



Orientation *Unit*

QLWG
Essential Life Skills
Unit I

QLWG Skills for Life

Acknowledgements

Published by: Quebec Literacy Working Group:

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Central Québec School Board	Littoral School Board
Chateauguay Valley Literacy Council	Lester B. Pearson School Board
Eastern Shores School Board	New Frontiers School Board
Eastern Townships School Board	Quebec City Reading Council
English Montreal School Board	Riverside School Board
Gaspésie Literacy Council	Sir Wilfrid Laurier School Board
Kativik School Board	South Shore Reading Council
Laurentian Literacy Council	Western Quebec Literacy Council
The Learning Exchange	Western Québec School Board
Literacy in Action	Yamaska Literacy Council
Literacy Unlimited	

ISBN Number: 978-0-9812349-0-8

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QLWG Skills for Life Series

THEMATIC UNITS

Competency-based learning meets the needs of all learners. It is important to keep in mind, however, that all learners are different. In order to address the needs and interests of all learners, units have been divided by *Essential Life Skills* and *Individual Life Skills*.

Essential Life Skills are important for everyone, while *Individual Life Skills* address the needs and interests of different learners. Once learners have completed the “Essential” units, they may choose a unit that is applicable to their interests and lifestyle.

Essential Life Skills Units	Individual Life Skills Units
1. Orientation Unit 2. Around the Home 3. My Community 4. Being a Canadian Citizen 5. What’s for Dinner? 6. Managing My Money 7. Smart Shopping 8. My Health 9. All About Me 10. Communication Skills 11. Living in Quebec 12. Strategies for Reading 13. Strategies for Writing 14. Strategies for Grammar 15. Strategies for Numbers 1: Understanding Numbers 16. Strategies for Numbers 2: Adding & Subtracting 17. Strategies for Numbers 3: Multiplying, Dividing & Fractions	18. My Hobbies and Leisure Time 19. Employment Skills 20. On the Job 21. My Family 22. Entertainment (music and film) 23. Fitness and the Great Outdoors 24. Getting Around (travel and transportation) 25. Career Exploration 26. Getting My Driver’s Licence 27. Learning in Quebec 28. Living Green 29. Handling Legal Concerns 30. The Retirement Years

QLWG Skills for Life Series

Orientation Unit: Learning to Learn Unit #1

Table of Contents

	page
WELCOME LEARNER!.....	(i)
Introductory section.....	1
Competencies.....	3
Setting Goals.....	10
Self-Discipline.....	15
How are you doing?.....	18
Overcoming Challenges.....	19
How Do I Learn Best?.....	21
My Best Study Space.....	26
Managing My Time.....	27
Getting Organized.....	35
Getting Started.....	38
Handling an Assignment.....	39
Reading and Note-Taking.....	41
Orientation Unit: Learning Checklist	45

WELCOME LEARNER!

This workbook is meant to help you develop important life skills. As you work on different activities, try to see the purpose in what you are doing, stay motivated and enjoy!

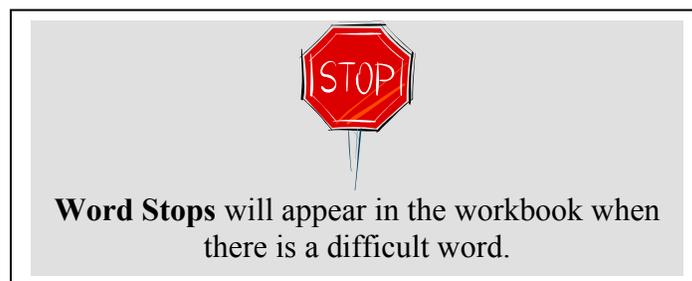
Things to Look for:

Checkpoints

You will finish every unit of study with a Checkpoint (in blue). Once you have completed the Checkpoint questionnaire, you will send this document to your distance education tutor. Make sure you fill in the **date, your name, your phone number** and the **distance education tutor's name** on the cover of this document.

Word Stops

Word Stops will explain more difficult words. Look for words in bold print (example: **bold**). A **Word Stop** will follow to tell you what that word means.



If you do not understand, follow these steps:

1. Look at titles and pictures. Do they tell you anything?
2. Try to find the general meaning.
3. Look for Word Stops.
4. Use a dictionary.
5. If you still do not understand, contact your distance education tutor.

Before you contact your distance education tutor:

1. Prepare your questions. What do you want to ask?
2. Give the page number and section title to your tutor so they know where you are.



“Act the part; walk and talk exactly as if you were already the person you want to be.”

~Brian Tracy

Orientation Unit:

Learning to Learn

"What we prepare for is what we shall get." ~William Graham Sumner



Before we build a building, plans and goals must be set. A solid **foundation** may then be laid. Learning is a lot like a building. The foundation for learning is simply learning to learn. The skills targeted in this *Orientation Unit* will help you to lay down the foundation for learning.



WORD STOP

1. **foundation** (fown-day-shun): the base that supports something.

In this Orientation Unit, you will:

1. learn what a **competency** is.
2. identify your competencies.
3. think about the competencies you wish to develop.
4. set goals and think of ways to meet them.
5. think of ways to handle challenges.
6. learn about different learning styles.
7. think of how to use your own learning style.
8. develop skills to help you manage your time.
9. consider how to begin new tasks.
10. learn how to take notes.
11. learn how to stay interested.
12. think about what you learn.



WORD STOP

1. **competency** (komp-uh-ten-see): something you do well.

The *Orientation Unit* will help you to do all of the above. You will use these skills in many different situations. They will help you to reach your study goals and manage your home life, work, and relationships.

Competencies

A competency is the skill, knowledge, or ability *to do* something.



Here is an example:

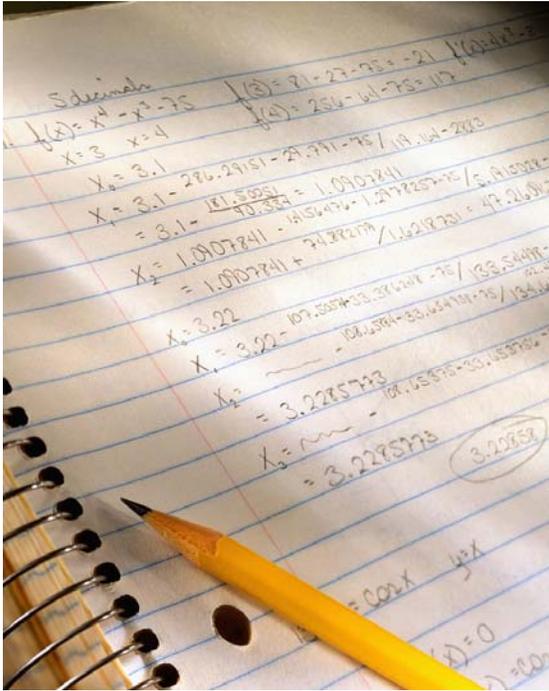
Once you develop a competency, it will remain with you all of your life. Have you ever heard someone say, “It’s like riding a bike”? What does this saying mean? It is used to describe a skill that once learned, is never forgotten. You never forget how to ride a bike. You will only get better with practice.



**Everyone is different.
Competency-based learning will
allow you to:**

- build upon your competencies.
- set your own goals for learning.
- progress at your own rate.

Can a competency be tested (evaluated)?



A competency is using knowledge to do something. What a person knows can be determined by asking specific questions. For example, we can ask someone to count to ten. It is easy to decide whether or not this person has the **knowledge** to do this.

Knowing something does *not* make a person any more or any less competent. Putting knowledge into practice (doing) is a competency. Your progress will be **evaluated** according to your ability to perform, not your ability to memorize and repeat information.



WORD STOP

1. **evaluate** (ih-val-yoo-ate): to test.
2. **evaluation** (ih-val-yoo-ay-shun): a test or exam.
3. **knowledge** (nol-ij): what a person knows.

Knowing Your Competencies

Pretty much everything we do in life requires certain competencies. We need different knowledge and skills to do everyday tasks. Let's examine how a competency might be proven through performance.

Most people used to think that David was not a people person! In the past, David would hide when he saw neighbours or co-workers coming his way. This was because David had not developed certain **SPEAKING** and **LISTENING** competencies. He wasn't comfortable talking in unplanned dialogues. He did not know what to say to people and he did not know how to express his opinion. Recently though, David decided to work on his communication skills. Now when someone bumps into him, he happily participates in conversations. He listens for key words and asks questions to clarify his understanding. If he does not agree with someone, he knows how to share his opinion and defend his point of view.



A competency is one's ability to perform. David is proving his competencies when he talks with neighbours and co-workers.

David is able to...

- start a conversation.
- talk in friendly conversations.
- listen for key words.
- ask questions to clarify his understanding.
- verbally express his opinion.
- verbally defend his point of view.

My Competencies

You may not know it, but you have already developed valuable competencies. A competency is a skill that may be used in different life situations. It is important to know your competencies because they are building blocks for future learning.

Before you **identify** your competencies, take a look at the examples below. This individual has identified the competencies that they are able to use day to day.



WORD STOP

1. **identify** (i-den-tuh-fy): to find or spot something.

Examples:

LISTENING

I am able to...

1. *listen to a song and learn the words.*
2. *listen to my friends and family - often in phone conversations.*
3. *spot a question in conversations.*
4. *listen to the local news and weather report on the radio.*

SPEAKING

I am able to...

1. *make small talk.*
2. *share my opinion with my friends and family.*
3. *talk about my worries .*
4. *ask for something in a store or restaurant.*
5. *use courtesy words like "please" or "thank you".*
6. *give directions to a stranger.*
7. *tell a joke.*

READING

I am able to...

1. spot familiar words in writing.
2. sound words out.
3. read labels and advertisements.
4. highlight new words when reading.

WRITING

I am able to...

1. write my name and phone number.
2. sound words out to write them.
3. practice writing new words.
4. write a note.
5. correct my writing.

USING MATHEMATICS TO SOLVE PROBLEMS

I am able to...

1. figure out how much my groceries will cost each week.
2. check the balance of my bank account.
3. calculate how many days until summer.



ACTIVITY:

Make a list of your competencies.

Step 1:

Review the examples of competencies.

Step 2:

Consider your different competencies.

Step 3:

List your competencies for each area (below).

LISTENING

I am able to...

- _____
- _____
- _____
- _____
- _____
- _____
- _____

SPEAKING

I am able to...

- _____
- _____
- _____
- _____
- _____
- _____
- _____

READING

I am able to...

- _____
- _____
- _____
- _____
- _____

WRITING

I am able to...

- _____
- _____
- _____
- _____
- _____

USING MATHEMATICS TO SOLVE PROBLEMS

I am able to...

- _____
- _____
- _____
- _____
- _____

OTHER THINGS I CAN DO

I am able to...

- _____
- _____
- _____
- _____

Setting Goals

"Shoot for the moon. Even if you miss, you'll land among the stars." ~Les Brown



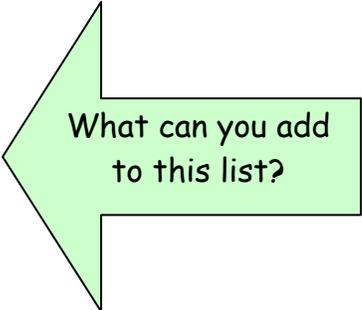
Everyone is different. Your reasons for learning are based on your own needs. Look at the following list. Which comments match your reasons for learning? What would you add to this list?

Examples of Goals:

I want to...

- add to my learning.
- take on new challenges.
- develop skills to face everyday challenges.
- learn how to sell myself.
- get a job/ get a better job.
- improve my communication skills.
- feel more comfortable with printed material.
- feel more comfortable with math.
- become more independent.
- solve problems and make decisions on my own. .../

- learn on my own (independently).
- be able to keep up with the changing world.
- help my children with their homework.
- _____
- _____
- _____
- _____



Now make a list of *your* most important goals for learning. Begin with your number one goal:

1. _____
2. _____
3. _____
4. _____
5. _____

Important!

**This is a list of your most important goals for learning.
Refer to it now and again.
Don't lose sight of what is important to you!**

How to Reach Goals

1. Make Plans

- ❖ Think about what you want.
- ❖ Think about what you need to do to get what you want.
- ❖ Write your plans down.

2. Be Patient

- ❖ Don't expect to reach your goals overnight.
- ❖ Remind yourself that you will reach your goal(s).
- ❖ Don't give up!

3. Surround Yourself with Support

- ❖ Let others know what your goals are.
- ❖ Ask yourself: Who is best able to support me in my goals?
- ❖ Surround yourself with people who support what you are doing.

4. Work At It!

- ❖ Stick to your plans.
- ❖ Work towards your goals every day.
- ❖ Think about the end result (what you will get) and stick to your plan.



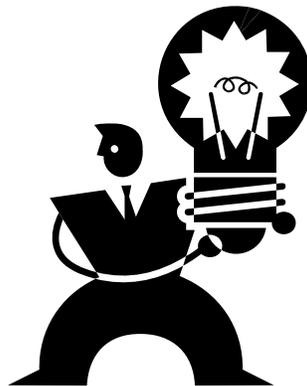
REFLECTION ACTIVITY: What I Expect to Learn (my expectations)



WORD STOP

1. **expectation** (ek-spec-tay-shun): what you think will happen.

What are your expectations for learning?



Self-Discipline

"Rule your mind or it will rule you." ~Horace Mann

Self-discipline means:

- staying focused on your goals.
- **overcoming** challenges.
- making plans and following them.
- being in control of what you do.



WORD STOP

1. **self-discipline** (self-dis-uh-plin): to have control over what you do.
2. **overcom e** (oh-vur-kum): to defeat something that challenges you.

Disciplined people:

- do what they plan to do.
- move forward.
- keep their word – especially to themselves.

Let's look at what happens when someone is not disciplined.

Because Mona gained seven pounds over the holidays, she has made plans to exercise regularly and watch what she eats. Weeks later though, Mona has gained five more pounds! This is because Mona forgot her plans at dessert time and often found reasons to skip exercising.

Now, let's look at what happens when someone is disciplined.

Every January, Sherry sets new fitness goals. This year, she has planned to walk 30 minutes twice a day. Every morning she gets up early to walk. After supper, even if she is tired, she goes for a walk. Because she sticks to her plan, Sherry feels and looks great!

Where to Start

If self-discipline is new to you, you should start small. Stay focused on your study goals and stick to them. Do not try to change everything overnight. Being disciplined with your studies is a great start. As you develop this skill, it will get easier to be disciplined.



"In reading the lives of great men, I found that the first victory they won was over themselves, self-discipline with all of them came first.

~Harry S. Truman

TIPS

1. Think about your goals and expectations.
2. Make plans and set goals.
3. Keep track of your plans.
4. Use a timetable.
5. Don't let others distract you.
6. Accept setbacks as a normal part of **progression**.
7. Don't give up. Think about your values and goals.
8. Always do what you say you will do.



WORD STOP

1. **progression** (pruh-gre-shun): to move forward.

Activity: Take Action!

Complete the following statement.

Self-discipline will help me to...

How are you doing?



Complete the questionnaire to keep track of your learning.

1. Have you completed all reading and activities to this point? (*Circle your answer.*)

Yes

No

2. If you answered “No”, explain what you did not complete and why.

3. What was easy and why?

4. What was difficult and why?

5. General comments. (*Do you have any comments on the work that you have done?*)

Overcoming Challenges

Learning new things is not always easy. While some things may come easily, other things may be very difficult.

To avoid feeling discouraged when faced with challenges, you should:

1. focus on your goals.
2. think about why you are learning and where it will take you.
3. consider possible challenges and how to overcome them.



REFLECTION: Have you overcome challenges in the past? How?

**"The real mistake is to stop trying."
~B.F. Skinner**

ACTIVITY:

Make a list of the different challenges you may face as you learn and then explain how you will deal with them (see example below).

Example:

Challenge	How I Will Deal With It
<i>Not understanding how to do an activity</i>	<i>I will review directions and ask my tutor for help.</i>
<i>Falling behind</i>	<i>I will stick to my weekly schedule.</i>
<i>Making mistakes</i>	<i>I will ask questions and learn how to correct my mistakes.</i>
<i>Not wanting to do my work</i>	<i>I will think about my goals and what <u>I will</u> be able to do.</i>

Now, it's your turn:

Challenge	How I Will Deal With It



Identifying difficulties and ways to overcome them will help you to take on new challenges!

How Do I Learn Best?

Can you study with the radio on? When you watch television, do you learn from what you see or what you hear? Which subjects do you like best?

Knowing how you learn best will help you to decide where, when, and how to study.

We all learn differently. It can be by seeing, hearing, or touching and doing. Everyone uses different senses at certain times, but most of us use one sense more than the others. The sense that we use the most can show us our learning style.

Learning Styles:

Visual (seeing): You learn best through seeing photos, maps, graphic organizers and charts.

Auditory (listening): You learn best from listening, hearing spoken directions and following logic that is explained verbally.

Kinesthetic (touching and doing): You learn best from touching and manipulating things.



Examples of Different Learning Styles

When Brenda goes for a walk, she loves to look around and see all the different things and people around her. If Brenda gets lost, she prefers to look on a map so she can see where to go. Brenda learns best through seeing. Charts and images really help her to understand things.

Brenda is a **visual** learner.

When David listens to the radio, it does not take him long to say which group is on. He can recognize a person from their voice - before he even sees their face! If David gets lost and someone gives him spoken directions, he has no problem following them. David learns best from listening and hearing things.

David is an **auditory** learner.

Jonathan loves to make things. He really enjoys putting things together. He likes to figure things out as he goes along. Jonathan uses a lot of gestures and moves a lot when he tells a story. He learns best from getting his hands on things and just doing.

Jonathan is a **kinesthetic** learner.



My Learning Style

ACTIVITY:

Check the comments that apply to you.

VISUAL

Which comments describe you?	✓
Pictures help me to understand when reading.	
When spelling a word, I try to "see" the word in my head.	
Seeing things in my head helps me to remember things.	
When giving directions, I see the route in my mind first. I can explain things better if I draw a map.	
I can remember things best when I see a picture or a diagram.	
I learn best from seeing images, diagrams or a demonstration.	
When concentrating on something, I get distracted by movements around me.	
I depend on pictures to follow instructions.	

AUDITORY

Which comments describe you?	✓
When reading, I like to read passages out loud.	
Before spelling a word, I sound it out.	
I remember someone's name before I remember his or her face.	
If asked to give directions, I feel comfortable explaining the route.	
I like to repeat things out loud in order to remember.	
When learning something new, I like to hear explanations.	
When concentrating on something, noises distract me.	
When putting something together, I like to hear what to do.	

KINESTHETIC

Which comments describe you?	✓
Before spelling a word, I write it out to see if it looks right.	
To remember someone’s name, I think of when we met.	
I use my hands and gestures to explain things.	
People tell me I “talk with my hands”.	
I learn best from touching and using material.	
When putting something together, I just figure it out as I go along.	
I use my fingers to count.	
I like to organize things.	

The section that has the most checks is the best **indication** of your learning style.



WORD STOP

1. **indication** (in-duh-kay-shun): a sign or a clue.

REFLECTION:

My main learning style is:

How I know my learning style:

How to Make Your Learning Style Work for You!

Visual	Auditory	Kinesthetic
<ul style="list-style-type: none"> ▪ Refer to pictures when reading. ▪ Create pictures in your mind. ▪ Use pictures in your notes. ▪ Draw stars or other images to remember important things. ▪ Learn through watching television. ▪ Use diagrams to help define words. ▪ Highlight words when you read. ▪ Use index cards to write words you want to learn. 	<ul style="list-style-type: none"> ▪ Listen to CDs or tapes. ▪ Listen to what happens on television or in films. ▪ Read the words to a song when playing music. ▪ Read things out loud. ▪ Repeat things to yourself. ▪ Sound things out. ▪ Try to hear the syllables in words. 	<ul style="list-style-type: none"> ▪ Just do things! ▪ Get involved. ▪ Exercise. ▪ Dance. ▪ Write. ▪ Take notes as you learn. ▪ Watch people's movements. ▪ Stretch and move often. ▪ Make lists.



My Best Study Space

Knowing your main learning style will help you to find a good study space.

ACTIVITY:

Decide how and where you work best.

I work best...

- with music or background noise.
- in a very quiet area.
- in a public place (like a coffee shop).
- with others / alone
- with a bright / dim light.
- when things are tidy around me.
- on a full stomach.
- at a library or community centre.
- at a desk.
- in the bedroom.
- at the kitchen table.
- on the bed.
- on the floor.



The study space that works best for me is...

Managing My Time

"Let him who would enjoy a good future waste none of his present."

~Roger Babson



Your time is precious. Without an organized schedule, it is easy to allow time to slip away without getting much done - often without even knowing it! Being able to manage your time is an important competency that will help you to learn independently. In this section, you will work on **strategies** to manage time.



WORD STOP

1. **strategy** (strat-uh-jee): a plan that helps you to get things done.

It is important to manage your time because...

1. you will get more done.
2. people learn to rely on a person who can manage time.
3. you will feel less stress.

Managing Time Strategy 1:

“Study Time”

“Study Time” is the time that you set aside to read, take notes, do assignments and review material. Having a regular study time is important because it helps you to control *what* you do and *when* you do it.



Before you study, make the following decisions:

1. When to study. Can you get more done in the morning, afternoon or the evening?
2. How to best use your study time each week. Remember, the more time you study, the sooner you will reach your goal.
3. How much time should you study each week? Is it better for you to work 30 minutes everyday, or one hour every other day?

When you study:

1. Set priorities.
2. Stay on track and get things done.
3. Use all of your study time.
4. Take a break if you need one.
5. Do not stop for more than ten minutes at a time. It's easy to get off track.
6. Let everyone know when your study time is. This way, they will know not to bug you.
7. Stay focused.
8. Review, review, review!

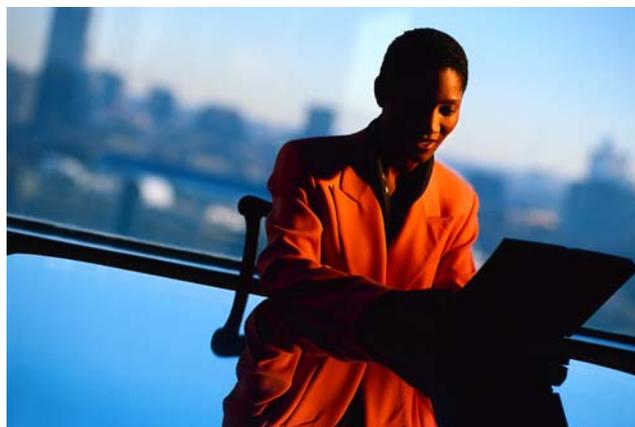
Managing Time Strategy 2:

“My Weekly Schedule”

It is important to see how you use your time. In order to create a schedule that you can manage, you need to think about the things you do each week.

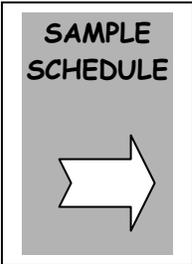
Example of weekly tasks:

TASK	Amount of Time Needed
<i>Work</i>	<i>20 hours</i>
<i>Housecleaning</i>	<i>4 hours</i>
<i>Laundry</i>	<i>2 hours</i>
<i>Prepare meals</i>	<i>30 minutes every day</i>
<i>Walk the dog</i>	<i>30 minutes every day</i>
<i>Study</i>	<i>4 hours a week</i>
<i>Phone calls</i>	<i>30 minutes</i>



ACTIVITY: Create a Weekly Schedule

Look at the following weekly schedule. Writing everything down helps you keep track of what you need to do. It also helps you to decide when to study.



Week of <u>October 12th</u>							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00 a.m.	<i>Job Interview</i>					<i>Housework</i>	
10:00 a.m.		<i>Sew Curtains</i>				<i>Do Laundry</i>	
11:00 a.m.						<i>Visit Mom</i>	
12:00 p.m.	<i>Lunch with Sarah</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>		<i>Lunch</i>
1:00 p.m.							
2:00 p.m.			<i>Volunteer work</i>				<i>Review what I learned this week</i>
3:00 p.m.				<i>Go to the Library</i>			<i>Prepare next week's schedule</i>
4:00 p.m.	<i>Make Supper</i>	<i>Make Supper</i>	<i>Make Supper</i>	<i>Make Supper</i>	<i>Make Supper</i>		
5:00 p.m.	<i>Supper</i>	<i>Supper</i>	<i>Supper</i>	<i>Supper</i>	<i>Supper</i>		
6:00 p.m.							
7:00 p.m.	<i>One hour of study time</i>	<i>One hour of study time</i>	<i>Bingo</i>	<i>One hour of study time</i>			
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
Time used for study	<i>1 hour</i>	<i>1 hour</i>		<i>2 hours</i>			<i>30 minutes</i>

My Weekly Schedule

ACTIVITY: Create a weekly schedule based on the activities that you do each week. Find the best time to study.

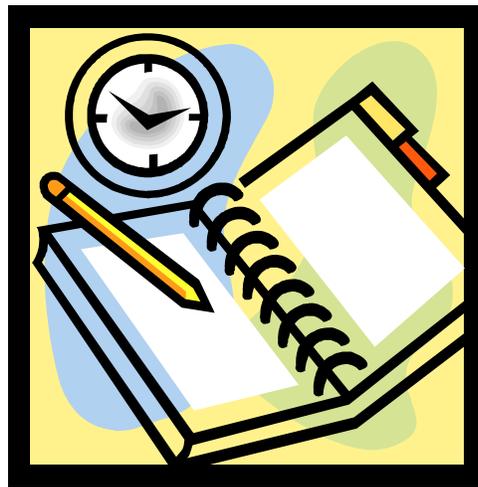


Think about when you work best. If you work best in the morning, set aside time in the mornings to work. If you work best in the evening, take time after supper to work.

Week of _____							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 p.m.							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							
Time used for study							

At the end of each week, ask yourself:

- ⇒ What worked well?
- ⇒ Did I follow my schedule? If not, why?
- ⇒ Did I have enough time to study?
- ⇒ Are there any changes that I should make to improve my schedule?



"Don't say you don't have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michelangelo, Mother Teresa, Leonardo da Vinci, Thomas Jefferson and Albert Einstein."

~H. Jackson Brown, Jr.

Managing Time Strategy 3:

Using “To Do” Lists

Using a “to do” list is a good way to keep track of what you do each day. Writing things down will help you see what needs to get done. It will also help you to finish things on time.

WHAT I NEED TO DO TODAY:

Date: October 25th

Finish reading unit ✓

Check classifieds for job openings ✓

Take out the garbage ✓



Reasons to use “to do” lists:

- ⇒ You will be more organized.
- ⇒ It reduces stress.
- ⇒ You’ll get more done. If you write things down, you will get more done.

Getting Organized

Losing things can be stressful and time consuming. Keeping your work area and study material **organized** will help you to avoid wasting time and energy.



WORD STOP

1. **organize** (or-gun-ize): to put things in order.
2. **organized** (or-gun-ized): to have things in order.

Getting Organized Strategy 1:

My Study Area



- Your study area should be comfortable and well-lit.
- Choose a place where you can concentrate.
- Tidy any mess before you sit down to work.

Planning:

1. Where do you plan to study?

2. What makes this a good place to study?

3. How can you improve your study area?

Getting Organized Strategy 2:

My Study Material

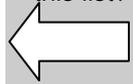
To organize your study material, decide what you need. Each time you sit down to study, make sure that everything is ready for use.

Study Material Checklist:

- ✓ Instructional material
- ✓ Paper
- ✓ Pencils, eraser, pencil sharpeners, pens
- ✓ Highlighters
- ✓ Clock or watch
- ✓ Dictionary
- ✓ My weekly schedule

Other:

What can you add to this list?

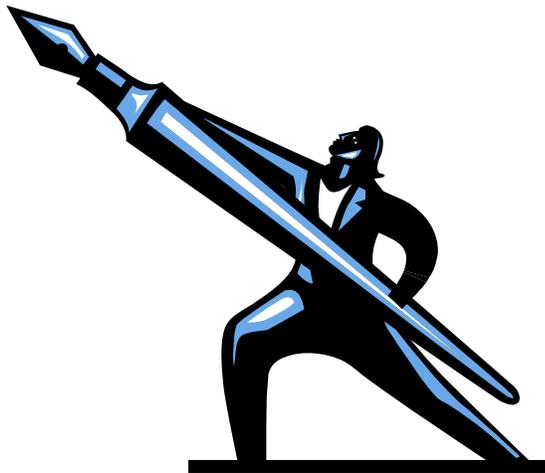


Keep your study materials in the same place all the time. If you always put something in the same place, you always know where to find it.

Getting Started

Sometimes, it is difficult to know where to begin. The following list will help you to know how to get things done!

1. Remember your learning style.
2. Make sure your study space is tidy and that your study material is within reach.
3. Look over new materials to get an idea of what it is about.
4. Carefully read all of the directions.
5. Identify what needs to be done.



IMPORTANT!

When you get started, remember to stick to your schedule! Stay focused in order to get things done.

Handling an Assignment



WORD STOP

1. **assignment** (uh-sine-munt): an activity that needs to be done (like homework).

There are three parts to doing an assignment the right way:

Step 1: Preparing

Step 2: Doing

Step 3: Reviewing

Step 1: Preparing

Before you begin, ask yourself:

1. What is the heading or title? What does this tell me?
2. Are there key words in the title? What do they mean?
3. What do the pictures tell me?
4. What do I already know about this topic?

Step 2: Doing

Getting Started:

1. Read the directions in full.
2. Ask yourself if you know what to do.
3. Get started.

Important!

If you do not understand, follow these steps:

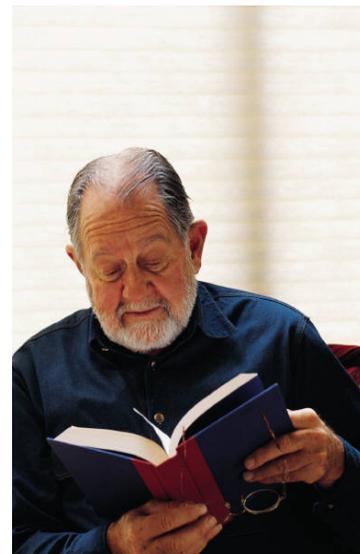
- Read the directions again.
- Look for words that you know.
- Try to understand the overall meaning.
- Use a dictionary.
- Call your tutor.

Tips for Reading:

1. Read the assignment in full.
2. Look for words you already know.
3. Take notes as you read.
4. Highlight key words.

Example:

Highlighting can be very useful!



Reading and Note-Taking

A "bullet" is a dot, image, or star that separates different points or ideas.

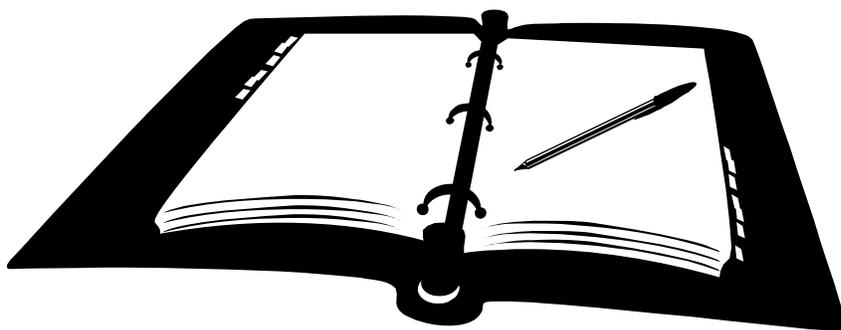
- ◆ As you read, highlight important words (or ideas) and then take notes on them.
- ◆ Keep track of important page numbers.
- ◆ Use bullets to separate different ideas or tips. Leave spaces between your notes.
- ◆ Make sure that your notes are clear enough for you to read at a later time.
- ◆ Do not rewrite full sentences. Use key words.

Tips for Note-Taking

It is difficult to remember everything we hear, see or learn on a daily basis. Taking notes on what we learn is a great way to keep track of what we learn.

Taking notes will...

- help you to solve problems.
- help you to remember things.
- help you to keep track of what you learn.



Note-taking suggestions for different learning styles:

Visual Learners: Draw pictures, diagrams, or charts to take notes.

Auditory Learners: Say things out loud as you write them down. Read your notes to yourself.

Kinesthetic Learners: Make charts for your notes.

Ways to Take Notes

Note cards:

You do not have to use full sentences. Note cards are used to help you remember things. Do not worry about anyone else reading what you write.

Topic: Note-Taking

❁ *highlight words*

❁ *remember page numbers*

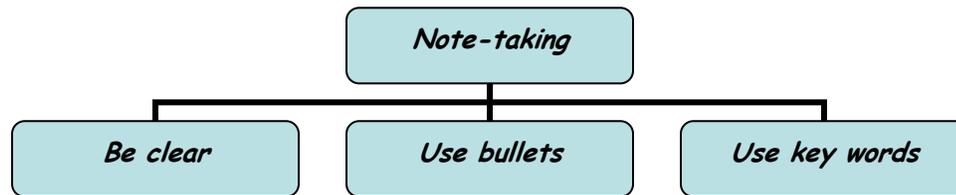
❁ *use bullets*

❁ *be clear*

❁ *use key words*

Charts:

Create a chart that will help you separate and organize ideas.



Tips for Writing

1. Decide what you want to write. Say things out loud.
2. Use words that you have read in this assignment.
3. Sound words out as you write.
4. Look at your words. Do they look right?
5. Use a dictionary to spell difficult words.
6. Review what you write.
7. Make changes if they are needed.



Step 3: Reviewing

1. Reread the directions. Did you follow them?
2. Check what you wrote. How does it sound?
3. Can you summarize this assignment?
4. Can you discuss this assignment?



"Yesterday I dared to struggle. Today I dare to win."

~Bernadette Devlin

Orientation Unit

Learning Checklist

Check off each item on this list that you can do as “ACHIEVED”. If you feel that you have to improve on something, check “IN PROGRESS”. Review your Learning Checklist with your tutor.

COMPETENCIES What I can do.	IN PROGRESS	ACHIEVED
1. I can explain what a competency is.		
2. I can identify my own competencies.		
3. I can set goals for learning.		
4. I can make a list of competencies that I wish to achieve.		
5. I can describe my learning values.		
6. I can think of ways to achieve my goals.		
7. I can be disciplined in my studies.		
8. I can explain my learning style.		
9. I can change my study habits for my learning style.		
10. I can list my weekly tasks.		
11. I can think about the time I spend on different tasks.		
12. I can make a weekly schedule.		

COMPETENCIES What I can do.	IN PROGRESS	ACHIEVED
13. I can make changes to my schedule.		
14. I can use a “to do” list.		
15. I can organize my study materials.		
16. I can organize my study workspace.		
17. I can look for key words in new material.		
18. I can read directions.		
19. I can review my work.		
20. I can look at titles to see what something is about.		
21. I can take notes on what I learn.		
22. I can stick to a schedule.		
23. I can stay focused.		
24. I can explain what <i>learning to learn</i> means.		

The

QLWG Skills for Life Series

was made possible through funding from a joint
IFPCA funding initiative of the

Office of Literacy and Essential Skills

and the

Direction de l'éducation des adultes et de l'action communautaire

with the collaboration of



A production of



Provincial Organisation of Continuing Education Directors – English