

LBS PROGRAM

WELCOME PACKAGE

Level 2



cesba 

**EMPLOYMENT
ONTARIO**
Ontario's employment & training network

Literacy and Basic Skills Program Welcome Package

Name

Phone Number

Home Address

E-mail



WELCOME!

Welcome to our LBS program. We're glad you are here. This Welcome Package will help you get started. It contains some good information and activities that can help you prepare for the program. When you have finished the Welcome Package, you will know more about LBS, how it works and what it can do for you. As a member of our class, you belong to a group of people who, like you, are on a journey of learning. This program can help you find success.

This Welcome Package will help you think about a number of important things:

1. What people need to be successful
2. What you are already good at
3. Tasks you do every day
4. Other tasks you need to do to be successful
5. Choosing a goal for yourself
6. Getting a learner plan
7. Making progress along the way
8. Two concerns you might have
9. Different ways of learning
10. How you learn best
11. Getting past challenges
12. Our promise to you; your promise to us

If you have any questions, ask the teacher for help. Good luck!

Let's get started!

How do some people get to be so successful?

Now, that's a good question!

People who are successful tend to say the same kinds of things:

I had a goal.

I learned what I needed to reach my goal.

I worked hard at doing what I needed to do.

I didn't give up when things got hard.

I had good people around me to help.

I reached my goal.

This program can help you...

- ✓ find a goal that's the right fit for you
- ✓ learn what you need to learn in order to reach your goal
- ✓ find others you may need to help you

Your job, of course, is to...

- ✓ keep coming every day
- ✓ work hard
- ✓ never give up

If you can commit to this plan, then we will be able to work together until you find the success you are looking for.

COMPETENCIES

“Competencies”, is a key word to know as you begin the LBS program. What does it mean?

Competencies are combined skills, knowledge, and attitudes that people use in order to *do* things.

An adult’s life is a busy one - made up of many everyday tasks that include tasks at home, tasks at work, tasks in places of learning and tasks in the community. In order to carry out these tasks properly, we need to have certain **skills** and **knowledge**. For some tasks, we even need to show a proper **attitude**. Competencies are made up of the certain skills, knowledge and attitudes that people need in order to perform certain tasks.



People use different competencies to do different kinds of tasks. If people have the right skills, knowledge and attitudes, they can do almost anything they want to do. As an adult, you have many competencies already that help you be successful in the tasks you do. This program will help you learn even more.

THE SIX COMPETENCIES

These are the six competencies that people need for everyday tasks:

- A. Find and Use Information
- B. Communicate Ideas and Information
- C. Understand and Use Numbers
- D. Use Digital Technology
- E. Manage Learning
- F. Engage With Others

What competency would be needed for these tasks?

Task	Competency
Write a note to your boss	
Read instructions for cooking rice	
Send a text message	
Study for a test	
See if you have enough money for a hamburger and fries	

TASKS YOU DO

What keeps you busy every day? What are the daily tasks that you need to do, and what competencies do you use to carry out those tasks?

1. On the list below, check the tasks that are typical for you.
2. Add two more tasks that you do on a regular basis.
3. Write the code (ABCDE or F) for the main competency you use. for each task.

Here, again, are the six competencies and their codes:

- A. Find and Use Information
- B. Communicate Ideas and Information
- C. Understand and Use Numbers
- D. Use Digital Technology
- E. Manage Learning
- F. Engage With Others

I do this (✓)	Task	Competency (A,B,C,D,E, or F)
	I set the alarm clock when I don't want to sleep in late.	
	I check the newspaper, listen to the radio or watch TV to get the weather report.	
	I read signs when I am travelling by car, bus or subway.	
	I count the money in my wallet.	
	I get money from an ATM machine.	
	I send text messages or emails.	
	I sometimes make appointments by phone.	
	I sometimes write notes or leave messages for people.	

STRENGTHS and SKILLS

Strengths are things that you are good at doing. Do you know what your strengths are? What are you good at? Strengths are a lot like skills. Growing up, you learned many skills for different situations in life. Sometimes a skill you need for one situation is a skill you can use in other situations as well. When the same skill can be used in more than one situation, it is called a **transferrable skill**. It is important to know what your transferrable skills are because they help you know what to do in different situations.

ACTIVITY: What transferrable skills do you have?

You might be good at doing some of these things. If you are, write YES, and circle your transferable skill on the right.

What are you good at?	YES	If you put, YES, circle your transferable skill
Coming up with good ideas		being creative
Finding good solutions to problems		problem-solving
Talking with people		communication
Watching over children at play		supervising
Keeping information in files		organizing
Fixing things that are broken		repairing
Getting everything ready for a party		planning
Helping people learn things		teaching or coaching
Accepting an idea that's different from yours		adapting to change
Working on several things at once		multi-tasking

LEARNING IN LBS



Learning in this program is not like it was when you were young and in school. Children in school practice skills and learn one skill after the other. In math, first they learn to add and then they learn to subtract. In reading, first they read words and then they read words together in sentences. This is called a skill-building approach to learning.

Adults, however, are not like children. They already have many of the skills they need. Now they want to learn to do things, such as:

- Help children with homework
- Use public transit
- Write an essay
- Apply for a job
- Find a phone number in the telephone book
- Follow instructions to assemble a cabinet

In LBS, we focus on tasks because that's what will help people the most. People get excited when they see how well they can do new tasks on their own that they could not do before. This way of learning is called a **task-based approach**.

Tasks that you will work on depend upon your...



Why do people have to have a goal?

What if I don't have a goal?

Sometimes, people who come into LBS have never thought about goals before. Some don't even know what a goal is. Having a goal is really just about deciding what you want. People who are successful in life are people who decided what they wanted and what they needed to do to get it.

In LBS, goal setting is very important. Your goal...

- helps decide what you will work on in the program,
- helps you remember why you are in the program,
- helps you stay on track - focusing on what is important for you,
- helps give you a reason to keep coming every day.

LOOKING INTO THE FUTURE

Not everyone in LBS has the same goal. People want different things. Here are a few examples:

- *I want to get a job as soon as possible.*
- *I want to get a better job than the one I have now.*
- *I want to get my high school diploma because I can't even get a job interview if I don't have my Grade 12.*
- *I want to become a personal support worker.*
- *I want to be a welder so I want to get into an apprenticeship program.*
- *I want to do more things for myself – like my own banking.*

In LBS, deciding what you want for the future helps you choose the proper goal path for your program.

There are five Goal Paths from which to choose.

- 1. Employment**
- 2. Apprenticeship**
- 3. Secondary School Credit**
- 4. Postsecondary**
- 5. Independence**

What do you think is your Goal Path? _____

If you are not sure yet, that's OK.

GOALS AND TASKS

Some tasks that people are interested in learning can be found on any goal path. Here are a few examples. Check (✓) any tasks that interest you.

I want to...

- count money and make change
- fill out forms
- talk with people I don't know more easily
- be more organized with my time
- read messages and notes
- write letters
- find information in a newspaper, magazine or textbook
- make appointments
- read maps
- take telephone messages
- read written instructions
- send emails
- find things on the Internet

What are three other tasks you would like to learn to do?

1. _____
2. _____
3. _____



GOAL SETTING

When you set a goal for your life, you want to make sure that it's a SMART goal. This is what S.M.A.R.T. means:



Specific – one of the five LBS goals

Measurable – one where you can see progress being made

Achievable – a goal that makes sense for who you are

Realistic – a goal that makes sense for you at this time

Time-defined – a date when you think you can reach your goal

YOUR SMART GOAL

Why do you want to come to this program? Write something about your goal here.

You know you have a SMART goal if your goal is:

<input type="checkbox"/> S _____
<input type="checkbox"/> M _____
<input type="checkbox"/> A _____
<input type="checkbox"/> R _____
<input type="checkbox"/> T _____

Double-check!

Is your goal a SMART goal?

		YES	NO
Specific?	Is your goal one of the five LBS goals?		
Measureable?	Is there a way to see if you are making progress?		
Achievable?	Does the goal make sense for you?		
Realistic?	Does the goal make sense for you at this time?		
Timely?	Can you guess when you will achieve your goal?		

YOUR LEARNER PLAN

In LBS, you and your teacher will work together to create the plan your learning. This Learner Plan belongs to you, and it will guide your work throughout your program. You and your teacher will update your Learner Plan quite often and talk about the progress you are making towards your goal. Here are some things you will discuss:

1. Creating the Learner Plan

- Choosing a Goal and Goal Path
- Making a list of tasks that will be part of your training
- Planning what you want to learn first and what will come next

2. Getting the Support You Need

- Letting others know what your goal is and how they can help
- Deciding who can support you best
- Getting the right people to support you and what you are doing

3. Tracking Your Progress

- Using your Learner Plan to keep track of what you are working on
- Doing Milestone tasks to show the progress you are making
- Completing other assessment activities

4. Working at It!

- Sticking with the plan
- Working towards your goal every day
- Thinking about the end result (what you are going to achieve)
- Going for it!

THINKING ABOUT IT

Write down what you are thinking now about your learning.



What things could make your learning difficult?

What things will help you be successful?

OVERCOMING OBSTACLES



Achieving your goal is not always easy. Sometimes there are obstacles or challenges that make it difficult to learn. Not everyone knows how to deal with obstacles. Some people handle challenges very well do but others do not. People deal with challenges differently because they have different attitudes about challenges in life. Their attitudes can be either negative or positive, and they lead to negative or positive results.

Four Different Attitudes about Challenges:

- 1. PROBLEMS ARE HOPELESS: EVERYTHING IS OVER***
- 2. PROBLEMS ARE MISERY: EVERYTHING IS HORRIBLE***
- 3. PROBLEMS ARE DIFFICULT: EVERYTHING IS HARD***
- 4. PROBLEMS ARE OPPORTUNITIES: EVERYTHING HAS AN ANSWER***

WHAT'S THE ATTITUDE HERE?

Read the following comments. What attitude from the list above is showing?
Write the attitude number in the column on the right.

STATEMENT		ATTITUDE #
1.	That does it. I can't do this anymore. It's no use. I'm done.	#1
2.	Why does this always have to happen to me?	
3.	I refuse to give up. I've come this far. I can keep on going.	
4.	No one else ever has problems like me. Poor me.	
5.	This is a hard time for me, but I've had hard times before, and I can handle this one too.	
6.	Nothing can fix this. It's all over for me.	
7.	Life sucks. It always does.	
8.	Life is difficult but things can be different.	
9.	I'm never any good. I'll never get a job. I'll always fail.	
10	I have problems, but I think they are making me a stronger person.	

Who made, "Never say never" popular?

- Stephen Harper
- Justin Bieber
- Lady Gaga

What attitude does "Never say never" show?

THINKING ABOUT IT

Thinking ahead about difficulties and what you can do about them can help you be prepared to handle challenges when they come up. List four challenges you think you might face while you are in the program, and tell how you will handle them. (See the example below.)

Example:

Challenge	How I Will Deal With It
I might not know what I'm supposed to do.	I will review directions and ask my instructor for help.
I might get behind in my work.	I will stick to my weekly schedule and avoid missing classes.
I might make mistakes.	I will ask questions and learn how to correct my mistakes.
I might not want to do the work.	I will think about my goals and what <u>I will</u> soon be able to do.

Now, it's your turn:

Challenge	How I Will Deal With It
I might	
I might	
I might	

TWO QUESTIONS

There are two concerns that people often have when they start in LBS:

1. *What if I can't remember things?*
2. *What do I do if I don't know what to do?*

These are good questions to think about. Here are a few tips.

Tips for remembering things:

- Don't worry too much. Everyone who is coming back to school after a long time away wonders if they can remember what they learn. Worrying too much can get in the way of remembering.
- Take notes. Write information down.
- Use just a few words for key points. Don't try to write everything the teacher is saying.
- Underline important information with a highlighter or draw a box around it.
- Mark the margin next to important information.
- Read important information several times until you can talk about it without looking at it.
- Put information into your own words. If it comes from your own mind, you will remember it better.
- Repeat the information several times in your mind.

Tips for what to do when you don't know what to do:

- Ask the teacher. Don't just sit and worry.
- Ask someone else.
- Look to see if there are instructions anywhere – on your paper, or on the board.
- Read instructions over slowly. Maybe you missed something the first time.
- Look around to see what others are doing.

HOW DO YOU LEARN BEST?

People like to learn in different ways. Some people learn best by watching or by reading things for themselves; others learn best through listening and still others learn best by working with their hands and by trying things out for themselves. People use all three senses of seeing, hearing and touch, but, when it comes to learning, most of us prefer one sense over the others. The sense that we like to use the most is usually our preferred learning style.

Knowing what your preferred learning style is will help you decide which learning strategies will work the best for you.

Three Preferred Learning Styles:

Seeing: (Visual)

You learn best through seeing - by watching and by reading things for yourself

Listening: (Auditory)

You learn best from listening - having someone tell you how to do things or explain what you are supposed to do

Doing: (Kinesthetic)

You learn best when you can be active and move around. You learn by working with your hands in a hands-on approach.

MY PREFERRED LEARNING STYLE

The learning style that works best for you is called your “preferred learning style”. The following checklists will help you find out what your preferred learning style is. Read each list, and check the parts that are true for you. Add up the checkmarks for each learning style to find out which style is best for you.

VISUAL LEARNING STYLE	✓
Pictures help me understand what I am reading.	
When spelling a word, I try to “see” the word in my head.	
I can’t remember when people tell me to do things; it’s better if it is written down.	
When giving someone directions, I can explain things better if I draw a map.	
I learn something new better if I can watch someone do it.	
When I’m trying to think, I get distracted by people moving around.	
I am good at remembering faces.	
TOTAL	

AUDITORY LEARNING STYLE	✓
I like to whisper or read out loud when I read.	
Before spelling a word, I sound it out.	
I remember someone’s name before I remember his or her face.	
I repeat things out loud to help me remember.	
When learning something new, I’d rather hear about it than read about it.	
Noises distract me when I’m trying to think about something.	
I don’t like to read instructions. I would rather have someone explain what to do.	
TOTAL	

KINESTHETIC LEARNING STYLE	✓
Before I spell a word, I write it out to see if it looks right.	
To remember someone's name, I think about when we met.	
People say I "talk with my hands".	
I learn best when I am physically active, when something is hands-on.	
I don't like to read instructions; I like to figure it out as I go along.	
I use my fingers to count.	
I like role-playing, acting, and showing people how to do things.	
TOTAL	

Thinking about it:

My preferred learning style is: _____

How do I know?

HOW TO MAKE YOUR LEARNING STYLE WORK FOR YOU!

Here are some strategies that work for three different preferred learning styles. Check (✓) ones you think would be good strategies for you to remember.

Visual	Auditory	Kinesthetic
<ul style="list-style-type: none"> <input type="checkbox"/> Choose a seat where you can see the blackboard and the instructor. <input type="checkbox"/> Keep your eyes on the instructor's face and lips. <input type="checkbox"/> Be looking at the instructor with your books and materials ready when the lesson starts. That way you will not be busy finding what you need and miss what the instructor is saying. <input type="checkbox"/> Make notes in your own words but be sure to copy down everything that is on the blackboard just as it is. <input type="checkbox"/> Ask for written instructions or write instructions down when the teacher assigns work. <input type="checkbox"/> Look at pictures and illustrations when you read. <input type="checkbox"/> Picture things in your mind as you learn about them. <input type="checkbox"/> Draw pictures to help you remember information. <input type="checkbox"/> Use stars, underlining or highlighting to mark important information. 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose a seat where you can hear the instructor well. <input type="checkbox"/> As you read, whisper the words quietly to yourself. <input type="checkbox"/> Say the instructor's instructions over again in your mind to help you remember. <input type="checkbox"/> When trying to memorize things, say them to yourself out loud. <input type="checkbox"/> Sound out the hard words when you are reading or writing. <input type="checkbox"/> Listen for the sounds when you are learning new words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Do things! <input type="checkbox"/> Participate in the class. <input type="checkbox"/> Write; make pictures and illustrations; use art, drama or role playing when sharing information. <input type="checkbox"/> Make notes as you learn. <input type="checkbox"/> Watch people and learn from what they are doing right. <input type="checkbox"/> Take short breaks while you are working. Stretch, stand up or walk around. <input type="checkbox"/> Make lists.



PUTTING IT ALL TOGETHER

Congratulations! You have finished the Welcome Package. You have read about:

- ✓ Competencies
- ✓ Transferable skills
- ✓ A task-based approach in LBS
- ✓ Goals
- ✓ Overcoming obstacles
- ✓ Preferred learning styles

You have identified your own:

- Transferrable Skills
- Goal Path
- Ideas of things you want to learn to do
- Possible obstacles and strategies to overcome them
- Preferred learning style

Let your teacher know that you have finished this work. While you are waiting, look back over these pages. Find something that you were interested to learn about yourself.