at the Terrace Vocational Centre. Factors which should be considered in the advance planning, are suggested. It is not a course outline. The suggestions are based on discussions which took place in April when the Regional Superintendent of Vocational Education, J. McCallum, arranged for the Adult Education Consultant, Education Branch, Ottawa, Frances I. McKay, to visit Terrace.

May 1972

## Terrace, B.C. - Adult Education

There is a very definite concern in Terrace, B.C. among the staff of Indian Affairs, Canada Manpower and the Terrace Vocational Centre (Provincial) that the present training programs are limited to skill training and/or upgrading and that nothing is being done to prepare these adults, and their families, for changes they will have to make if they are to be successful on a job. About half the students at the Vocational Centre are Indian men and women of various ages.

The Centre has residential accommodation for single people, however they could accommodate wives by special arrangements and are willing and interested in doing so. Some of the Indians attending courses live in Terrace or in close proximity. There are five upgrading courses (BTSD); one at the 0 - 4 level was commenced this year. The vocational courses include general mechanics, specialized mechanical training, electronics, cooks training, group feeding, secretarial and clerical, etc. The marine course is being centralized in Victoria because of the high cost of material required to meet the standards of training and the equipment used in Terrace is being sent to Victoria. For Indians coming from Reserves to the Vocational Centre, it is felt that a social orientation course would be beneficial to prepare them for the routine of training and living in the residences.

Canada Manpower is anxious to have Indian Affairs and the Vocational Centre enrich their programs by adding a social orientation or life skills component and to have the families of trainees included so that there is greater understanding of (1) the training (2) the adjustments which employment impose and (3) social and economic changes brought about through permanent and/or seasonal employment.

With this common interest and concern it seems ideal for experimenting with 'social orientation' or 'life skills'. There are three major groups which could be involved

- trainees attending the Vocational Centre (as part of training),
- wives of trainees, both those living in or near Terrace and Indian wives living on reserves whose husbands live in the residences,
- Indians husbands, wives and single persons to prepare them for the social, economic and cultural changes which occur during training - an on-reserve program.

It takes time to plan, organize and prepare staff for social orientation programs: Since the Vocational Centre is interested in conducting a course for wives of Indian trainees who are in residence, consideration should be given to this as a summer program. Suggestions are included in a proposed plan for the interim period required for planning and training staff. The following chart indicates alternative ways for introducing "social orientation" programs.

Suggestions for Social Orientation Programs - Terrace B.C.

	WHO	WHY	WHAT	WHEN	HOW	AGENCIES & OTHERS
A	All Trainees at the Terrace Vocational Centre.	<ul style="list-style-type: none"> <li>- social, economic and cultural change</li> <li>- understanding and skills needed to make adjustments</li> </ul>	<ul style="list-style-type: none"> <li>- as a trainee</li> <li>- in employment</li> <li>- as a wage earner</li> <li>- in the family group</li> <li>- in the community</li> <li>- attitudes and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- alternatives</li> <li>1. a component of every course</li> <li>2. Units staggered throughout training</li> <li>3. optional program</li> <li>4. additional units for husbands and wives.</li> </ul>	<ul style="list-style-type: none"> <li>- identifying defining assessing determining alternatives reasoning the implication choosing between alternatives evaluating success or failure.</li> <li>- by involving trainees in determining and finding solutions to problems types of behaviour adapting to conditions</li> </ul>	<ul style="list-style-type: none"> <li>-involved directly</li> <li>- Terrace Vocational Centre</li> <li>- Canada Manpower</li> <li>- Dept. of Indian Affairs.</li> </ul> <p><u>Additional suggestions</u></p> <ul style="list-style-type: none"> <li>community agencies</li> <li>industry</li> <li>service clubs</li> <li>trainees</li> </ul>
B	<p>Wives of Trainees</p> <ol style="list-style-type: none"> <li>1. Living in Terrace</li> <li>2. Living on Reserves.</li> </ol>	<ul style="list-style-type: none"> <li>- to develop an understanding of training and the social, economic and cultural change which may result</li> </ul>	<ul style="list-style-type: none"> <li>- training and allowances</li> <li>- preparing for socio-economic change</li> <li>- developing an awareness of community services</li> <li>- using leisure time</li> </ul>	<ul style="list-style-type: none"> <li>- alternatives</li> <li>1. <u>Wives living in Terrace</u> <ol style="list-style-type: none"> <li>a. A part time program such as mornings or afternoons while husbands are in training</li> <li>b. Units combined with husband's programs</li> </ol> </li> <li>2. <u>Wives living on Reserves</u> A part time program on reserves including a period at the Voc. Centre</li> </ul>	<ul style="list-style-type: none"> <li>- field trips with discussion before and after</li> <li>- seeing and hearing about community services</li> <li>- determining how husbands training affects home and family life</li> <li>- learning new ways of doing and managing</li> </ul>	<p><u>involved directly</u></p> <ul style="list-style-type: none"> <li>- Terrace Vocational Centre</li> <li>- Canada Manpower</li> <li>- Dept. of Indian Affairs</li> <li>- Community agencies</li> <li>- Service Clubs</li> <li>- trainees</li> </ul>
6	Before Training for Indians living on Reserves	<ul style="list-style-type: none"> <li>- to explain the training available</li> <li>- to assist the prospective trainees decide on training</li> <li>- to help the families understand the objectives of training and the implications</li> </ul>	<ul style="list-style-type: none"> <li>- training what where when how</li> <li>- role of agencies</li> <li>- role of the Vocational Centre</li> <li>- role of the trainee</li> </ul>	<ul style="list-style-type: none"> <li>- prior to training a short course given on reserves to explain the opportunities for training and to prepare the trainee for the initial social, economic and cultural change</li> </ul>	<ul style="list-style-type: none"> <li>- alternatives</li> <li>1. a part time course</li> <li>2. a workshop</li> <li>3. a workshop with a follow up for the wives</li> <li>4. a workshop with a follow up for the wives which includes a 3 to 4 week training at the Vocational Centre (see above)</li> </ul>	<ul style="list-style-type: none"> <li>- Dept. of Indian Affairs</li> <li>- Terrace Vocational Centre</li> <li>- Canada Manpower</li> </ul> <p>others such as</p> <ul style="list-style-type: none"> <li>- trainees (husbands)</li> <li>- community groups</li> <li>- service clubs</li> </ul>





Identifying Strengths of the Family  
Learning Helpful Behaviors in Groups  
Exploring Expectations of Employers  
Trying a Creative Exercise  
Fighting Fairly  
Solving Problems with a System  
Exploring Job Preferences  
Setting Goals

Phase IV Applying Solutions Chosen

Demonstrating Life Skills  
Getting Out of a Money Trap  
Looking One's Best  
Planning and Preparing Low  
Cost Nutritious Meals  
Handling Drinking Problems  
Planning for One's Survivors  
Managing Money  
Handling Sex Problems  
Interacting with Police  
Setting Goals for Guiding  
Children's Behavior  
Evaluating Membership on a Team  
Handling Drug Problems  
Telling Children About Sex  
Availing Oneself of Legal Services  
Providing Reliable Babysitting  
Dealing with the Landlord  
Communicating with Children  
Voting in an Election  
Raising a Family Alone  
Using Community Agencies Effectively  
Dealing with Discrimination  
Giving Help with an Individual Problem  
Handling Changes in my Behavior  
Using Parliamentary Procedures  
Taking Responsibilities in the Community  
Helping a Child with a School Problem  
Building Strengths of the Individual  
Quitting the Job  
Applying for a Job

Phase V Evaluating Outcomes

Evaluating Problem Solving Skills  
Evaluating Employability

The Life Skills course required specially trained 'coaches' as instructors who worked under the supervision of professional staff. The trainees were involved in analyzing behaviour and helping others to change. While all the topics would probably relate to individual problems, adults frequently are not willing to wait until the end of a course to have their particular problem considered.

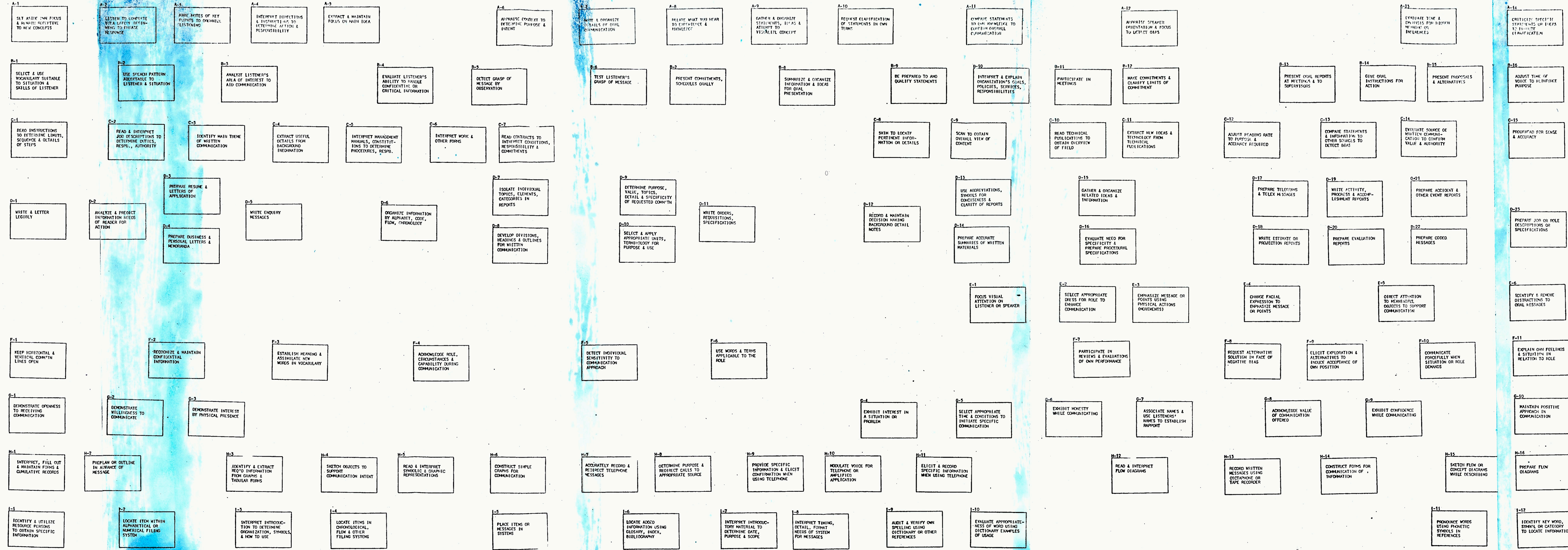
Nova Scotia NewStart Incorporated used a different approach with emphasis on a 'personalized' program. The DACUM method was used for designing 'Life Skills' and 'Basic Communications' programs - (DACUM - Developing A CurriculUM). All the skills needed are listed and supported by multi-media kits. Each trainee then plans his own goals and decides the skills he needs to learn. The Instructor helps him to reach his goal. Both evaluate his learning, when competency has been achieved another skill is undertaken. Attached are copies of the DACUM skill charts for 'Life Skills' and 'Basic Communications'.

Both of the above programs are in the experimental stage. Each merits consideration. The Saskatchewan NewStart makes trainees listen to various points of view, trainees get an understanding of others problems and contribute to finding solutions. The same end might be obtained by having each group determine the problems of its members and set priorities for discussion and problem solving. Multi-media kits were used by both; the N.S. NewStart programs were depended upon the kits having adequate and suitable materials. The strength of the N.S. approach seems to be in having trainees face up to the skills required and having each decide what he needs; it lacks the group interaction which results in a disciplining of ones own behaviour. Neither the Saskatchewan NewStart nor the Nova Scotia NewStart programs have had sufficient testing to accept one over the other with any degree of confidence. Both are making valuable contributions to this area of programming. The success of either (or a combination of both) will depend upon the staff selected to conduct the social orientation program. To be effective the program must be geared to the needs of each trainee.

#### Outline of Suggestions

- A. Interim Program June to October 1972.
  - 1. Pilot Project - Wives of Indian Trainees
  - 2. Preparing for Introducing Social Orientation Programs
    - the Approach
    - the Staff
    - Objectives
    - Scheduling
    - Equipment and Materials
    - Staff Training
    - Evaluation
  
- B. Introducing the Social Orientation Concept
  - to Staff and Trainees.





LISTEN TO & INTERPRET ORAL MESSAGES & COMMUNICATION

PRESENT ORAL MESSAGES & COMMUNICATION

READ & INTERPRET WRITTEN MESSAGES & COMMUNICATION

PREPARE WRITTEN MESSAGES

APPLY NON-VERBAL COMMUNICATION TECHNIQUES

COMMUNICATE EFFECTIVELY IN WORK & OTHER ROLES

COMMUNICATE USING INTERPERSONAL SKILL

USE COMMUNICATION DEVICES & SYSTEMS

UTILIZE INFORMATION SYSTEMS & RESOURCES

Can perform this task with more than acceptable speed and quality, with initiative and adaptability and can lead others in performing this task.	6
Can perform this task with more than acceptable speed and quality and with initiative and adaptability to special problem situations.	5
Can perform this task satisfactorily without supervision or assistance with more than acceptable speed and quality of work.	4
Can perform this task satisfactorily without assistance and/or supervision.	3
Can perform this task satisfactorily but requires periodic supervision and/or assistance.	2
Can perform this task, but not without constant supervision and some assistance.	1
Cannot perform this task satisfactorily for participation in a work environment.	0

OSQM CHART FOR  
**BASIC COMMUNICATION**  
 IN A PERSONALIZED ADULT BASIC EDUCATION ENVIRONMENT  
 NOVA SCOTIA NEWSTANT INC. March 1970







Suggestions for Courses in Social Orientation and/or Life Skills

A. Interim Program - Period June to October 1972.

1. PILOT PROJECT

Social Orientation Course for Indian Women whose Husbands are Trainees at the Terrace Vocational Centre.

Who: - wives of trainees living in residence  
- selected from reserves

Where: - Terrace Vocational School - with residential accommodation

When: - 3 to 4 weeks during summer period

What: - orientation - to husband's training  
- the Vocation Centre  
- job opportunities  
- social and economic adjustments  
- community services and resources  
- housing in urban centres  
- buying  
- field trips - stores  
- recreation activities  
- problem solving - based on special concerns of individuals and group  
- recreation social & cultural

How: Accommodation

- live in the residence at the Vocational Centre to learn the routine and rules of group living

Program

- under the direction of a person with knowledge of the social and economic adjustments which will be necessary when the husband obtains employment or takes further training aimed at employment  
- a scheduled program (routine of Vocational Centre) based on self, husband, family, home and community (including the larger community) where job opportunities occur  
- involving the women in the planning and operation such as determining topics and priorities, choice of times for discussion and/or field trips, assuming responsibility for group activities, lateness, etc.  
- determining or identifying problems of individuals and families of trainees attending the Centre

- determining how knowledgeable the wives are of the objectives of the training of their husbands
- relating problems and concerns to the available resources and services and how to use the services
- considering the cultural influence on behaviour of individuals and group (Band)

#### Techniques (suggestions, not a complete list)

- formal group sessions involving the women
- smaller groups to determine interests, problems and concerns
- reporting back
- setting priorities
- discussion, decision, and action
- films
- tapes
- field trips (with before and after discussion)
- action session (doing, such as demonstration)
- something to take 'home', pictorial, i.e. tourist information, map, etc. on Terrace, British Columbia, Canada
- bring in resource persons to answer questions
- group analysis of situations (from standpoint of problem solving and/or evaluation)

#### Costing

The cost of the pilot project will have to be estimated locally. It will probably include travel, residence and meals, field trip expenses, and operation expenses, such as expendable materials.

Costs might be reduced by asking service clubs if they could provide transportation for field trips. It would provide opportunities for involving the women of Terrace who might also invite the women into their homes. This would depend upon the type of voluntary agencies and the extent of their services.

Another expense, which may be required, is costs related to the care of children while the mother is away from home.

Alternatives for caring for the children seem to be:

- with relatives or friends
- provide for a "baby-sitter"
- boarding homes in Terrace for small children.

The Indian Affairs staff will have to decide how this should be handled.

In British Columbia Indian Affairs Regional Office provision has been made for a small allowance which may be paid to a wife whose husband is taking a course without reducing the CMC or other allowances. By taking advantage of this each woman would have some 'spending money'.

## Instruction

The "instruction" should be informal yet tangible and leave satisfying results. The persons assigned to the pilot project must be able to create a feeling of confidence and understanding. They should have "specialized skills" which indicate an awareness of needs, values and feelings of others. They should be able to relate experiences to problem solving and how the sharing of experiences can help others. Since many Indian adults have rather unhappy remembrances of school the teacher/pupil approach should be avoided. Objectives or the purpose of activities should be discussed before events take place and an "evaluation" or oral impressions given afterwards so as to be able to judge how effective the experience had been and if it met the objectives. Learning may be both positive and negative, in other words there may be both "do's" and "don'ts". Learning should include how to apply an experience to ones own situation.

While a framework for the program may have to be established in advance, the participants should be involved in decision making whenever possible. They should also assist with the "operation" details, such as taking responsibility for assembling the group on time, expressing appreciation on behalf of the group when on field trips, thanking resource persons, observing residence and Centre regulations, etc. They could also decide on objectives as they see them.

## Agencies

The agencies involved in the program might be:

- (1) Terrace Vocational Centre
- (2) Canada Manpower
- (3) Department of Indian Affairs
- (4) Community Organizations i.e. Chamber of Commerce or Board of Trade.

In addition the husbands, whose wives would be attending the course, would have ideas and should be brought into the planning and some activities. They might participate when a tour of the school is held, both as guides and explaining the courses.

## Evaluation

This is an important part of any experimental project and should be developed at the planning stage. Pilot projects allow for experimentation but are of little value unless criteria for evaluation is established.



2. Preparing for Introducing Social Orientation Programs to Enrich Vocational Courses - Terrace Vocational Centre

Planning

Before introducing social orientation programs to enrich vocational courses consideration should be given to the following:

- the Approach, is it to be a course or a process which involves the trainees in determining problems or areas of concern, finding alternative solutions and relating the solutions to his or her own experiences.
- the Staff, the type of staff will depend upon the decision as at the approach. While many might teach a course, it takes persons with special skills and attitudes to use a process which is based on involving the trainees in determining the what, how, who and when. Selection of staff and training are additional factors and require preliminary decisions.
- Objectives, broad objectives should be defined and short term goals listed as guidelines for staff. These may be related to such things as conducting pilot projects to evaluate the "approach", to experiment with the time element, methods, techniques, etc. The objectives should also state the purpose of the social orientation program so as to have criteria for evaluating the program.
- Scheduling, social orientation programs are probably most effective when given as part of a vocational course otherwise they may be too concentrated. It might be wise to experiment with the total length of time and the frequency of sessions to determine what is most suitable for the Vocational Centre and for the various courses. Since trainees are admitted at anytime it will be important that they do not feel they have missed the beginning. By using the problem solving technique which includes the recognizing and defining of problem or area of concern, considering alternative solutions, applying solutions, and evaluating outcome, new trainees can be fitted into the program at any point. Staff should be allowed adequate free time to gather information for on-going sessions related to topics under discussion. Consideration should be given to having wives, living in the area, attend some sessions with their husbands or visa versa; a special unit might be planned for the evenings

recognizing the time as part of total program rather than an extra.

- Equipment and Materials, the wide range of audio-visual equipment presently being used in the Centre should be available for social orientation sessions so that information can be presented in various ways. Reading materials on social and other services may have to be assembled. The development of kits could be a project of the various classes. Expendable materials will not differ greatly from that used in other classes.
- Staff Training, the approach which is to be used and the extent to which social orientation or life skills is to be introduced will determine the type and length of training required by staff. A decision will have to be made on where this training is to be obtained.
- Evaluation, to overcome weakness which may develop, initial planning should provide for continuous evaluation. Opinions of both staff and trainees should be considered. Adequate evaluation is important to future development of social orientation. Weakness as well as strengths should be recorded.

B. Implementation of Social Orientation Programs

1. Introducing the "Social Orientation" Concept

- (a) To the Staff. It is very important that all of the teaching staff at the Vocational Centre be made aware of the plans to implement Social Orientation programs as an enrichment to skill training and upgrading. Their understanding and support is essential to the success of the programs. The concept of social orientation should be explained and how the staff can contribute by observing attitudes and habits of trainees which hinder his present training or may do so when he becomes employed and reporting them to the head of the social orientation staff. Later they can make a valuable contribution toward the evaluation of the program by observing behavioral changes.
- (b) To the Trainees. "Social Orientation" may be a new term for many trainees. The purpose of adding a unit on social orientation to skill training and upgrading courses should be explained to all trainees whether or not they are included in the initial programs. At one centre where only a small group was selected and nothing was done to acquaint all the trainees with the project those involved took considerable ridicule from the others so much so that over half "dropped out".

2. Evaluation

This is one aspect which is frequently neglected. When trainees are given the opportunity and are encouraged to express their feelings, valuable information can be obtained and trainees can be helped to face situations in a realistic manner. A statement made by Canada Manpower staff indicated that 88% of those who leave jobs do so because of their inability to get along with people and/or to manage their personal affairs. Social Orientation programs must be flexible, related to local situations and personal problems; this requires continuous evaluation and criteria or guidelines established in advance.

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Education Branch (Ottawa)*

*May 1972*

Terrace, B.C. Schedule April 20, 21, 22, 1972.

(arranged by Vocational Counsellor - E. Bergman).

Thurs. April 20

Vancouver to Terrace via Prince Rupert. (Due to weather conditions flying was suspended between Prince Rupert and Terrace, this meant travelling by bus over hazardous roads due to construction and a snow storm. This played havoc with the schedule planned for Terrace).

3:00 P.M. Mr. Ernie Bergman Vocational Counsellor, Indian Affairs.

3:30 P.M. Terrace Vocational Centre

Principal Mr. Redmond

Vice Principal Mr. R. Swanton

brief tour of the centre before closing at 4 P.M.

4:30 - 5:30 Mr. Bergman general discussion on needs and his proposals.

Fri. April 21

A.M. Meeting with Canada Manpower

Attending

CMC - Manager D. Walker and staff

Indian Affairs - Superintendent of Agency - Gordon Robinso

Vocational Counsellor - Ernie Bergman

Secondary School Counsellor -

Mrs. Shirley Adam

Home and School Co-ordinator (Band Kitima

- Vina Starr

Adult Education Consultant (Ottawa)

- Frances I. McKay

Noon-Terrace Vocational Centre lunch with Principal and Assistant Principal Messr. Redmond and Swanton, others Mr. Bergman, Mrs. Adams, Miss Starr and five teachers of BTSD classes.

PM (1) Meeting of above group to discuss the possibility of including a course on social orientation or life skills into the program. (There was discussion on the Life Skill course developed by Saskatchewan NewStart; little seemed to be known of the family approach used in the Alberta NewStart or the community approach by Prince Edward Island and Nova Scotia NewStart Centres).

(2) Indian Affairs Agency Office discussion with Mr. Bergman, Vocational Counsellor.

Sat. April 22

return Terrace to Vancouver.