

# Teaching Life Survival Skills

## What are the Life Survival Skills we teach at the Santa Cruz Literacy Program?

1. Emergencies and Safety Signs
2. Accessing Health Care
3. Communicating with School Personnel
4. Applying for a New Job
5. Understanding Bank Services
6. Driving and Automobile Safety
7. Optional: Nutrition

## Why is it important to teach Life Survival Skills?

1. These are important skills that will not only improve the English skills of our English Language learners but will also help them better navigate the intricacies of our community. This not only benefits them but also benefits everyone in our community.
2. The State of California helps fund our program at the rate of \$100 per successfully completed Life Survival Skill for up to two skills per student per year. With more than 100 students, this could amount to over \$20,000 per year which would greatly help in purchasing materials for our students and expanding our program to make it more accessible to more adults in our community.

## How do I choose which skill to teach?

With new students we recommend starting out with Emergencies and Safety Signs since it's straightforward and of general interest. However, you might have a student who has a greater need or interest in applying for a new job or getting a driver's license. We want to help them meet their greatest needs and we know that they will learn more English if they are more highly motivated. It is best to sit down with them with the list and decide together which Life Survival Skill is the best one to prepare and teach.

## Can I reteach a Life Skill that my student has already passed?

Yes. Each set of objectives can be taught more than once on an annual basis. We receive \$100 **for every returned test sheet that includes a Baseline score and a Final passing score.** We encourage tutors to teach all the Life Skills at least once, but tutoring the same student can span many years. When a Life Skill is repeated, the tutor can focus on a different context, the vocabulary can be different and the grammar can be more complex. The Life Skills are broad enough to be expanded upon as a student gains English proficiency over time.

## How do I start?

1. After you and your student have chosen which skill you are going to study, you can start planning. Look in the back of your training binder for the skill that you have chosen. Look at the assessment for that skill and plan an informal conversation around the tasks that the student will need to complete. Through conversation centered around these tasks, note what your student already knows and can do and what your student still needs to learn. That will help you plan your future lessons to help your student successfully complete all of the tasks for that skill.
2. After your meeting, fill in the information on the assessment for the part called Baseline Assessment. Assign points according to the description in the column Total Points. Don't worry if your student has a very low score since this subject and English difficulty may be new to them. We don't want them to feel any pressure during this baseline assessment. What matters is that you learn what they don't know so that you will know what to teach.
3. Create lesson plans based on what you learned and their level. You will give them the final assessment when you have completed your lessons and have practiced enough through role playing to know that they are ready to successfully complete all of the tasks.
4. For more help:
  - a. Go to our website site for Teaching Resources for Tutors and click on [Literacy Survival Skills](#).
  - b. Contact your mentor for help teaching the unit.
  - c. Attend one of our Life Survival Skills workshops.
  - d. Watch the video from a previous workshop at this link. [▶ Survival Skills Workshop](#)

## When Do I Teach Life Survival Skills?

1. Our fiscal year goes from July 1st through June 30. We should choose our first Life Survival Skill in July or early August. Complete the first one by November 30 and send the completed Assessment to the office.
2. Choose your second Life Survival Skill in January. Complete the final assessment and send it to the office by April 30. See timeline on next page.

## How Do I Send in the Completed Assessment?

1. We have revised the Assessment sheets so that it's easy to use one sheet for both the baseline and final assessment.
2. Write in the baseline score and date and the final score and date for each task in each box on the Assessment Sheet. When all the tasks are complete—write the total score and submission date at the top along with the names of the student and tutor.
3. You can scan or photograph it and email it, drop it off, or mail it in to the Literacy Office.
4. Send the first one by November 30th. Send the second one by April 30th.

# Life Survival Skills Assessment Procedure & General Timeline

## Review Survival Skill Options with Student (July)

Annually starting in July, pick two survival skills that you and your student will target working on from July - April.

## Give Written Pre-Assessment

Use the assessment worksheet to test your student and establish a baseline score for the survival skill. This must be in writing and there is no pass/fail score. Do this as a first step when starting a new survival skill.

## Give Written Post-Assessment (Winter & Spring)

After studying the survival skill with student, give them a formal post-assessment using the same worksheet as the pre-assessment. Target Nov for first survival skill and April for second survival skill.

## Send Pre & Post Written Assessment to Literacy Center (After Completion)

Once your student has successfully completed a survival skill, send the written pre & post assessment worksheet to the Literacy Center for recordkeeping. Target deadlines are Nov 30th and April 30th.

## Review Survival Skill Resources (Summer & Winter)

Review survival skill resources (available in binder or on the Literacy Program website under the subheading "Resources for Tutors"). Copies of assessment worksheets can also be found in your binder or on the website.

## Study Survival Skill with Student (Summer & Winter)

Begin studying with student utilizing the survival skill resources available (in binder or on website). Target studying Aug-Nov for first survival skill and Jan-Apr for second survival skill annually.

## Score Post-Assessment

Score student's answers using the scoring guide on the assessment worksheet. Determine if your student scored high enough to pass based on their level. If they didn't pass, forgo moving onto second survival skill and keep working on current skill.

## Repeat the Process Annually

Repeat this process annually from July-April until your student has completed all six survival skills.

FOR MORE DETAILS VISIT  
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