

Module/Activity	Time (mins)	Outcomes	Tutor Handbook Pages	Teaching Aids
Activity: Ameruss Menu	9:00-9:15(15)	Fun activity to start the day and to become sensitized to adult non-reader.		Chart paper/ whiteboard and markers, display projector, internet connection Displays: Ameruss Menu and in English Handouts: Ameruss Menu
Welcome: Introductions (Trainer, Staff, Trainees) Workshop outline/objectives Housekeeping Welcome Package Laubach Literacy Ontario	9:15-9:35 (20)	Awareness of workshop environment and objectives. Awareness of LLO origins, current goals, structure, activities and support.	2-4	Displays: Refreshments Handouts: - Attendance list - Welcome package (name tent/tag, tutor handbook, lined paper, pens), workshop objectives
Problems of Low Literacy: Definitions, Stats (IALS / local) Literacy levels Lingo Activity/Discussion: causes and effects Impact on individual and society Barriers to participation	9:35-10:10 (35)	Develop increased sensitivity to a non-reader. Understand the extent of illiteracy in terms of national and local figures. Awareness of some of the causes and effects of illiteracy. Awareness of literacy is measured.	16-17	Displays: 911 Clip Handouts: Painting a picture of literacy – Dec 2014
Local Service Provider Information and Perspective History, program info, stats, current activities MTCU / EO Volunteer process and requirements Staff contacts	10:10-10:30 (20)	Awareness of program and what is offered.		Displays: Handouts: Program organizational chart, contact info, program stats

Orientation to Tutoring: <ul style="list-style-type: none"> - Basic Philosophy: commitment, rapport, patience - Keys to success - Job description - Initial assessment - Meeting your student - Ending the relationship - Reporting / Support 	10:30-11:05 (35)	Awareness of expectations of tutors and prepare for first meeting with student.	5-12,	Displays: Handouts:
Stretch Break: 11:05-11:15 (10)				
Adult Learning: <ul style="list-style-type: none"> - Activity/Discussion: learning experiences - Characteristics of adult as learners - Student Focused Learning Outcomes Approach - Characteristics of Adults with Low Literacy Skills and Implications for Tutors - General Tutoring Principles - Activity:tutoring situation for group discussion 	11:15-12:00 (45)	Awareness of some of the common characteristics of adult learners. Understand some principles of teaching adult non-readers.	13-15, 17-26	Displays: Handouts: Tutoring situations
Learning Styles: <ul style="list-style-type: none"> - Introduction - Types - Inventories - Strategies / accommodations - Activity:Identifying your learning style 	12:00-12:15 (15)	Awareness of learning styles, inventories and accommodations.	27-31	Displays: Handouts: <ul style="list-style-type: none"> - Accommodating Learning Styles - Barsch Learning Style Inventory
Learning Difficulties: <ul style="list-style-type: none"> - Definition - General characteristics - Causes/ effects - Activity: types and decoding exercise - Strategies/accommodations 	12:15-12:30 (15)	Awareness of learning difficulties and accommodations.	32-36	Displays:Types and decoding exercise Handouts:
Lunch Break: 12:30-1:15 (45)				

Activity: Human Scavenger Hunt	1:15- 1:30 (15)	Kick start the afternoon session with a fun activity and get participants engaged with each other.		Displays: Handouts:Human Scavenger Hunt List
Tutoring Strategies, Techniques and Resources				
Reading Skills/Strategies: <ul style="list-style-type: none"> - Discussion of what is reading - Activity:How learned to read - Reading process - Use of strategies (word attack/families/patterns, sight words/phrases, cloze, duet) - Activity: decoding strategies 	1:30- 2:00 (30)	Recognize that “reading” is an active process that involves getting meaning from print. To identify some skills and strategies involved in reading as part of an overall process. To be able to encourage the reading process.	37-51	Displays: <ul style="list-style-type: none"> - Background on Reading PowerPoint - Decoding Strategies Handouts:
Reading Comprehension: <ul style="list-style-type: none"> - Setting purpose - Active reading - Roadblocks - Approach to reading - Questioning Techniques - Improving: before / while / after - Main idea / sequencing / inferences / predictions - Common reading problems - Activity: using questions (Ring for Kim) 	2:00- 2:30 (30)	To identify the roadblocks to understanding. To be able to promote comprehension through various techniques and resources.	52-60	Displays: <ul style="list-style-type: none"> - Mary Had a Little Lamb - A Ring for Kim Handouts:
Writing Process: <ul style="list-style-type: none"> - Reasons for writing - Difficulties - Steps / process - Activity:Discuss / give positive feedback on sample / create editing list - Encouraging / motivating - Coping with common problems/strategies - Spelling strategies - Language Experience 	2:30- 3:00 (30)	Awareness of reluctance to write and ways to motivate to communicate in writing.	65-68, 82-87	Displays: Writing sample Handouts: Ideas for Creative Writing

<p>Resources:</p> <ul style="list-style-type: none"> - Laubach Way to Reading - LLO – Task Based Activities - Challenger / Voyager Series - Novels - Focus on Phonics - Patterns in Spelling - Numeracy <ul style="list-style-type: none"> o Breakthrough to Math o Make Math Work Series o Everyday materials o Games - Using Computers - Review/Reinforcement: <ul style="list-style-type: none"> o Purpose, criteria, adjusting to skill level o Resources - Activity: browse, discuss what you've used, what you recommended, difficulties experienced, what could help / be improved 	<p>3:00-3:45 (45)</p>	<p>Awareness of core materials/resources used and their differences. Awareness of other supplementary teaching methods and resources.</p>	<p>60-81, 88-108</p>	<p>Displays: Handouts: Resources by Goal Path (including On-line resources).</p>
<p>Homework:</p> <ul style="list-style-type: none"> - Accessibility for Ontarians with Disabilities Act (AODA) and Standards for Customer Service <ul style="list-style-type: none"> o Training material o Awareness Quiz o Test Your Knowledge Quiz 	<p>3:45-3:55 (10)</p>	<p>Awareness and training on the AODA and Accessibility Standards for Customer Service. Awareness of pressure of homework.</p>		<p>Displays: Handouts:</p> <ul style="list-style-type: none"> - Ministry of Community and Social Services Serve-Ability: Transforming Ontario's Customer Service website url: www.mcass.gov.on.ca/en/serve-ability - Community Reach Accessibility Standard for Customer Service Training Material (includes Awareness Quiz and You're your Knowledge Quiz)
<p>Wrap-up:</p> <ul style="list-style-type: none"> - Summary of day - Questions - Expectations for next session 	<p>3:55-4:00 (5)</p>			

Welcome Back: - Objectives for the day - Housekeeping - Questions about previous day	9:00-9:05 (5)	Awareness of workshop environment and objectives.		Displays: Handouts:
Activity: Creative Problem Solving	9:05-9:15 (15)	Kick start the day with a fun activity and get participants engaged with each other.		Displays: Answers Handouts:Wackie Words
Essential Skills: - What, why, descriptions - Job posting and matching ES profile - Integrating into lesson planning	9:15-10:05 (20)	Awareness of the essential skills and why they are important for learners. Awareness of skills and tasks.	111-113	Displays: - Job bank posting (with ES as a job requirement category) - ES profile for same occupation (with leveled tasks) Handouts: Canadian Literacy and Learning Network – Literacy and Essential Skills Fact Sheets
OALCF: - Overview& LBS Service Delivery Functions - Goal Paths - Curriculum Framework - Competencies - Task-Based Approach - Learning Materials - Performance Management / CaMS - Continuous Improvement	10:05-10:50 (45)	Awareness of the Employment Ontario Literacy and Basic Skills service provider delivery guidelines and the Ontario Adult Literacy Curriculum Framework	109-110	Displays: - Service Delivery Functions diagram - Curriculum Framework diagram Handouts: - Competencies/Task Groups/Levels
Take up homework: - Take up answers to Awareness Quiz and Test Your Knowledge - Certificate of Participation - Discuss timing of taking up homework - Discuss reaction to incomplete homework	10:50-11:05 (15)	Awareness and training on the AODA and Accessibility Standards for Customer Service. Awareness of pressure of homework.		Displays: Handouts: AODA Certificate of Participation
Stretch Break: 11:05-11:15 (10)				

Assessment: <ul style="list-style-type: none"> - Introduction to Assessment - Intake Assessment - Introduction to a Learner File <ul style="list-style-type: none"> o Referral in (and intake assessment) o Learning styles survey o Welcome to Adult LBS Program (commitments and learner signature) o Participant Registration Form o Initial Assessment Summary 	11:15-11:45 (30)	Awareness of the intake assessment information that the tutor can expect before meeting their learner.		Displays: Handouts: Sample Learner File
Learning Plan: <ul style="list-style-type: none"> - Building a learning plan - Start and end dates - Competencies - Milestones - Activities - Reporting to program staff (achieved. not achieved. 	11:45-12:30 (45)	Awareness of the OALCF learning plan. Be able to assist the learner and program staff in learning plan development and management.	118-119	Displays: Handouts: Sample Learner File
Lunch Break: 12:30-1:15 (45)				
Activity: Life With The Wright Family	1:15-1:30 (15)	Kick start the afternoon session with a fun activity and get participants engaged with each other.		Displays: Handouts: Unsharpened pencils for each participant
Goal Setting: <ul style="list-style-type: none"> - Why set goals - Types and characteristics - Long/short term - Learning plan / lesson planning - Activity: long and short term goals for sample learner 	1:30-2:00 (30)	Awareness of the importance of setting realistic goals. Be able to assist the learner in setting goals.	114-118	Displays: Handouts: Sample Learner File

Lesson Planning: - Importance - Elements and recommended sequence - Meeting individual needs - Principles - Activity: plan lesson(s) for sample learner - Keeping written records	2:00- 3:15 (75)	Be able to create a lesson plan tailored to individual learner needs.	120-123	Displays: - Fun Theory (uTube): https://www.youtube.com/watch?v=2lXh2n0aPyw - H.McLeodLesson Planning Powerpoint Handouts: - Sample Learner File
Assessment - Ongoing - Methods - Indicators of progress - Keeping written records - Milestones - Exit (Culminating Tasks)	3:15- 3:45 (30)	Understand the importance of and be able to assess and acknowledge the progress of learners. Understand the importance of keeping a record of the learner's progress. Understand the importance of preparing the learner for the staff to deliver milestones/culminating tasks.	124-127	Displays: Handouts: - Milestone Sample (must be returned to instructor)
Wrap-up: - Questions - Workshop Evaluation - LLO Certificates	3:45- 4:00 (15)			Displays: Handouts: - Workshop evaluation forms - LLO Basic Tutor Certificates

Post-Workshop One/One Orientation – schedule one hour for each participant with staff:

- volunteer tutor paperwork / documentation complete and filed (application form, confidentiality form, VS/CRC, references, etc.)
- Facility tour with Human Resources checklist
- Resources overview (lending library and borrowing procedure, computer lab, core resources, review/reinforcement/supplementary materials)
- Program(s) Overview
- Match with student
 - o Review "Meeting Your Student"
 - o Review learner file
 - o Review learner registration form
 - o Review learner plan
 - o Discuss lesson planning and resources