

# YWCA TORONTO LIFE SKILLS COACH CERTIFICATE TRAINING PROGRAM IS COMING TO THUNDER BAY HOSTED BY OSHKI EDUCATION & TRAINING INSTITUTE

Life Skills coach training is for group leaders who work in social services, career counselling, education, mental health, human resources, rehabilitation, or as consultants and trainers.

A Life Skills coach facilitates adult learning and behaviour changes by practicing problem solving behaviours in a group environment through the use of experiential tools and techniques.

## Phase 1 – In this course participants will:

- Discover their individual learning style
- Learn an adult education lesson plan template
- Practice giving and receiving feedback on presentation skills
- Learn the 6-step problem-solving strategy
- Understand the stages of group development
- Discuss adaptations to different client-group needs
- Increase their confidence as leaders

**Course Fee:** \$ 875

**Dates:** March 29 – April 2 (9 am to 5 pm)

## Registration: YWCA Toronto

On-line at: [ywcatoronto.org/store](http://ywcatoronto.org/store)

Download registration form at: [www.ywcatoronto.org/lifeskills](http://www.ywcatoronto.org/lifeskills)

**Location:** Oshki-Pimache-O-Win Education & Training Institute  
106 Centennial Square, 3rd Floor, Thunder Bay, ON P7E 1H3

## Contact Us:

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*Our clients say...*

*"I acquired the tools to increase creativity in my workshops."*

*"I finally realized the reasons behind the uneven participation I get from my clients in group activities."*

*"Learning the lesson plan model has reduced my workshop preparation time considerably."*



A TURNING POINT  
FOR WOMEN



**Session 1 - Getting Started: Bringing People Together**

- Recognize and identify learning expectations and compare them to objectives of this program
- Contribute to the development of group guidelines and team planning
- Interact with group members to contribute to the formation of a Life Skills group

**Session 2 - Learning Styles and Lesson Design**

- Describe their preferred learning style and appreciate the needs of other learning styles
- Discuss the impact of their learning style on their coaching style
- Recognize the connection between the Life Skills lesson model and learning styles
- Describe the experiential learning cycle and connect it to the Life Skills lesson plan
- Describe the Life Skills lesson model in simple terms

**Session 3 - Feedback and Self-Disclosure**

- Appreciate the importance of feedback and self-disclosure in Life Skills coaching
- Recommend guidelines for self-disclosure and feedback in this group
- Practice giving and receiving positive and constructive feedback
- Assess personal feedback skills and identify areas for growth

**Session 4 - Stages of Group Development**

- Assess the 5 stages of group development
- Identify the related behaviours and needs of the 5 stages
- Respond to the developmental stages of the group by implementing appropriate techniques
- Select activities, behaviours and techniques that support the development of a Life Skills group

**Sessions 5 - 9 - Student Lesson / Delivery**

- Recognize the value of each Life Skills lesson and use them in combination
- Collaborate with colleagues to develop and write a Life Skills lesson
- Demonstrate their coaching and facilitation skills
- Evaluate their own coaching and facilitation skills by naming their strengths and development areas
- Practice self-disclosure while providing colleagues with feedback in a variety of areas
- Suggest ways to revise or adapt lesson material based on the learning needs of specific client groups

**Session 10 - Closure**

- Compare their 'goodbye style' and its impact on groups
- Review and evaluate the program
- Identify what they have learned and what needs further development
- Determine further learning and coaching goals to enhance professional development as Life Skills coaches

**EARNING THE CERTIFICATE**

Participants must complete the following requirements to be awarded a certificate:

- Design of an original lesson plan using the NewStart lesson plan template
- Delivery of an original lesson plan to the group
- Give and receive feedback on participants' lessons
- Full attendance or completion of work assignments for a missed class (missing more than two classes requires participants to retake the program).