

*Literacy is the single most significant skill needed to function effectively in school, in the work place, and in society . . . it is vital to a successful education, career, and quality of life!*

# LIFE SKILLS

New Tutor Training #10










# READ TO LEARN

Revised 5/2018

## Life Skills

Think back to a time when you moved away from what was familiar and comfortable to you. Maybe it was going away to college or relocating to a new city for a job. Everything was new and unfamiliar. You didn't have that feeling of "belonging". Now add to this not knowing the language and culture, and you will get a complete picture of what many of those coming to the United States face every day.

Many of our adult learners are new to American culture. They may need help with day-to-day activities that, to us, seem routine. Here are some examples:

-  Finding a job
-  Dealing with hospitals, doctors, and health issues
-  Understanding the school system
-  Shopping
-  Driving or using public transportation
-  Renting an apartment
-  Using banks and credit cards

Your adult learner may come to class and ask for your help with one of these (or any number of other) activities. Set aside some class time to help with any immediate needs. Your Site Supervisor is also available to provide assistance or additional materials if needed. **Remember to record on that week's lesson plan what you covered, since it was in addition to the material assigned.**



## **Tutoring Strategies for Teaching Life Skills**

- 🎬 Discuss your adult learner's individual needs
- 🎬 Ask your learner to bring in real world materials such as job ads from a newspaper, a lease agreement, doctor bills, letters from a child's school, etc.
- 🎬 Create a vocabulary list (example: banking vocabulary may include the words checkbook, debit card, interest, ATM, etc.)
- 🎬 Read articles, brochures, and other relevant materials about the topic
- 🎬 Practice role-play conversations with your adult learner
- 🎬 Review and provide additional support, if needed

### ***Applying These Strategies to Real Life Situations:***

#### Making a doctor's appointment

- 🎬 Ask if your adult learner currently has a doctor.
- 🎬 If not, explain how to find one. This can be very involved, depending on the insurance plan and type of doctor needed, so provide only general tips.
- 🎬 Bring in actual materials that you or your adult learner may have, such as health forms or hospital paperwork.
- 🎬 Make a list of questions/vocabulary words encountered most often in a doctor's office:
  - New or returning patient
  - Insurance provider and group number
  - Type of plan (example: PPO or HMO)
  - Referral
  - Paperwork
  - Checkup

- Routine visit
- Reason for appointment


- 🎬 Read or listen to a situation similar to the one you are teaching. You can read and listen to various podcasts on [www.rtl4you@weebly.com](http://www.rtl4you@weebly.com) under the “Listening and Speaking” tab.
- 🎬 Write a role-play dialogue with your adult learner. Pretend you are the receptionist who picks up the phone.
- 🎬 Practice the written dialogue orally with your learner.
- 🎬 Follow up with your learner after an actual appointment has been made to see how it went. Discuss any problems and how to handle them in the future.


### Preparing for a parent/teacher conference


- 🎬 Ask your adult learner to tell you about his or her child, the school, and the classroom.
- 🎬 Review any information sent home by the school regarding the parent/teacher conference.
  - Has the teacher specified what will be talked about?
  - If the parent (your learner) has specific issues he or she wants to discuss, is it possible to send a note to the teacher ahead of time, so both teacher and parent are prepared for the conference? (These conferences usually have a limited amount of time, often only 20 minutes, so advance preparation can be important.)
- 🎬 Help your learner formulate questions to ask the teacher. Write them down and practice them orally too.
- 🎬 Make a list of vocabulary words the teacher may use. Schools use many acronyms that can be very confusing. Here are some examples for an elementary-level student:
  - ELL (English Language Learner)

- IEP (Individualized Education Program)

- Multi-age or looping classroom
- Placement
- ISAT, PARCC, MAP (testing terms)
- Bilingual classroom
- Specials
- Recess

 Ask your site supervisor for reading and/or listening materials on this topic. The Internet can also be helpful. For example, **care.com** lists twenty (20) questions to ask during a parent/teacher conference. In addition, many schools encourage teachers to have web pages for their class. If one exists, you can review the teacher's web page with your learner.

 Role play. Conduct a simulated parent/teacher conference with you acting as the teacher.

 Follow up with your learner after the conference to see how it went. Discuss any problems and how to handle them in the future.