

Section 1: Introduction to Literacy Tutoring Using the Laubach Method

Overview

Introduction This section provides presentation guidelines for the workshop modules used to introduce participants to the workshop and to provide an overview of literacy tutoring using the Laubach method.

Outcomes At the end of this section of the workshop the participants will

- be aware of
 - the workshop objectives
 - the work of Frank Laubach
 - the client groups that they will be working with
 - the support services provided by the local council/program
- understand– the “each one teach one” philosophy
 - their role as a tutor
 - the ways that the organization supports its members.

Content *This section, if a Laubach-certified workshop, must include:*

- History of Laubach
- Relevant provincial and/or local agency overview
- Orientation to tutoring (including the role of the tutor)
- Laubach (EOTO) philosophy.

Highly recommended topics include: Low literacy statistics

In this section This section contains the following workshop modules:

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WM 1-1: Welcome/Workshop Objectives

Introduction

Purpose and outcomes

The purpose of this workshop module is to provide participants with

- a positive first impression of the workshop, the trainers, and the local sponsoring group, and
- an understanding of the overall purpose and content of the workshop.

Timing: 5 – 10 minutes

Workshop module structure

This workshop module is divided into the following *required* parts:

- Part A: Introduction
 - Part B: Workshop Objectives
 - Part C: Housekeeping Items.
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Materials

The following table identifies the materials to use for this workshop module.

Type	Materials
Handouts	<ul style="list-style-type: none">• General outline of the workshop• Tutor Data Sheet
Visual aids	<ul style="list-style-type: none">• Overall workshop objectives
Other	<ul style="list-style-type: none">• Sample Tutor Certificate

How to prepare • Prepare a general outline specific to your workshop by listing the content for each session, including dates and times and the homework assignments.

- Obtain copies of the *Tutor Data Sheet* used by your local agency or use the sample provided with this manual. Include it in the handout material.

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WM 1-1: Welcome/Workshop Objectives, Continued

Part A: Introduction

**How to present
Part A**

Follow the steps below to present this part of the workshop module.

Step	Action
1	Welcome the participants to the workshop. Present the most current literacy statistics and explain that this workshop will focus on training tutors to work with English-speaking non-readers. Thank the participants for their willingness to play an important role in addressing the issues of low literacy.
2	Introduce all members of the training team, including <ul style="list-style-type: none">• the apprentice trainers• the registrar, and• any other helpers present.
3	Identify any apprentice trainers doing their observation workshop. Explain briefly what they will be doing and that they will be using an observation/assessment tool or checklist in order to take notes on the training – <i>not on the participants</i> .
4	Provide a brief introduction to the local agency: <ul style="list-style-type: none">• its history• number of tutors, and• number of students. Tell participants of the current need for tutors and how they will fit into the program.
5	Explain the importance of promptness at each session of a workshop and after breaks. Let participants know that you need to maintain the schedule in order to cover the many topics.



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WM 1-1: Welcome/Workshop Objectives, Continued

How to present Part B

Part B: Workshop Objectives and Participant Outcomes

Follow the steps below to present this part of the workshop module.

Step	Action
 1	Ask participants what their objectives are for the workshop and note them on a flipchart or white/black board. Summarize the objectives of the workshop using the visual aid <i>Overall workshop objective.</i>
2	Refer participants to the <i>General outline of the workshop</i> handout that you have prepared for the specific content and activities planned. Draw attention to the practice sessions . These sessions will provide workshop participants with demonstrations of the skills, hands-on practice and opportunity for assessment.
3	Provide the following information (Laubach-certified workshops) The total number of hours for the workshop (twelve or ten) The dates and times of each session, and that in order to receive their certificate, participants must attend all twelve (or ten) hours (show a sample of the <i>Tutor Certificate</i>).
 4	Point out that this workshop is designed to prepare them to tutor an English-speaking non-reader on a one-to-one basis. In addition, explain the following: <ul style="list-style-type: none">• The agency will assign/match students based on the information given on their <i>Tutor Data Sheets</i>. Point out the form and tell them when it should be completed and turned in.• Each Laubach tutor is expected to meet with a student once or twice a week for one to two hours each session.• Tutoring may take place in schools, offices, libraries, institutions, or other locations throughout the community as available. Refer participants to the local agency's policy regarding acceptable tutoring locales.

WM 1-1: Welcome/Workshop Objectives, Continued

How to present
Part C

Part C: Housekeeping Items

Follow the steps below to present this part of the workshop module.

Step	Action
1	Let the participants know how many breaks there will be during the workshop and how long they will be.
2	Indicate the location of <ul style="list-style-type: none"> • washrooms • refreshments • displays, etc.
3	Outline any workshop “rules”, for example <ul style="list-style-type: none"> • No smoking during the workshop (indicate if/where smoking is permitted), and/or • Turn off cell phones (check messages at the breaks).
4	<p><i>Check sight line</i> Point to a chart and ask that anyone who cannot see it clearly to raise their hand. Rearrange the seating as required.</p> <p><i>Check acoustics</i> Ask if participants at the back or far sides of the room can hear you. If they cannot, you may have to</p> <ul style="list-style-type: none"> • speak louder or obtain some form of amplification • have those who cannot hear move forward (if possible), or • change your position in the room to be closer to the participants. <p>Ask participants to inform you if, at any time during the workshop, they cannot see or hear you clearly.</p>
5	Review any materials that have already been handed out. If some are on loan only, make sure that the participants understand they are to leave them at the end of the session and that they are not to write in them.
6	If nametags are reusable, ask that the participants leave them at the end of the session and pick them up next time. They will be redistributed at the next workshop session.
7	Set the tone for the workshop by indicating that questions are welcomed and that all workshop participants are encouraged to join in the discussion. Tell the participants that you are looking forward to a good workshop and introduce the next topic.

WM 1-2: Introductions

Introduction *Purpose and outcomes*

The purpose of this workshop module is to encourage the workshop participants to get better acquainted with each other.

Timing: 10 - 15 minutes

Workshop module structure

This workshop module can be presented in one of three ways depending on the number of participants:

- Primary: Individual introductions
- Alternative 1: Paired introductions (to add a partnering dynamic)
- Alternative 2: Small Groups (for large groups of 15 or more)

Materials

The following table identifies the materials to use for this workshop module.

Type	Materials
Flip chart or black / white board	Introduction instructions
Other	Additional materials may be required, depending on the strategy or icebreaker.

How to prepare

- Find out how many participants will be attending.
- Decide on the introduction strategy that is most appropriate to the size of the group.
- Prepare a flip chart or white board indicating what information should be presented in the introductions:
 - Name
 - Reason for attending the workshop – Expectations for the day.Depending on the size of the group, you might also ask them to tell one or more of the following:
 - What city or town they live in? Are they local or out-of-town?
 - Information about their work and/or volunteer activities that may be related to literacy and/or tutoring.
 - Any personal experiences with literacy they may have.

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WM 1-2: Introductions, Continued

How to present Follow the steps below to present this workshop module.

Step	Action
1	Explain that you would like the workshop participants to get better acquainted with each other by introducing themselves briefly to the group. <i>Note:</i> Set a time limit in advance. The time limit will depend on the number of participants.
2	Have each participant introduce themselves to the group by providing the information indicated on the flip chart or white board.
3	Thank each person for their contribution. Summarize by acknowledging that workshop participants represent a diverse range of individuals with different interests and experiences. This diversity will enrich the discussions as they explore their shared concern for, and desire to help the non-reader.

Alternative 1 *Paired Introductions*

Follow the steps below to present this alternative way of doing introductions.



Step	Action
1	Group participants into pairs by handing out <i>matched cards</i> at registration, or mark the name tags with the following: <ul style="list-style-type: none">• Slogans and products• People pairs (first name label /last name label of famous people)• Numbers or colours.
2	Ask the participants to find their “partner” and obtain the introduction information as indicated on the flip chart or white board.
3	During “introduction” time, the participants introduce their partner to the full group. If desired, they may stand to make their introductions. <i>Note:</i> Set a time limit in advance and do not allow long introductions. The time limit will depend on the number of participants.

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WM 1-2: Introductions, Continued

Alternative 2

Small Group Introductions

Follow the steps below to present this alternative introduction.



Step	Action
1	Give the participants five minutes to talk to the people around them or divide the participants into small groups of three or four.
2	Have each participant introduce themselves to the small group by providing the information indicated on the flip chart or white board. Note: Trainers should be included as part of one of the groups.
3	Summarize these introductions with the full group by asking the following questions: <ul style="list-style-type: none">• How many people are from the city or town where the workshop is being held? What other centers are represented?• Why are the participants taking the workshop?<ul style="list-style-type: none">– For professional reasons?– Interested in reading and want to share this joy with others?– Teaching background?– Previous contact with someone who has low literacy skills?– Other• Does anyone have personal experiences that are relevant which can be shared with the group?

ICEBREAKERS

Icebreakers are a way to get participants talking to and mingling with each other.

They should be short, fun activities and can be used to supplement other introductions. They are often used at the beginning of workshop sessions.



See ***Icebreakers*** suggestions listed on the Quick Reference Card.

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WM 1-3: History and Philosophy of the Laubach Method

Introduction *Purpose and outcomes*

The purpose of this workshop module is to encourage participants to feel they are a part of the worldwide literacy effort by identifying

- Dr. Frank Laubach’s role in developing and disseminating a unique method of teaching adults to read and write
- the structure, goals and activities of the Laubach organization in Ontario
- how the local agency or program functions, and
- available support for tutors.

Timing: 20 – 30 minutes

Workshop module structure

This workshop module is divided into the following *required* parts and *alternative* presentations (**for Laubach-certified workshops**):

- Part A: History of the Laubach Movement
 - Part B: ProLiteracy™ Worldwide
 - Part C: Laubach Literacy in Canada
 - Part D: Local Agency/Program Information
 - Alternative 1: Presenting History in the first workshop session
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Materials The following table identifies the materials to use for this workshop module.

Type	Materials
On Display	<ul style="list-style-type: none">• LLO Pamphlet, E-magazine, website
Visual aids	<ul style="list-style-type: none">• E.O.T.O. Logo• ProLiteracy Worldwide Logo and Website
Handouts	<ul style="list-style-type: none">• E.O.T.O.

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WM 1-3: History and Philosophy of the Laubach Method

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How to prepare • Read the story of Dr. Laubach in the reader People and Places (available through Laubach Literacy Ontario)

- Become familiar with Laubach publications, including *Laubach Literacy in Canada: The First Twenty-five Years*.
- Invite a board member, the executive director or co-ordinator from the local agency to speak to the group about how the local agency functions and the services it provides. If this is not possible, find out how and when the local agency plans to orient new tutors to their organization. Identify which topics might be dealt with in the workshop and which will be covered through on-site orientation. Ask the agency to provide the information you need to present selected topics for this section (see Step 2 of **Part D: Local Agency**

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How to present
Part A

formation for information to request from the local council).

Part A: History of the Laubach Movement

Follow the steps below to present this part of the workshop module.



Step	Action
1	Introduce the history by showing the <i>E. O. T. O.</i> visual aid with the “Each One Teach One” motto. Briefly describe the Each One Teach One principles.
2	Briefly describe the life of Dr. Frank Laubach and his literacy work in the Philippines. Tell the story in your own words based on your reading and the synopsis provided on the Quick Reference Card. <i>A Brief History of Dr. Laubach</i>
3	Explain how this method spread to other countries. <ul style="list-style-type: none"> • Even before Dr. Frank left the Philippines his fame as an “Apostle to the Illiterates” spread and his services were sought by missionary and government agencies alike. For almost forty years he travelled, developing his methodology in 313 languages and dialects in 105 countries, working with native-speaking teams wherever he went. An estimated <i>sixty million people</i> have learned to read and write in their own languages, thanks to his efforts. • The method has been quite similar regardless of the language. Each letter is taught by associating the shape of the letter with an object of similar shape. Dr. Laubach called the pictures “visual puns”. • In 1955, the work that Dr. Laubach started became incorporated in Laubach Literacy International (LLI). Dr. Laubach died in 1970. His son, Dr. Robert Laubach has carried on his work.

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Method,**

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WM 1-3: History and Philosophy of the Laubach Method

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Part B: ProLiteracy™ Worldwide

**How to present
Part B**

Follow the steps below to present this part of the workshop module.

Step	Action
1	Present the <i>ProLiteracy logo and website</i> visual aid. Refer to page 1 in the TWH for a one-page overview of ProLiteracy Worldwide.
2	<p>Briefly describe the development of the ProLiteracy Worldwide organization.</p> <ul style="list-style-type: none">• From 1955-2002, Laubach Literacy International made a mark in the world. Based on the belief that literacy is a way to achieve community education, social reform, and local development, the international organization and its American counterpart reached out to the world's disadvantaged people, as well as to American adults who could not read.• New Readers Press was established as the publishing division of the American and International Laubach organizations. For more than 30 years, it has published teaching materials for adult literacy practitioners. It also created a wide range of practical skill and leisure reading material in plain language for new adult readers.• In 2002, a merger between Laubach Literacy International and Literacy Volunteers of America created a new body: ProLiteracy Worldwide.
3	Inform participants that Laubach Literacy Ontario is a member of ProLiteracy Worldwide and a distributor of New Readers Press materials, and member agencies receive a 30% discount.
4	Encourage participants to visit the ProLiteracy website which has excellent resources that may be of interest to the new tutor. Inform participants that there are free online courses available to literacy volunteers through the ProLiteracy Education Network (EdNet) which can be accessed directly or via the ProLiteracy website.

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WM 1-3: History and Philosophy of the Laubach Method,

Part C: Laubach Literacy in Canada

How to present Part C

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Provide a brief summary of Laubach Literacy's history:</p> <p><i>History of Laubach Literacy in Canada</i></p> <ul style="list-style-type: none"> • Canada's first Laubach tutor-training workshop was held in Lunenburg County, Nova Scotia, in 1970. At that time, Canadians who wanted to be trained in Laubach methods had to rely on the American Laubach Literacy network of trainers. • Over the years the number of literacy councils in Canada grew rapidly. In 1981, Laubach Literacy of Canada (LLC) was established as a national charitable organization. • In 2008, LLC closed its doors. However, the Laubach vision and good work continues with the provincial organizations and local member agencies.
2	<p>Laubach Literacy Ontario</p> <ul style="list-style-type: none"> • Refer to LLO's Tutor Workshop Handbook, Section 1 – Introduction to Laubach. Either include these in your workshop handbook or use the information as a teaching aid. • Contact the LLO office for copies of pamphlets. • Refer them to www.laubach-on.ca, our website, which contains free resources for tutors and staff (under "teach").
3	<p>Present information regarding the specific Laubach and/or other literacy organizations, e.g. regional networks, Community Literacy Ontario, involved with this group of tutors.</p>

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WM 1-3: History and Philosophy of the Laubach Method

Continued

Part D: Local Agency/Program Information

How to present Part D

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Try to arrange for a board member or the executive director / co-ordinator of a local agency to present this section of the workshop.</p> <ul style="list-style-type: none"> • <i>If a local agency member is present</i>, introduce them at this time and allow them to present their local agency information. • <i>If not</i>, then proceed to Step 2.
2	<p>Present information on the local agency. Topics for the presentation might include:</p> <ul style="list-style-type: none"> • A brief history of the agency - when and how it got started. • Support services provided: (Examples) <ul style="list-style-type: none"> – Phone follow-up – Social get-togethers – Supplementary Training – Student support group – Newsletters (on display) – Library borrowing • Board structure, including student involvement and the on-going need for volunteer help on committees. • How the agency supports itself financially (MTCU, United Way, fundraising and publicity efforts). • Details about the office if applicable: address, phone number, hours open, services offered, etc. • Membership information, including the membership fee, if any, the date it is due, how the money is used, and how the fee is set.

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WM 1-3: History and Philosophy of the Laubach Method

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Alternative 1 *Presenting history in the first workshop session*



After being introduced to a Laubach lesson, many participants appreciate knowing where this method originated.

You may decide to separate *Part A: History of the Laubach Movement* from the balance of this workshop module and use it during the first workshop session. This satisfies the participants' curiosity about the Laubach organization without going into a great deal of detail.

Note: The balance of this workshop module would be presented at its normal time during the workshop.

Alternative 2 *Providing the following website for interested participants to research on their own time.*

<http://www.laubachventura.org/about/the-frank-laubach-story.html>

WM 1-4: Orientation to Tutoring

Introduction Orientation begins with the first contact the potential tutor has with the organization, continues through the application and interview process, and may extend well into the workshop. Inspiring volunteers and helping them to develop enthusiasm for tutoring is a critical component of the training process.

- ***Purpose and outcomes***
- The purpose of this workshop module is to
- provide participants with the information they need to confirm their decision to commit to (or withdraw from) their involvement as a literacy tutor with the organization (unless this is covered in an orientation session)
- build a successful relationship with the organization and with their student(s)
- present the key responsibilities of the tutor with respect to the student and the organization
- help participants feel more confident about their first contact with the student(s)
- provide participants with the steps to prepare for successful meetings with their assigned student
- describe the required reporting and record-keeping processes.

Timing: 10 – 20 minutes

Workshop module structure

This workshop module is divided into the following *required* parts and *alternative* presentations:

- Part A: Student Development - Recruitment, Intake and Placement
- Part B: Tutor Job Description
- Part C: The First Meeting
- Part D: Recording and Reporting Procedures
- Alternative presentations.

Materials The following table identifies the materials to use for this workshop module.

Type	Materials
Handbook	Section 1 – Introduction to Laubach
Page 5	• A Basic Philosophy for Tutors
Page 6	• Keys to Success in Tutoring
Page 6	• Students living in generational poverty
Page 7	• EOTO – The Each One Teach One Way
Page 8	• Tutor Job Description (example)
Page 9	• Preparing for Tutoring
Page 10	• Meeting Your Student
Page 11	• Ending the Partnership
Page 12	• Principles on Which Laubach Lessons are Based

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