

Learning in communities: Unit 5

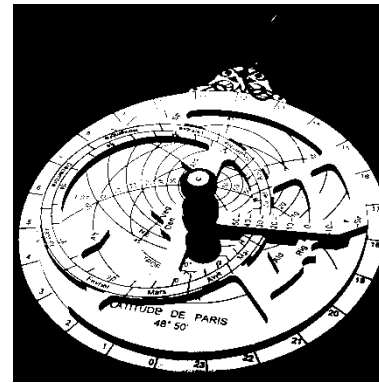
LIFELONG LEARNING

Introduction

UNESCO defines lifelong learning as an ongoing process of learning to know (literacy, numeracy, critical thinking), learning to do (occupational skills), learning to live together (social and interpersonal skills), and learning to be (personal development).

The **Core Curriculum** introduces the concept of lifelong learning and explores the Human Resources and Skills Development Canada (HRSDC) Essential Skills. Learners construct and conduct a lifelong learning survey in order to examine local cultural values towards learning.

The **Project** involves learners planning, promoting and delivering a workshop on a topic or skill at which they are expert. This allows learners to be in the role of both teacher and student, and to discover the hidden talents of their peers.



ELSA 7 CLB 8






Teaching Suggestions

- Invite a guest speaker who exemplifies lifelong learning.
- Visit a community centre to survey people who are taking classes.
- Encourage learners to explore opportunities for learning in all aspects of their lives: occupational, social, and personal.
- Discuss conventions for writing notes, memos, and email messages.
- Use email as a tool for communicating with learners, sending general instructions or individual feedback as email messages.
- Encourage learners to develop typing speed and accuracy.
- Write notes to learners (e.g., about their progress, submitted assignments, extra work to do) and encourage them to respond in writing.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

| Listening | |
|---|--|
|  CLB 8-II: | Understand extended multistep directions or instructions for technical or non-technical tasks. |
| Speaking | |
|  CLB 8-II: | Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes. (FATK) |
| Reading | |
|  CLB 8-I: | Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy). |
| Writing | |
|  CLB 8-I: | Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance). (FATK) |
|  CLB 8-II: | Reduce a text of up to about 2 pages to an outline or summary. |

Content and Other Outcomes

Learners will

- become familiar with concepts of lifelong learning
- research the HRSDC Essential Skills
- construct and conduct a lifelong learning survey
- teach each other a topic or skill
- write emails using appropriate format and register
- identify the bias and attitude of the writer of a blog

POSSIBLE TOPICS

| | |
|---|--|
| Topic | This unit conveys the values, skills, and language for learners to engage in lifelong learning planning and activities. Sample tasks include researching Human Resources and Skills Development Canada (HRSDC)'s Essential Skills, creating an online survey about lifelong learning, and planning and conducting a short workshop. This approach allows the learner to function in the dual roles of learner and expert. |
| Cross-cultural Perspectives | Learners can develop cross-cultural perspectives on lifelong learning by comparing Canada and their home cultures and countries in terms of the following: <ul style="list-style-type: none">• the relative value or importance placed on learning as an adult• the forms of formal learning available to adults who are employed full-time• the relative importance of lifelong professional development for certain professions and occupations.• the ways in which elders are revered for their wisdom and ability to teach others |
| Systems and Practices in BC and Canada | The following are topics instructors could explore with learners: <ul style="list-style-type: none">• alternative forms and options for formal, credentialed education in BC available to adults, including online degrees and Prior Learning Assessment Recognition (PLAR) that translates work and life experience into credits (e.g., Open Learning)• professional development, conferences and other social networking alternatives for informal learning• community centres, university-based continuing education, and school boards as sources of ongoing informal learning and educational alternatives• book clubs, services, community programs, and study groups to promote, and participate in lifelong learning. |

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- words and phrases used to describe cause and effect
- words and phrases used to compare and contrast
- phrases for making suggestions and recommendations, and expressing possibility and probability
- terms related to elements of memos and email messages
- terms related to electronic communication

as a result of... subsequently...

as opposed to ... in comparison with ...

I propose that..., It might not be a bad idea to ..., Here's what I think would work...

headings, subject lines, copy notation, attachments

flame, spam, smilies, mailing tree, thread

Grammar

- preposition collocations
- embedded questions in polite requests
- defining and non-defining adjective clauses to describe things and people
- transitions and logical connectors to link clauses and sentences
- modals for suggestions and recommendations
- Conjunctions

be aware of ..., attach this to ..., arrange for ...

Can you inform the manager when the meeting is?

The order that we placed on January 5 was not processed. vs. Our order, which we placed on January 5, was not processed.

however, therefore, nevertheless, and, or, but

We should ..., Perhaps they could ...

and, but, therefore, otherwise

Pronunciation

- high-rise intonation patterns to indicate surprise, shock, yes-no questions and tag questions
- Rise-fall intonation pattern in wh-questions
- Word stress on the main verb in a modal-verb pair
- Word stress on the negative

Did he really/ leave?//; He didn't leave, did he?//

Where did he move to/ after he left Toronto?//

We should try.

We can't finish by 5.

RESOURCES

Lifelong Learning

[Canadian Council on Learning: The Value of Lifelong Learning \(May 27, 2010, 9:59\) – YouTube](#)

This video is a great way to introduce the topic as it explores the social and economic benefits of learning at all stages of life. It includes interviews with Canadians from many different parts of Canada and has excellent footage of the scenery as well.

Uses: Learners take notes about the different examples of lifelong learning.

[Changes in Participation in Adult Education and Training, 2002 and 2008 – Statistics Canada](#)

This archived page has written descriptions of statistical changes in lifelong learning patterns in Canada. It also has a few nice bar charts to support the text.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[Discover the Possibilities of Continuing Education - CanLearn](#)

This government page has links to extensive resources for continuing education options, financing, and workplace skills.

Uses: Learners navigate the site and reduce a given section of up to about two pages to an outline or summary.

[Education Planner](#)

This website is a goldmine of resources and information. It plays a significant role in this unit, offering information on post-secondary educational options in BC with information on programs, credentials, university transfer, institutional information, and career development.

Note: This resource also appears in ELSA 6 Unit 5.

Uses: Learners access information online about educational institutions, apprenticeships, career development, and more. This site also has an Advising Centre with an excellent collection of videos and resources that are well suited to listening and note taking practice.

[Life Long Learning \(Apr. 19, 2008, 6:26\) – YouTube](#)

This video features Jeffrey Gitomer discussing the importance of lifelong learning and dedication to self-improvement.

Uses: Learners understand extended multistep directions for lifelong learning.

[Lifelong Learners: A Blog for Parents, Students, and other Learners](#)

This exciting and current resource features blogs organized by categories like advocacy, individual learning plans, interests and abilities map, learning styles, and more. Some of the blogs have embedded videos that support the topic.

Uses: Learners understand moderately complex social messages such as those conveying general opinions and assessments of current events.

[Lifelong Learning in Canada: Visions for the Future – FuturEd](#)

This 46-page document gives a detailed overview of the current status of lifelong learning in Canada, emerging practices like PLAR (Prior Learning Assessment and Recognition), the impact of the internet, and some ideas about the global future of education and training.

Uses: Learners reduce a given section of the text to an outline or summary.

RESOURCES

Lifelong Learning (cont.)

[Lifelong Learning – The Encyclopedia of Informal Education](#)

This article gives an overview of the concept of lifelong learning and examines the implications in regards to the possibilities, aspirations, and problems with current policies. The page also has links to further resources for ideas, thinkers, and practices in the field.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[Literacy and Essential Skills – Human Resources and Skills Development Canada](#)

This site contains information, examples, and resources for assessing and practicing the nine essential skills in Canada. There are links to definitions of the skills, exercises, videos, podcasts, and more.

Uses: Learners access information online and use the resources to explore, define, and practice essential skills.

[Ministry of Advanced Education and Labour Market Development](#)

This website contains information on adult education, degree authorization, foreign qualifications recognition, and StudentAid BC. It also provides links to web pages with information about student loans, post-secondary

Interviews, Surveys and Workshops

[7 Tips For Writing Thank You Letters With Class - Ezine Articles](#)

This article gives a great introduction to thank you letters. The page also includes links to sample thank-you letters and other articles that are related.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

institutes, and application procedures as well as the BC Council on Admissions and Transfers.

Note: This resource also appears in ELSA 6 Unit 5.

Uses: Learners navigate the website menu and summarize moderately complex instructional texts for multistep procedures related to education planning, student aid, qualification recognition, or application procedures.

[Mission to Learn – Lifelong Learning and Personal Growth Blog](#)

This interesting blog has an incredible number of links to external lifelong learning resources. The site also features a podcast, news, videos, and more.

Uses: Learners understand moderately complex social messages such as those conveying general opinions and assessments of current events.

[UNESCO Institute for Lifelong Learning](#)

This excellent website has information about programs, implementation, and resources for lifelong learning. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) offers many links to their library, a variety of reports, a video archive, and links to many more downloadable resources.

Uses: Learners understand moderately complex social messages such as those conveying general opinions and assessments of current events, or learners reduce a text of up to about two pages to an outline, or summary.

[Deliver Powerful and Impactful Workshops: Top Tips – The Coaching Academy Blog](#)

This blog has excellent resources for many aspects of presentations. Resources for both delivery and content can be found on the site. Links on the page include coaching categories, other blog posts, coaching courses, an archive, and more.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

RESOURCES

Interviews, Surveys and Workshops (cont.)

[Designing a Survey – Science Buddies](#)

This page has a nice definition of surveys, a discussion of objectives, and a detailed explanation of structured, ranking, and rating questions. The article also gives examples of good and bad question formation for surveys.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[Email Writing Tips – Riches Communications](#)

This tip sheet outlines the basics of email use. Topics include CC, BCC, HTML, length, email provider choice, and more. The page has links to many other related topics.

Uses: Learners use tips to review basic email skills and considerations

[Flyer/Datasheet Templates – Microsoft Office.com](#)

This page has excellent templates for creating flyers and datasheets.

Uses: Learners access and use templates for a variety of purposes dependant on classroom choices.

[How to Blog – Canadian Living](#)

This two page article covers the basics of blogs, how to start, design considerations, and offers some great links to blogs worth having a look at.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[How to Create a Free Online Survey with Google Docs \(Jun. 29, 2011, 2:11\) – YouTube](#)

This video provides a good outline of how to access, set-up, and build a survey or questionnaire with Google Docs. This video is best watched before the video *How to Write a Survey or Questionnaire*.

Uses: Learners understand extended multistep instructions for creating a survey or questionnaire.

[How To Write a Survey or Questionnaire \(Aug. 30, 2010, 2:13\) – YouTube](#)

This video gives a good outline of defining issues, writing and editing, clarity, and test subjects for writing surveys or questionnaires with Google Docs.

This video is best watched after the video *How to Create a Free Online Survey with Google Docs*.

Uses: Learners understand extended 7 step instructions for writing a survey or questionnaire.

[How to Design an Effective Training Presentation – eHow](#)

This article outlines eight steps to designing effective training presentations. It also offers tips and warnings, and has links to more related articles and videos.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[How to Design and Deliver a Great Presentation Using 4 Steps – eHow](#)

This short article offers an introduction to presentation design and delivery. The page also has links to more related articles and videos.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

[Part 2 - Creating Surveys in SurveyMonkey \(Apr. 7, 2009, 6:39\) – YouTube](#)

This video gives a detailed introduction to creating a basic e-survey in SurveyMonkey. The video gives learners an opportunity to listen to someone with an English accent. The narration is supported by high quality video of the examples onscreen.

Uses: Learners understand extended multistep instructions for creating a survey or questionnaire.

RESOURCES

CLB Aligned Resources

[Survey Design Considerations – WebSurveyor for Marketing](#)

This five-page guide offers insightful ideas about survey design. Sections include topics like audience, order, question type, bias, and more. There are additional resources listed at the end of the document as well.

Uses: Learners reduce a given section of the text to an outline or summary.

[Survival Statistics – David S. Walonick](#)

This detailed 27-page guide to gathering information for statistical surveys has excellent sections on different ways to get information, flowcharts and checklists for a variety of aspects of questionnaire creation, advantages and disadvantages of question types, overall design considerations, and much more.

Uses: Learners reduce a given section of the text to an outline or summary. Learners can also make use of the flowcharts/checklists for survey planning.

[The Art of Giving Instructions: 7 Practices for Facilitators – Chris Corrigan](#)

This useful article outlines seven important points to consider when facilitators give instructions.

Uses: Learners understand extended multistep instructions for giving instructions.

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner's [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress

and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

[LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource.

Uses: The following chapters are particularly useful for this unit:

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 5, Volume 2: Managing Information

[LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

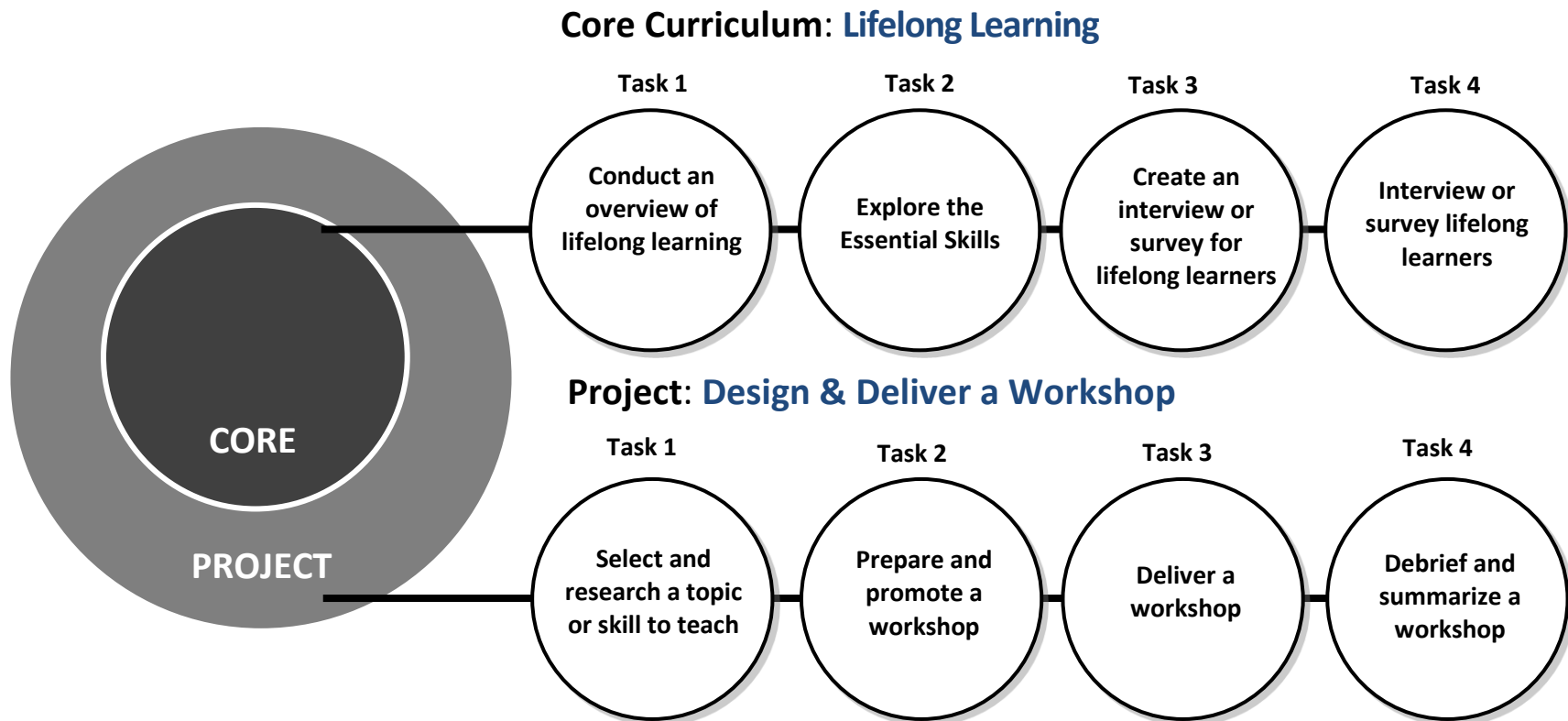
Uses: The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 2, Volume 1: Business Writing](#)

[Chapter 5, Volume 2: Managing Information](#)

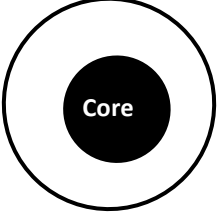
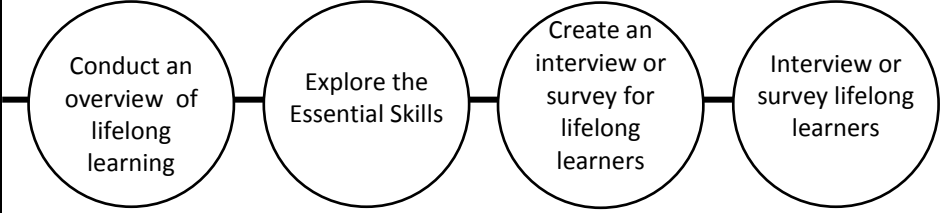
At a glance: LIFELONG LEARNING







SCOPE & SEQUENCE

ELSA 7

of Sample Tasks


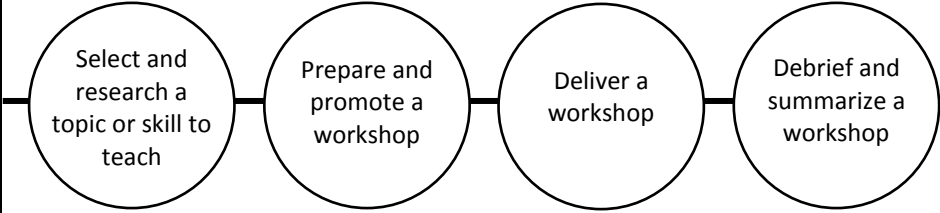



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| UNIT 5: Lifelong Learning | CORE CURRICULUM: Lifelong Learning PROJECT: : Design & Deliver a Workshop | |
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| CLB OUTCOME 🗣️📖📝 | SAMPLE TASK | RESOURCES |
| <p>🗣️ CLB 8-I: Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).</p> | <p>Task 1: Conduct an overview of lifelong learning</p> <ul style="list-style-type: none"> • read articles and watch videos about lifelong learning • investigate the UNESCO principles of lifelong learning • discuss the personal and professional benefits of lifelong learning • read blog posts about lifelong learning doing the following: <ul style="list-style-type: none"> ○ identify specific factual details and implied meanings ○ identify the purpose of the message ○ identify the reader/writer relationship ○ identify the bias and attitude of the writer ○ identify the context and situation ○ identify register and style | <p>Life Long Learning - YouTube</p> <p>Mission to Learn – Lifelong Learning and Personal Growth Blog</p> <p>Lifelong Learners: A Blog for Parents, Students, and other learners</p> <p>UNESCO Institute for Lifelong Learning</p> |
| <p>📝 CLB 8-II: Reduce a text of up to about 2 pages to an outline or summary.</p> | <p>Task 2: Explore the Essential Skills</p> <ul style="list-style-type: none"> • investigate the Human Resources and Skills Development Canada Essential Skills • read the Essential Skills profiles and complexity ratings, summarizing the information in a chart as follows: <ul style="list-style-type: none"> ○ reduce information to main points with accurate supporting details and no major omissions ○ convey essential information ○ convey a sense of audience in language, format, and content • identify the Essential Skills needed for different occupations • take one or more Essential Skills diagnostic tests on the HRSDC website | <p>Literacy and Essential Skills – Human Resources and Skills Development Canada</p> |





| UNIT 5: Lifelong Learning | | CORE CURRICULUM: Lifelong Learning PROJECT: : Design & Deliver a Workshop | |
|--|--|---|--|
| CLB OUTCOME  | SAMPLE TASK | RESOURCES | |
| <p> CLB 8-II: Understand extended multistep directions or instructions for technical or non-technical tasks.</p> | <p>Task 3: Create an interview or survey for lifelong learners</p> <ul style="list-style-type: none"> • watch videos on creating surveys doing the following: <ul style="list-style-type: none"> ○ follow sequence markers, cohesive devices (connecting words, reference, parallel structure, substitution) or other linguistic clues to infer order of steps ○ respond with actions to directions and instructions • identify survey respondents (e.g. participants in local seniors organizations, service club members) • develop a list of survey questions about the respondents' attitudes towards and involvement in lifelong learning | <p>How to Write a Survey or Questionnaire – YouTube</p> <p>How to Create a Free Online Survey with Google Docs – YouTube</p> <p>Creating Surveys in SurveyMonkey – YouTube</p> | |
| <p> CLB 8-II: Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.</p> <p> CLB 8-I: Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).</p> | <p>Task 4: Interview or survey lifelong learners</p> <ul style="list-style-type: none"> • contact survey or interview respondents and explain the survey process in detail doing the following: <ul style="list-style-type: none"> ○ use the correct sequence of steps ○ use clear references and provide necessary details ○ use appropriate intonation so that the listener can follow ○ check to confirm understanding • conduct the survey or interview over the phone, in person, or by email • send each survey respondent a thank-you email <ul style="list-style-type: none"> ○ convey the intended explicit and implied meanings ○ use language, format, and content appropriate and relevant to the situation and audience ○ express the main ideas and support them with details ○ use complex structures with only occasional difficulty | <p>The Art of Giving Instructions: 7 Practices for Facilitators – Chris Corrigan</p> <p>7 Tips for Writing Thank You Letters With Class – Ezine Articles</p> | |

SCOPE & SEQUENCE

of Sample Tasks

ELSA 7

| UNIT 5: Lifelong Learning | CORE CURRICULUM: Lifelong Learning PROJECT: Design & Deliver a Workshop | |
|--|---|--|
|  |  | |
| CLB OUTCOME  | SAMPLE TASK | RESOURCES |
| <p> CLB 8-II: Reduce a text of up to about 2 pages to an outline or summary.</p> | <p>Task 1: Select and research a topic or skill to teach</p> <ul style="list-style-type: none"> • select a topic or skill to teach in pairs or individually: the topic or skill should be something that the learner feels expert at and that can be demonstrated or described in a classroom environment: <ul style="list-style-type: none"> ○ knitting or other handicraft ○ playing a card or board game ○ literature or history ○ calligraphy ○ using a computer or smart phone application • research the topic or skill and write notes and an outline • research how deliver an effective workshop | <p>How to Design an Effective Training Presentation – eHow</p> <p>Deliver Powerful and Impactful Workshops: Top Tips – The Coaching Academy Blog</p> |
| <p> CLB 8-I: Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).</p> | <p>Task 2: Prepare and promote a workshop</p> <ul style="list-style-type: none"> • discuss the differences and similarities among the lectures, demonstrations and workshops and decide which format is most suitable for the subject matter • write handouts and plan activities for the workshop • create a promotional flyer for the workshop using a template • email the workshop flyer to potential participants (e.g., former classmates, other people in the school community, friends, co-workers) and include an invitation in the body of the email | <p>Flyer/Datasheet Templates – Microsoft Office.com</p> |

| UNIT 5: Lifelong Learning | CORE CURRICULUM: Lifelong Learning PROJECT: Design & Deliver a Workshop | |
|---|--|--|
| CLB OUTCOME  | SAMPLE TASK | RESOURCES |
| <p> CLB 8-II: Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.</p> | <p>Task 3: Deliver a workshop</p> <ul style="list-style-type: none"> take turns delivering the workshops giving demonstrations or hands-on opportunities for the other learners, providing clear step by step instructions | |
| <p> CLB 8-II: Understand extended multistep directions or instructions for technical or non-technical tasks.</p> | <ul style="list-style-type: none"> listen to others' presentations and participate actively, taking notes and asking question for clarification | |
| <p> CLB 8-I: Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).</p> | <p>Task 4: Debrief and summarize a workshop</p> <ul style="list-style-type: none"> debrief as a whole class, discussing what went well and what could be improved summarize what was learned in an email or blog post write a thank-you note or email to workshop participants | <p>Email Writing Tips – Riches Communications</p> <p>How to Blog – Canadian Living</p> |