

LBS PROGRAM

ORIENTATION PACKAGE

LEVEL 3



cesba 

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

Literacy and Basic Skills Program Welcome Package

Name

Phone Number

Home Address

E-mail



WELCOME TO THE CLASS!

This Welcome Package is designed to help you be successful in LBS. It provides important information and a number of activities to get you started. As you work on each activity, think about the purpose behind it and how it can help you as a student. Good luck! Stay motivated and enjoy!

By the time you have completed the workbook, you will know more about the LBS Program, how it works and what it can do for you. As a member of this class, you now belong to a group of people who, like you, are on a journey towards a goal. This program can help you find success.

The Welcome Package will guide your thinking on a number of interesting topics.

1. What successful people have in common
2. Competencies
3. Task-based programming
4. Tasks required for success
5. Goal setting
6. Learner plans
7. Marking progress
8. Two common concerns
9. Preferred learning styles
10. Your preferred learning style
11. Dealing with obstacles
12. Our promise to you; your promise to us

If you have any questions, feel free to ask the teacher.

Let's get started!

What do successful people have in common?

Now, that's a good question!

Whether they are sports heroes, movie stars, musicians, successful business people, or simply people who make a fair living and are happy with their life, people who are successful all tend to say the same kinds of things. In essence, they all say:

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.

... and I reached my goal.

In LBS, we believe those are the things that work. 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
- ✓ access other programs or supports that may be helpful

Your responsibility, 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

LBS is a competency-based program. That means it is a program that focuses on building the competencies people need in order to what they need to do in life. Simply put, competencies are the combinations of skills, knowledge, and attitudes that people use in order to *do* things.

As you are well aware, an adult's life is a busy one - made up of many everyday tasks including tasks at home, tasks at work, tasks in places of learning and tasks in the community. In order to carry out these tasks properly, people need to have some basic understanding or **knowledge**. They also need certain **skills**, and for some tasks, even a particular **attitude** is necessary.

Combinations of particular skills, knowledge and attitudes make up particular competencies. People use different competencies in order to perform different kinds of tasks. If people have the right skills, knowledge and attitudes, they can do almost anything they want to do. While you may not have thought of this before, as an adult, you have many competencies already that help you be successful in the everyday tasks that are part of your life. This program will help you learn even more.



THE SIX COMPETENCIES

The learning that takes place in Ontario's literacy and upgrading programs is organized by six competencies, i.e., six broad, categories that describe a person's abilities. The competencies represent the full range of skills, knowledge, and attitudes that adults can expect to develop for success in life, learning and work. These are the 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 a person need for these tasks? Write the competency in the column on the right.

Task	Competency
Write down details of a telephone message for someone	
Read instructions for cooking rice	
Send a text message	
Study for an exam	
See if you have enough money for a hamburger and fries	
Use an ATM machine to withdraw cash	
Ask for directions	
Calculate the amount of money you saved on purchases that were 40% off	
Work on a project with a group of people	
Look up a phone number or an address	

TASKS YOU DO

What keeps you busy every day? What tasks do you do on a regular basis, 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 quite frequently.
3. Write the code (ABCDE or F) for the primary 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 news or weather report.	
	I check a map when I am travelling to an unfamiliar location.	
	I count the money in my wallet.	
	I use an ATM machine or a calculator.	
	I send text messages or emails.	
	I sometimes make appointments by phone.	
	I sometimes write notes or leave messages for people.	

STRENGTHS and SKILLS

In our program, when we talk about people's strengths, we are not talking about physical strength. Strengths in the way we talk about them are the things that people are good at doing – communicating easily with other people, for example, or finding things on the Internet. Have you ever thought about your own personal strengths? What are you good at doing?

Strengths can also be expressed as a skill. For example, people who are good at making up their mind and knowing what to do, have decision-making skills; people who can pay close attention to something for a long period of time have concentration skills, and people who are good at recalling details and information have good memory skills. Sometimes the same skill can be used in many different situations. When one skill can be used in more than one situation, it's called a **transferrable skill**. Decision-making would be a good example of a transferrable skill. Being aware of your transferrable skills is very useful because your transferrable skills help you know what to do and how to deal with different situations.

What's the transferrable skill?

Here are some examples of strengths and skills that people can have. Draw a line between the strength on the left and the matching transferrable skill on the right.

coming up with good ideas

finding good solutions to problems

talking with people

watching over children at play

keeping information in files

fixing things that are broken

getting everything ready for a party

helping people learn things

accepting an idea that's different from yours

working on several things at once

repairing

multi-tasking

problem-solving

adapting to change

being creative

communication

supervising

planning

organizing

teaching or coaching

These are just a few examples of transferable skills. There are many, many more. What do you think are three of your best transferable skills?

1. _____
2. _____
3. _____

A TASK-BASED APPROACH



Learning in the LBS program is not like it was when you were young and in school. Children in elementary school do not have much life experience yet. They go to school to learn about the world around them. They also practice and learn skills – one skill after the other; one skill building upon the one before. For example, children practice and learn how to add first and then they learn how to subtract; they learn to recognize words first and then they learn to read words in sentences. Skills are developed like building blocks one on top of another. This method is known as a skills-based approach to learning.

LBS is different because adults are not like children. Adults have a lot of skills already - skills that they have learned in school and through life experience, and now they are interested in something more. Often, adults have particular things in mind that they want to do, or need to be able to do, but have trouble doing now. Those are the things they want to learn about.

As we noted earlier, in LBS, we help adults develop competencies for completing tasks that are important to them. Competencies, you will remember, are about bringing together certain skills, knowledge and attitudes in order to **do** things. In order to help adults become successful, LBS focuses first and foremost on **tasks** instead of skills. This is called a **task-based approach** to learning.

In following a task-based approach, you and your instructor will talk together a lot about your goal – why you have come to the program and the kinds of tasks you want to be able to do. You will also talk about the skills, knowledge and attitudes that are necessary to perform those tasks successfully. That will become the focus of your work in LBS. Your progress will be evaluated according to your ability to **perform tasks** at increasing levels of complexity that are related to your goal.

Tasks that you will work on in the program depend upon your...



*Do people really need a goal?
What if I don't have a goal?
What if I don't know how to get a goal?*

Quite often, people who come into the LBS program have never thought about goals before. Some aren't sure what a goal is exactly. It's simple really. Having a goal is just about making a real decision about what you want in the future. People who are successful in life are people who decided what they wanted and what they needed to do in order to get it.

"The trouble with not having a goal is that you can spend your life running up and down the field and never score." – Bill Copeland

"You need a plan to build a house. To build a life, it is even more important to have a plan or goal." – Zig Ziglar

Do you know people who live life with no particular plan in mind? People with no goals seem to live life drifting aimlessly in one direction or another but never really moving forward. You see them one or two or even five years later and nothing has changed.

In LBS, each learner sets a goal for his or her program. Goal setting is an important first step for a number of reasons. Your goal...

- helps drive you forward putting your life in action mode,
- helps determine what you will work on in the program,
- helps to remind you why you are coming to the program,
- helps hold you accountable for decisions you make outside 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

Deciding what you want for your future helps determine what you will work on in your program. There are five main reasons why people come to the LBS program. Those main reasons are, in fact, their goals. So, in LBS, there are the five goals from which learners can choose. Each goal has its own particular Goal Path for the learner to follow. Your Goal Path describes the focus of your program and provides the training you need to achieve the success you are looking for.

Here are the five Goal Paths:

Employment

The Employment goal path involves training for work where an individual will earn and receive a wage or salary. It also includes training for people who want to work as a volunteer, or have been given an internship or community placement.

The Employment goal for most LBS learners, however, is about:

1. obtaining employment,
2. keeping a current job, or
3. advancing at the workplace.

Apprenticeship

The Apprenticeship goal path provides preparation for apprenticeship or on-the-job workplace training for people who want to pursue a career in the skilled trades. An apprenticeship is a legal contract between an apprentice and an employer that is registered with the Ministry of Training, Colleges and Universities in Ontario. Once the apprenticeship training agreement is signed, the apprentice receives on-the-job training from the employer or sponsor and also participates in classroom-based trade-related theoretical and practical training (usually referred to as “in-school” training). Also included in the apprenticeship goal path are learners who are preparing to enter a one-year skills training program for a specific job.

Secondary School Credit

The Secondary School Credit goal path provides preparation for learners who want to earn high school credits or obtain an Ontario Secondary School Diploma (OSSD) granted by an Ontario school board. School boards (and the Independent Learning Centre (ILC) provide opportunities for learners to complete specific credit courses required for entry into postsecondary institutions or apprenticeship programs.

Postsecondary

The Postsecondary goal path offers training and preparation primarily for those individuals who are looking for a college education. Postsecondary training is available for those who have the recognized academic requirements which include: *Ontario Secondary School Diploma (OSSD)*, *Academic Career Entrance (ACE) Certificate*, or *General Education Development (GED) Certificate*.

Independence

The Independence goal path encompasses a variety of expectations based on a learner’s particular interests and needs. In general however, LBS programming for independence can be organized under four broad sets of objectives: manage basic needs, manage health, manage personal issues and relationships, and participate fully as a member of the community.

GOALS AND TASKS

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

I want to be able to...

- locate contact information of a person or business
- shop on eBay
- participate in conversations/discussions with people that are not very familiar to me
- be better organized with time
- create and manage a budget
- finish things I start
- request assistance to fix a problem by phone or online
- write a business letter
- locate specific information in a newspaper, magazine or textbook
- make and keep appointments
- use a city map to locate a particular street and determine the most direct route
- calculate costs of items at costs reduced by 25%, 30%, 40%, and 80% etc.
- provide written instructions or directions for someone else
- send emails with attachments to multiple recipients

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

1. _____
2. _____
3. _____



LBS LEARNER PLANS

An important part of your program is the creation of a personalized Learner Plan that you will develop with your teacher. The Learner Plan belongs to you, and it will guide your work throughout your program. There will be an electronic version of your Learner Plan, sometimes referred to as a Service Plan, kept on your teacher's computer that is used to keep track of your achievements and your program strategy. This will be updated on a regular basis as you complete tasks that are related to your goal. If you wish, you can ask for printouts of your Learner Plan so you can monitor your own progress.



Creating the Learner Plan will involve discussion in the following areas:

1. Creating the Learner Plan

- Selecting an appropriate Goal and Goal Path
- Understanding the elements of Learner Plan and what they mean
- Identifying and selecting tasks for your training
- Ordering and prioritizing your work

2. Getting Needed Support

- Assessing other needs you may have that can affect success
- Identifying services that can help make a difference
- Locating the right people to provide the support you need
- Connecting with those who can support you and what you are doing

3. Tracking Progress

- Using the Learner Plan to monitor programs and services you are receiving
- Using the Learner Plan to plan your program
- Documenting successful Milestones to mark progress
- Keeping a record of other assessment activities and results

4. Working at It!

- Strategies for keeping your goal in view
- Strategies for successful follow-through
- Strategies for regular review of needs and required supports
- Strategies for regular review of your goal and the progress

OVERCOMING OBSTACLES



As you know, sometimes there are obstacles or challenges that can make learning difficult. Although everyone encounters obstacles and challenges from time to time, not everyone is very good at dealing with them. Some people handle challenges very well, but others do not. There are probably a lot of reasons that affect a person's ability to deal with obstacles, but one of the main reasons has to do with attitude. People with different attitudes about the challenges they encounter, deal with challenges differently. People's attitudes, or how they look at things, can be either negative or positive, and negative or positive attitudes lead to negative or positive results.

Four Different Attitudes:

1. ***PROBLEMS ARE HOPELESS: NOTHING CAN BE DONE***
2. ***PROBLEMS ARE MISERABLE: LIFE IS HORRIBLE***
3. ***PROBLEMS ARE DIFFICULT: LIFE IS HARD***
4. ***PROBLEMS ARE OPPORTUNITIES: THERE'S USUALLY A SOLUTION SOMEWHERE***

What do you think your friends would say about you if they were asked to describe your general attitude towards challenges when you encounter them? Would you agree with them?

WHAT'S THE ATTITUDE HERE?

Read the following comments. What attitude from the list above is showing?
Write the number of the attitude 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. It's just not fair.	
6.	This is a hard time for me, but I've had problems 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.	Wait a minute. Let me think. There's got to be something we can do.	
10.	Life sucks. It always has and it always will..	
11.	Life is hard at the moment but things can be different in the future..	
12.	I'm never any good. I'll never get a job. No one will ever want me.	
13.	I have always had problems, but I think they make me stronger.	

Who made, "Never say never" popular?

- Stephen Harper
- Justin Bieber
- Lady Gaga

What attitude does "Never say never" suggest to you?

SELF-REFLECTION

Identifying possible difficulties and thinking ahead about ways to overcome them can help you be prepared when challenges come up. List four challenges you think you could face while you are in the program, and describe how you will deal with them. (See example below.)

Example:

Challenge	How I Will Deal With It
Not understanding what I'm supposed to do	I will review the instructions and ask the teacher if I still don't know.
Getting behind	I will stick to my weekly schedule and avoid missing classes.
Making mistakes	I will ask questions and learn how to correct my mistakes.
Not wanting to do my work	I will think about my goals and what <u>I will</u> be able to do.

Your turn:

Possible Challenge	How I Will Deal With It

TWO CONCERNS

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

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



for remembering things:

- Don't worry too much. Everyone coming back to school after a long time away wonders if they will be able to remember what they learn. Worrying too much can get in the way of remembering.
- Take notes during class when the teacher is teaching.
- Use just a few words to capture the most information. Don't try to write down every word the teacher says.
- Underline important information on the page with a highlighter or draw a box around it.
- Put a mark in the margin next to important information – !, * , !, ☆
- If you have to memorize something, read it several times out loud until you can say it without looking at the page. After a few minutes, see if you still remember it. Try again after a couple of hours – or the next day. Check to make sure you are remembering correctly.
- Put ideas you read about into your own words. If you can express ideas in your own words, they will sound more familiar and you will be better able to remember them.
- Repeat important information over again several times in your mind when you are doing other things – like waiting for the bus or washing dishes.
- Learn a few memory tricks – like creating an acronym to represent key words or steps that must be followed in a particular order; e.g. BEDMAS to help remember order of operations for solving algebraic equations: B - Brackets, E - Exponents, D - Division, M - Multiplication, A - Addition, S - Subtraction



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

- Ask the teacher. Don't just sit there and give up.
- Ask someone else if the teacher is unavailable.
- Look to see if there are written instructions anywhere that you missed seeing – on your paper, or on the board.
- Read instructions over slowly and more than once. Maybe you missed something the first time.
- Look around to see what others are doing.

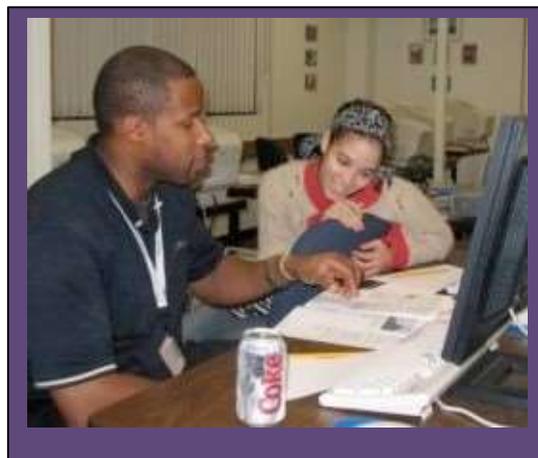
Check (✓) strategies that strike you as useful.

PREFERRED LEARNING STYLES

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.

So, as noted on the University of Western Ontario website, to put it simply, your learning style preferred learning style is the way you tend to learn best. It involves your preferred method of taking in, organizing, and making sense of information. Learning styles are not about a person's intelligence or ability, but they help us understand why some tasks seem easier for us to do than others. There are several benefits of thinking about and trying to understand your learning preferences:

- People learn most effectively when the strategies they use are closely matched with their preferred learning style.
- Sometimes we can improve our learning by knowing what our best learning approaches are and then doing more of that.
- Sometimes we can improve our learning by knowing what our weak learning style is and trying to strengthen our skills in that area.



WHAT'S YOUR PREFERRED LEARNING STYLE?

Learning Style Inventory: Instructions

Read each sentence and put a check next to the ones that best describe:

- What you usually do
- How you usually act

Next, add up the number of check marks in each section.

A. I usually or often...

- can put together almost anything with help when using printed or pictured directions,
- close eyes when memorizing or remembering,
- notice things around me,
- am good at working with and solving jigsaw puzzles,
- prefer to watch television, go to a movie or play a video game in my spare time,
- like to see what I am learning,
- have a great imagination,
- like to look neat; wearing colour-coordinated clothing is important,
- understand things better by reading about them as opposed to listening,
- am quiet and don't tend to initiate conversation,
- think the best way to remember something is to picture it in my mind,
- take many notes in a school.

Total for Section A _____

B. I usually or often....

- love to communicate with others and talk a lot,
- listen to music in my spare time,
- remember television commercials, jingles, and songs after hearing them once or twice,
- use rhyming words to remember names or facts,
- talk aloud when working on a math problem,
- hear spoken directions and follow them quickly,
- learn better by listening to lectures and presentations and by discussing material than by just reading about it,
- whisper aloud or mumble when reading something I am trying to understand,
- have difficulty reading diagrams or maps unless someone explains them to me,
- am very verbal when expressing my feelings,
- am bothered by hearing sounds that other people don't seem to notice,
- like to use free time to talk to others in person or on the phone.

Total for Section B _____

C. I usually or often...

- find it hard to focus or pay attention, especially when reading, unless the story is full of action,
- enjoy sports, active games and building things,
- am a high-energy person; I rarely sit still,
- reach out to touch things I am looking at; I like to feel the textures of things,

- ❑ move with music,
- ❑ show my feelings with body language, I react physically, like slamming a door or stomping out of room when angry or upset,
- ❑ learn best when I can do something or move around; I pace when I am memorizing things,
- ❑ use my hands a lot when I am talking,
- ❑ often use my fingers to count off items or write in the air,
- ❑ have difficulty following and remembering spoken directions,
- ❑ appreciate physical expressions of encouragement such as a hug or a pat on the back.

Total for Section C _____

Interpreting and Understanding the Results

A. If you checked more in section A than in the other two, you learn well visually. This suggests you are a **Visual Learner**.

People who are visual learners learn best by seeing information. They tend to think in pictures, and create vivid mental images to retain information. The following characteristics are typical of many individuals with strong visual processing skills:

Visual learners:

- easily remember information presented visually – pictures, diagrams, videos
- have strong visualization skills. When they are trying to remember something, they often look up (often up to the left) and "see" the information invisibly written or drawn.
- can make "movies in their minds" of information they are reading. Their movies are often vivid and detailed.
- have strong visual-spatial awareness of sizes, shapes, textures, angles, and three-dimensional depths
- often pick up on the body language of others (facial expressions, eyes, stance, etc.)
- have a keen awareness of the aesthetics, the beauty of the physical environment, visual media, or art
- have trouble listening if they can't tell where something is going on.

B. If you checked more in section B, you have auditory strengths. This suggests you are an **Auditory Learner**.

Auditory learners learn best by hearing information. They can usually remember information more accurately when it has been explained to them orally, and they like to hear all the facts. The following characteristics are typical of individuals with strong auditory processing skills.

Auditory learners:

- can remember quite accurately details of information they hear during conversations or lectures
- have strong language skills, which include a well-developed vocabulary and an appreciation for words
- have strong language skills often leading to strong oral communication skills. They can carry on interesting conversations and can articulate their ideas clearly. They say what they mean and mean what they say.
- may find learning a foreign language to be relatively easy
- often have musical talents. They can hear tones, rhythms, and individual notes with their strong auditory skills.

MAKE YOUR LEARNING STYLE WORK FOR YOU!

Here are some strategies that work for different preferred learning styles.
Check (!) a few you think are good tips for you to remember.

Visual	Auditory	Kinesthetic
<ul style="list-style-type: none"> <input type="checkbox"/> Choose a seat where you can clearly see the teacher and any teaching visuals. <input type="checkbox"/> Focus on the teacher's face. <input type="checkbox"/> Make notes colourful. <input type="checkbox"/> Highlight notes so all information relating to one topic is in the same colour. <input type="checkbox"/> Draw boxes or circles around terms/ concepts and draw lines or arrows to show how they are related to one another. <input type="checkbox"/> Look for sketches, diagrams, or charts to help interpret information. <input type="checkbox"/> Ask for written instructions or write instructions down when the teacher assigns work. <input type="checkbox"/> Picture things in your mind as you learn about them. <input type="checkbox"/> Ask the instructor if other visual information is available (e.g. course web site, lecture outline). <input type="checkbox"/> Complete readings before attending lectures. <input type="checkbox"/> Minimize visual distractions in your working area. 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose a seat where you can hear the instructor easily. <input type="checkbox"/> sit away from doors, windows, and other sources of noise. <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 difficult words when you are reading or writing. <input type="checkbox"/> Listen for the syllables when learning new words. <input type="checkbox"/> "Subvocalize" as you take notes - repeat information to yourself as a quiet "mumble" that's barely audible. <input type="checkbox"/> Study with a partner and take turns reading to each other - discuss key concepts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Take a small object (e.g. stress-ball) to class to play with in one hand while the other takes notes. <input type="checkbox"/> Consider using a laptop to take notes. <input type="checkbox"/> Get actively involved by participating in class discussions. <input type="checkbox"/> Write; make pictures and illustrations; use art, drama or role-playing when sharing information. <input type="checkbox"/> Watch people and offer to help or do things with them <input type="checkbox"/> Take short breaks while you are working. Stretch, stand up or walk around. <input type="checkbox"/> Make lists. <input type="checkbox"/> Move a body part (e.g. swing or tap your foot), or walk around if it helps you concentrate.



Wrap-Up

Putting it all together

Congratulations! You have completed the Orientation Package. Good work!

You have read about:

- ✓ Competencies
- ✓ Transferable skills
- ✓ A task-based approach to learning
- ✓ Goals
- ✓ Learner Plans
- ✓ Overcoming obstacles
- ✓ Preferred learning styles

You have identified
your own:

- Transferrable Skills
- Goal Path
- Some tasks you want to learn to do
- Possible obstacles and strategies to overcome them
- Preferred learning style

Please let the teacher know that you have completed this work.

While you are waiting, look back over these pages to identify things about yourself that were interesting or surprising to you.