

LBS Program

WELCOME PACKAGE

Level 1



**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 class. We are glad you are here.

This Welcome Package belongs to you, and it will help you get started.

In this workbook there is good information and activities for you to do.

When you are done, you will know more about LBS and how it works.

You will also know more about yourself and how you can be successful.

The Welcome Package will help you think about these 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 the challenges
12. Ready to start

If you get stuck, you can ask your teacher for help.

Good luck, and let's get started!

How do people get to be successful?

That's a very good question!

People who are successful all say the same 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.

In this program, we can help you...

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

In this program, your job is to...

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

If we can work together like this, you can be sure you will find success!

COMPETENCIES

What it takes to be successful...

“Competencies” is an important word to know.

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



Adults are busy people. There are many things they need to do every day.

There are tasks at home, tasks at work and tasks in school.

In order to do everyday tasks, people need three things:

1. **knowledge** - there are certain things they need to understand
2. **skills** - there are certain things they need to be able to do
3. **attitudes** - sometimes they need to show a certain **attitude** in doing a task

People can do many things if they have the right knowledge, skills and attitudes.

Competencies are the skills, knowledge, and attitudes that people need to do everyday tasks.

You already have many important competencies that help you do everyday tasks.

THE SIX COMPETENCIES

There are six competencies that people need.

- 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 you need to do 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 people busy every day? What are some of your daily tasks, and what competencies do you use to do those tasks?

1. On the list below, check the tasks that are part of your everyday life.
2. Add two more tasks that you do.
3. Write the code (ABCDE or F) for the main competency you use.

Here 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. Work With Others

I do this task (✓)	Task	Competency (A,B,C,D,E, or F)
	I check the time so I won't be late.	
	I read the newspaper or listen to the radio to get the news.	
	I read signs when I am travelling by car or bus.	
	I count the money in my wallet.	
	I get money from the bank machine.	
	I send a text message or an email.	
	I call friends and talk on the phone.	

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. You learned many skills growing up. Sometimes a skill you use in one situation is a skill you can use in other situations as well.

When one skill can be used in different situations, it is called a **transferrable skill**. Transferrable skills are good because they help you know what to do in different situations.

ACTIVITY: What transferrable skills do you have?

You may be good at 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
Are you good at finding ways to fix a problem?		problem-solving
Are you good at talking with people?		communicating
Are you good at looking after children?		supervising
Are you good at fixing broken things?		repairing
Are you good at getting things ready for a party?		planning
Are you good at helping people learn things?		teaching
Are you good at doing several things at once?		multi-tasking

My three best transferrable skills are: 1. _____
2. _____ 3. _____

LEARNING IN LBS



Our program is not like when you went to school. As a child in school, you worked on skills – like reading and writing, spelling and math. Now that you are an adult, learning is different.

Adults already have many of the skills they need. Now they are interested in learning how to do things - like these kinds of tasks:

- Apply for a job
- Use a bank machine
- Fill out forms
- Send emails to friends
- Read a recipe

In our program, people learn to do tasks that are important to them.
What are some tasks that are important to you?

In LBS, we work mostly on tasks because that's what will help people the most. People know that they are learning when they can do new tasks they could not do before on their own.

This way of learning is called a **task-based approach**.

The tasks that you will work on in this program depend on your...



What are goals?

What if I don't have a goal?

Lots of people have questions about goals. In LBS, we will talk about goals and you will choose a goal that works for you.

Choosing a goal is really about deciding what you want and going for it.

Coming to this program shows that, already, you think you can learn something here that will make your life better.

The next step is to figure out what that is. You need to ask yourself, "Why did I come here? What do I want?"

Your reason for coming to the program may not be the same as everyone else. Your reason will be about what you want for yourself in the future.

LOOKING INTO THE FUTURE

People who come to LBS want different things. They tell us things like this:

- *I want to get a job.*
- *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 get a job interview if I don't have my Grade 12.*
- *I want to get into an apprenticeship program to become a welder.*
- *I want to do more things for myself – like do my own banking.*

Knowing what you want for the future helps you set a goal for learning.

Once you have set a goal, you are on your way - on a path that will take you to your goal.

There are five Goal Paths in LBS.

- 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 would like to learn 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 sentences and paragraphs
- find information in a newspaper, magazine or textbook
- make appointments
- read a map
- take telephone messages
- read cooking instructions
- send emails
- find things on the Internet

What are three other tasks you want to learn to do?

1. _____
2. _____
3. _____



GOAL-SETTING

When you set a goal for your life, you want to make sure that it is a SMART goal. This is what S.M.A.R.T. means:



Specific – one of the five LBS goals

Measureable – 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

SETTING YOUR OWN SMART GOAL

Why do you want to come to this program? Write something about your goal here. Finish the sentence below:

I am coming to this program because I want _____

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!

Do you have a SMART goal? Check (✓) **Yes** or **NO**

	Check-up questions	YES	NO
Specific	Is your goal one of the five LBS goals?		
Measureable	Is there a way you can tell when you make 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?		

MAKING A PLAN FOR LEARNING

In LBS, you will have your own LEARNER PLAN. Both you and your teacher will work together to plan your learning. You will talk together about your plan and how you are making progress as you move towards your goal. Here are some things you will talk about:

1. Planning

- Choosing the best Goal and Goal Path for you
- Making a list of tasks that you will need to be successful in your goal
- Planning out 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 Progress

- Using your Learner plan to keep track of what you are working on
- Doing milestone tasks to show how you are making progress
- Keeping samples of your best work

4. Working at It!

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



THINKING ABOUT IT

1. What do you think could make it difficult for you to reach your goal?
2. What could help you be successful?

Write down what you think.



OVERCOMING OBSTACLES

Reaching your goal is not always easy. Sometimes there are challenges or obstacles that get in the way. Not everyone knows how to deal with obstacles. Some people deal with challenges very well, but other people do not. Sometimes people deal with challenges differently because they have different attitudes about challenges in life.

Four Ways of Seeing Challenges:

Attitude #1. *Problems are hopeless: There's just nothing I can do*

Attitude #2. *Problems are sad: Everything is always rotten for me*

Attitude #3. *Problems are difficult: Everything is just too hard*

Attitude #4. *Problems are opportunities: There is always something I can do*

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.	No pain, no gain.	
4.	I refuse to give up. I've come this far. I can keep on going.	
5.	No one else ever has problems like me. Poor me.	
6.	This is a hard time for me, but I've had hard times before, and I can handle this one too.	
7.	Every cloud has a silver lining.	
8.	Nothing can fix this. It's all over for me.	
9.	Life sucks. It always does.	
10.	Life is hard, but things can get better.	
11.	I'm never any good. I'll never get a job. I'll always fail.	
12.	I have problems, but I think they are making me a stronger person.	

THINKING ABOUT IT

Thinking ahead about difficulties and what you can do about them can help you be prepared for challenges when they come up. Here are some things learners have told us about handling their challenges.

My Challenge	How I Deal With It
Not understanding what I'm supposed to do	I ask my teacher for help if I don't know what to do.
Getting behind	I stick to the program and not miss class.
Making mistakes	I ask how to correct my mistakes.
Not wanting to do the work	I think about my goals and what I will be able to do if I keep at it.

Now, it's your turn.

List four things that could be a challenge for you and what you can do to deal with it.

Challenge	How I Can Deal With It
I might	

TWO QUESTIONS

Here are two questions 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

Help yourself remember things:

- Don't worry too much. Worrying can get in the way of remembering.
- Take notes. Write information down. Copy things from the blackboard.
- Use just a few words for key points. Don't try to write everything the teacher is saying.
- Underline information with a highlighter or draw a box around it.
- Mark the margin next to things you want to remember.
- Read things out loud and several times until you can say it without looking.
- Put information into your own words. If it comes from your own mind, you will remember it better.
- Say things over again several times in your mind.

Tips

What to do when you don't know what to do:

- Ask the teacher. Don't just sit and do nothing.
- Ask someone else.
- Look to see if there are instructions anywhere – on your paper, or on the board.
- Read instructions over again slowly. Maybe you missed something the first time.
- Look around to see what others are doing.



HOW DO YOU LEARN BEST?

People learn in different ways:

- Some people learn best by watching or by reading.
- Some people learn best by listening to someone.
- Some people learn best by trying things out on their own.

Everyone learns something by seeing, by hearing and by trying things out themselves, but most of us prefer one way over the others. Our favourite way to learn is called our **preferred learning style**.

Knowing what your preferred learning style is can help you remember what works best for you so you can learn better and faster.

Three Preferred Learning Styles:

- 1. Visual (seeing):** You learn best through seeing - by watching someone else, by looking at pictures or by reading to yourself.
- 2. Auditory (listening):** You learn best from listening - having someone tell you what to do or explain things to you.
- 3. Kinesthetic (doing):** You learn best when you can move around; you like trying things out for yourself or working in a hands-on approach.

MY PREFERRED LEARNING STYLE

The learning style that works best for you is called your “preferred learning style”.

Read each list below, and check the statements that are true for you.

Add up the checkmarks in each list.

The list with the most checkmarks is your preferred learning style.

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 tips that work for three preferred learning styles.

If your preferred learning style is **visual**, try this...



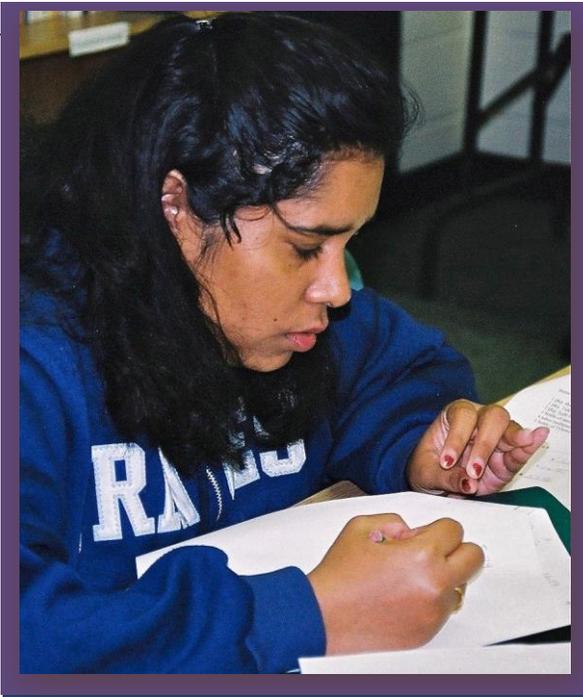
Visual

- Pick a seat where you can see the blackboard and the teacher.
- Keep your eyes on the teacher's face and lips.
- Copy down everything that is on the blackboard just as it is.
- Ask for written instructions when the teacher assigns work.
- Look at the pictures and illustrations when you read.
- Picture things in your mind as you learn about them.
- Draw pictures to help you remember information.
- Use stars, underlining or highlighting to mark important things.

Here are some tips that work if your preferred learning style is **auditory**.

Auditory

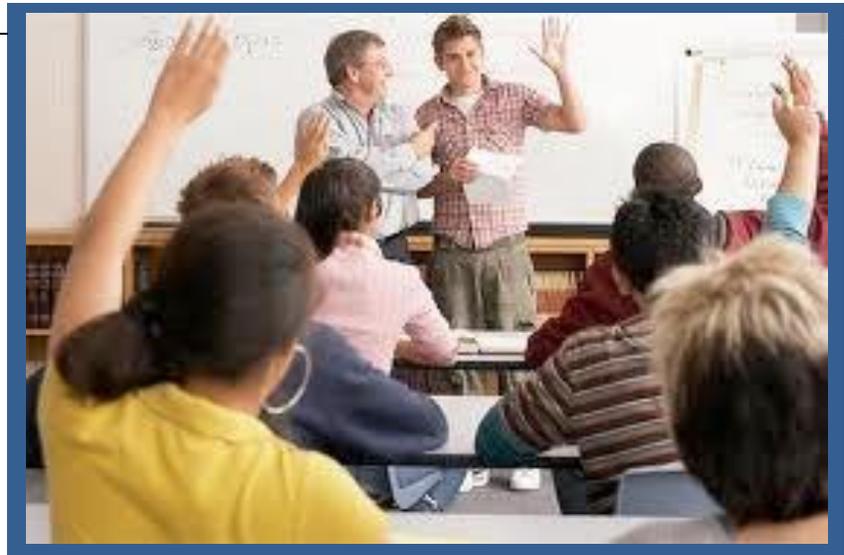
- Pick a seat where you can hear the teacher well.
- Do not sit beside people who chat a lot.
- As you read, whisper the words quietly to yourself.
- Say the teacher's instructions over again in your mind to help you remember.
- When trying to memorize things, say them to yourself out loud.
- Sound out the hard words when you are reading or writing.
- Listen for the sounds when you are learning new words.



If your preferred learning style is **kinesthetic**, try this.

Kinesthetic

- Do things! Try things out on your own.
- Participate in the class. Put your hand up.
- Write; make pictures and illustrations; use art, drama or role playing when sharing information
- Make notes as you learn.
- Watch people to copy what they are doing right.
- Take short breaks to stretch, stand up or walk around while you are working.
- Make lists.



Check (✓) the ideas that would be good for you to remember.



PUTTING IT ALL TOGETHER

Congratulations! You have completed the Welcome Package.

You have read about:

- ✓ Competencies
- ✓ Transferrable skills
- ✓ Tasks and skills
- ✓ A task-based approach to learning
- ✓ Learner Plans and Milestones
- ✓ Goals and how to achieve them
- ✓ Overcoming obstacles
- ✓ Preferred learning styles

You have identified your own:

- Transferrable skills
- Goal and Goal Path
- Tasks you want to learn to do
- Possible obstacles and ideas to overcome them
- Preferred learning style

What to do next...

Let the teacher know that you have finished the Welcome Package.

If you have a few minutes to wait, look over some parts again and get ready to tell your teacher what you have learned.