

Foundational Literacy

Module 3: Work-Life Balance

Facilitator Guide

Faculty of Skills and Foundational Learning

Alberta Routes Program

Faculty of Skills and Foundational Learning

Foundational Literacy

Module 3: Work-Life Balance

Facilitator Guide

V1.24

Developed for Alberta's Community Adult Learning Program



Funded by Alberta Advanced Education



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Land Acknowledgement

NorQuest College serves its learners and the community on the traditional lands, referred to as Treaty 6 Territory and the homeland of Métis Region #4. This land is home to many diverse groups of Indigenous Peoples including the Cree, Dene, Blackfoot, Saulteaux, Nakota Sioux, Inuit, and Métis. We acknowledge that the City of Edmonton and all the people here are beneficiaries of Treaty No. 6, which encompasses the traditional territories of numerous western Canadian First Nations as well as the Métis people who have called these lands home since time immemorial.

NorQuest acknowledges the treaty, the land, and the territories of Indigenous Peoples as a reminder of:

- Our responsibility and obligations to the land and to Indigenous Peoples;
- Our accountability to addressing the ongoing impacts of colonization that are distinct to Indigenous Peoples and communities;
- Our commitment to working together in remembering the spirit and intent of the Treaty towards right relations.

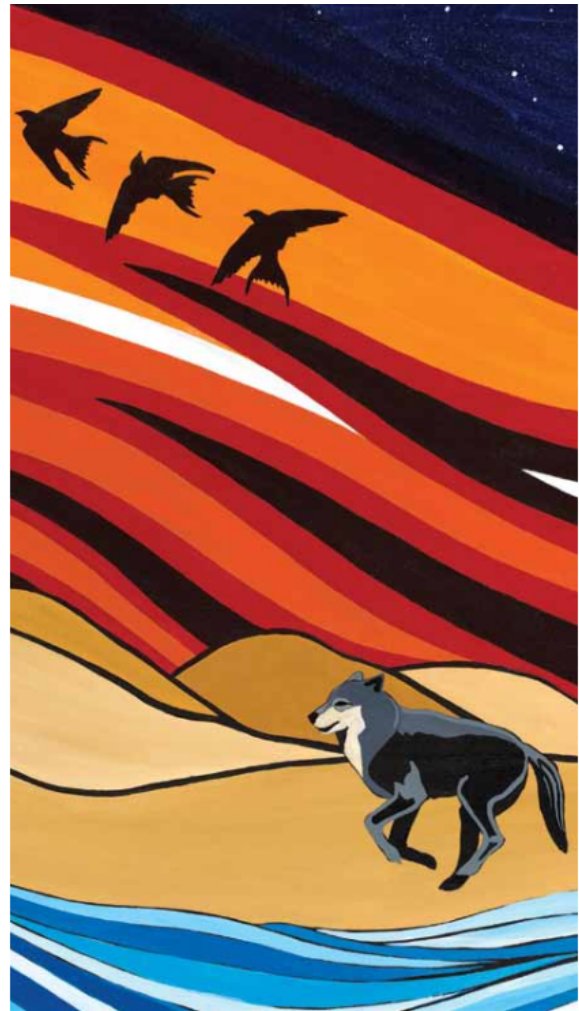


Image © Kalum Teke Dan

NorQuest College. (2023). *Community education viewbook* (p. 1).

Foundational Literacy: Module 3

Introduction

Program overview

This program is designed to teach reading and writing skills required for CAEC Prep or Apprenticeship Preparation courses or further Academic Upgrading.

It's important to note that this program is intended to teach literacy skills. It is designed for learners who are fluent in English or are at a Canadian Language Benchmark of 5.

Learners will work on reading comprehension and written communication skills by exploring one broad question per module. Through stories, newspaper articles, charts and graphs, learners will practice specific skills and strategies proven to increase their communication skills.

These modules are designed to be taught in specific order as skills taught progress from one module to the next.

Foundational Literacy			
Program Content			
Module 1: Voting Rights	Module 2: Role of Government in Health	Module 3: Work-Life Balance	Module 4: Workplace Safety

Module overview

Do we work too hard? Do we have a good balance between home life, studies, and work? Should we have three-day weekends? In this module, we will explore these ideas through different types of readings, while learning new reading and writing strategies and applying those we have already covered. Let's begin!

The Question: What is a healthy work-life balance?

***Note:** The Facilitator Guide mirrors the Learner Guide with a couple of key differences. The Facilitator Guide includes:

- Facilitator notes throughout this guide in boxes (like this one)
- Additional explanations and details for topics, learning outcomes and delivery (text, graphics, web links, video links, etc.)
- Supplementary resources, for facilitators and students, in various formats
- Suggested activities for individuals and groups (including remediation and extension)
- Answer keys and samples

Objectives

In this module, you will learn to

1. Monitor your reading comprehension by identifying a breakdown in understanding
2. Develop questioning strategies to further understanding text
3. Identify and explain **compare and contrast** relationships in texts
4. Make **inferences** based on facts and background information
5. Consider audience, purpose, and point of view when writing non-fiction texts
6. Combine, compare, and contrast ideas and information from several sources
7. Systematically organize ideas to enhance understanding

We will achieve these objectives by investigating the question, **“What is a healthy work-life balance?”** Through reading stories, newspaper articles, charts, graphs, and more, we will consider this question by looking specifically at work-life balance in North American culture. You will gain additional experience practising techniques and strategies that you already use, as well as learning new ones, such as compare and contrast, and inferencing. All of this will support you in producing a well-written paragraph responding to the “guiding question” based on the information you have acquired from the readings.

Anticipation Guide

Using the Guiding Question “What is a healthy work-life balance?” learners will review several reading strategies to enhance their reading skills. A variety of readings have been chosen that should provide enough information for learners to complete a project at the end of this unit.

The Anticipation Guide provides the opportunity to think about statements such as these:

- I should take “mental health” days just to get a break from work or college.
- Stress is the number one result of work-life *imbalance*.
- Canadians have a healthy work-life balance.
- It is not possible to have a balance when you have a family with younger children.

Many more statements are provided. Spend some time discussing these as they are intended to provide the impetus to complete this unit.

While you are reading the following newspaper articles, brochures, and other texts, you will be reviewing reading strategies such as the following:

- Comparing and contrasting
- Making inferences

Note that these discussions are simply based on student and facilitator knowledge and perception. There are no “right” answers.

Answer the following questions before beginning the module. This will help you to see your position on some of the issues that will be covered in the module before we begin. At the end of the module, you will complete a second form so you will be able to compare your opinions and beliefs before and after the investigation.

1. I should never take work home with me to finish in the evening.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

2. I should take “mental health” days just to get a break from work or college.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

3. Companies should offer free exercise breaks.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

4. Stress is the number one result of work-life imbalance.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

5. Work should be kept totally separate from home life.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

6. In Canada, people have a healthy work-life balance.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

7. We have a healthier work-life balance in Canada than 50 years ago.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

8. It is not possible to have a balance when you have a family with young children.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

9. Farmers have a healthier work-life balance than urban people.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

Introduction

How many times have you heard one of the following questions from your learners?

- “Why do we have to learn this?”
- “Will I ever need to know this in my life?”
- “Why should I care about this?”

It is so important that students be able to see the value in what they’re learning. Not everything you teach has an obvious purpose to your students. If they can’t find purpose, they will not internalize what they’re learning. Meaningful learning can only happen when what students learn matters to them. One of the most effective ways to achieve meaningful learning is to design your curricular units around **Guiding Questions**, also called **Essential**

Questions. If you frame your activities, projects, and reading around these questions, the students will have something to anchor what they are learning in the real world. This is how the CALP Literacy Modules have been designed. Guiding Questions are the “heart of the matter.”

Today, people have less free time than ever. Work takes up more time, leaving less time for leisure activities and spending time with family and friends. Interestingly, the better off a place is economically, the worse the balance between work and home life for people tends to be! This leads to some questions: What is work-life balance? How does one achieve work-life balance? Is there a “right” balance? How can you achieve balance? How do you know if you are out of balance? How important is balance, anyway?

The main point of this activity is to get learners to think critically about work-life balance and consider their own balance. Highlight that “work-life” balance can also pertain to “school-life” balance.

When discussing the cartoon consider questions and prompts such as these:

- What is happening in the cartoon?
 - ◆ A woman is working while at the beach.
- What sort of work-life balance does the woman have?
 - ◆ Work is the priority, and life takes a backseat.
- How do you think the boy feels? The woman?
 - ◆ The boy probably feels unimportant or ignored.
 - ◆ The woman probably thinks she has found a way of balancing work and life.
- Do you think the woman has a positive work-life balance? Why or why not?
 - ◆ Do you think you have a healthy work-life (or school-life) balance? Why or why not?

Part A: Reading Strategies

Review Lesson 2.3: Fact and Opinion



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

<https://youtu.be/Xn3wbkPH6Rc>

A fact is a piece of information that is known or widely believed to be true. It can be proved. You can usually look it up.

- **Fact:** *Edmonton is Alberta's capital city.*

A fact can be proven true or false. What's important is that you can prove it.

- **True fact:** *There are 100 centimetres in one metre.* (It's true! You can look it up to prove it!)
- **False fact:** *There are 11 months in one year.* (It's false! You can look it up to prove it wrong!)

An opinion is a piece of information that is believed to be true, though not proven (or provable).

- **Opinion:** *Edmonton is the best city in Alberta.*

An opinion can be argued or debated, but not proven.

- **Opinion:** *Exercise is the most important thing for being healthy.* (You might agree with this, or maybe you think that something else, like diet, is more important.)

Remember that even though you might agree with an opinion, that does not make it fact!

- **Opinion:** *The Internet is the most important invention of the 20th century.* (Can I look this up? Would everyone agree with this?)

****Important****

Sometimes an article can contain both fact **and** opinion! In this case, it is important to distinguish which parts of the article are opinions and which parts are facts.



Practice and Self-Check

Complete the following practice activity. You can check your answers at the end of the module.

Read each statement and then **circle** whether it is a fact or opinion. Then explain your answer. You can check your answers at the end of the module.

1. The history of ballet began in Italy during the 15th and 16th centuries.

Fact or Opinion Explain: _____

2. Dancing is a safe and healthy activity.

Fact or Opinion Explain: _____

3. Hip-hop dancing has been featured in movies such as *Step Up* and *Stomp the Yard*.

Fact or Opinion Explain: _____

4. People have been dancing for thousands of years.

Fact or Opinion Explain: _____

5. Ballet dancing requires more training than hip-hop dancing.

Fact or Opinion Explain: _____

6. Dancing isn't a real sport.

Fact or Opinion Explain: _____

7. It takes two people to do the tango as it is intended to be done.

Fact or Opinion Explain: _____

8. In 2007, over 8,400 people were hospitalized in America for dance-related injuries.

Fact or Opinion Explain: _____

9. Ballet dancing is more respectable than hip-hop dancing.

Fact or Opinion Explain: _____

10. The longest that anyone has played a dancing video game in one session is 24 hours and 2 minutes.

Fact or Opinion Explain: _____

11. Dancing is a lot more fun when you have a partner.

Fact or Opinion Explain: _____

12. Break dancing is a style of dance that originated in New York in the 1970s.

Fact or Opinion Explain: _____

Review Lesson 2.4: Making Connections



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

https://youtu.be/dHfrG_sih8A

Remember from Module 2 that part of being a strong reader is making connections while you read. The more connections you can make, the better you will understand the author's perspective, experience, and/or ideas. Three types of connections can be made for everything you read: text-to-self, text-to-text, and text-to-world. The more connections you can make, the more meaningful the reading will be, and the better your comprehension will be.

Look at the posters below to remind yourself about each type of connection. Look back to Module 2 or see your CALP tutor for more information.



Connecting personal experience to texts

What does this remind me of in my life?

What is this similar to in my life?

How is this different from my life?

Has something like this ever happened to me?

How does this relate to my life?

What were my feelings when I read this?

Have I changed my thinking as a result of reading this?

What have I learned?

Are there similarities / differences in ...

My life

My family

My friends

Holidays I have been on

Things I have seen

Feelings I have had

Experiences

A place I have been



Connecting big ideas and themes across texts

What does this remind me of in another book I've read?

How is this text similar to other things I've read?

How is this different from other books I've read?

Have I read about something like this before?

Are there similarities / differences in ...

Genre

Text structure

Author

Topic

Theme

Message

Plot

Character

Fact

Opinion

Information

Vocabulary



Connecting real world happenings to texts

What does this remind me of in the real world?

How is this text similar to things that happen in the real world?

How is this different from things that happen in the real world?

How did that part relate to the world around me?

Are there similarities / differences in ...

Something I have seen on TV

Radio news

A newspaper story

Historical events

Current events

Something I have studied before

Real world happenings – local and global

A conversation

The entire document above contains many ideas, lesson plans, and assessments for making connections. Although this document is for elementary-aged learners, most of its contents can be adapted for adult learners.

The document can be found here:

<https://www.roberson.k12.nc.us/cms/lib/NC01000307/Centricity/Domain/3916/Making%20Connections.pdf>

A video to support, with an example, can be found here:

<https://www.youtube.com/watch?v=CCeuVEqC43Y>



Practice and Self-Check

Read the passage below, then complete the activity that follows. You can check your answers at the back of the module.

World's Largest Marsupial

By Guy Belleranti



What Australian mammal can leap 25 feet in one hop and move for short periods at 35 miles an hour? The red kangaroo.

A full-grown male stands as tall as a 6-foot-tall person and weighs 200 pounds. This is slightly bigger than the grey kangaroo, making it the world's largest marsupial.

What's a marsupial? It's a mammal where the mother has a pouch for carrying, feeding, and protecting her young.

While a red kangaroo may be the largest marsupial, the newborn baby is tiny, under an inch long. After a few months of sleeping, nursing, and growing in mom's stomach pouch, the young kangaroo (joey) begins to come out. But it hurries back to the pouch fast when frightened, hungry, or cold. Eventually, the joey gets so big it hangs out of the pouch. Then, at eight months old, it stays out. But the joey remains close to mom until ready to live on its own.

Red kangaroos are good swimmers. However, they are best known for their hopping abilities. Their long, powerful hind legs have big feet. Hopping moves them quickly over their grassy, shrubby, and desert habitats. Meanwhile, a thick tail helps them balance and steer.



What do red kangaroos eat? Grass, leaves, and other vegetation. And guess what - they often regurgitate food and chew their cud just like a cow.

The red kangaroo's vegetarian diet provides much of its water. It can also go long periods without drinking. Staying in the shade, panting, and limiting most activity to nighttime helps the red kangaroo conserve water and stay cool.

Red kangaroos travel together in groups called mobs. Mobs include both males and females, with one male being dominant.

Males show their dominance by "boxing" with other males. They balance on their tails and try pushing each other off balance with their forearms or by kicking their hind legs. This kicking ability, along with their sharp claws, can also be used by kangaroos to defend against Australia's wild dog, the dingo.

Super Teacher Worksheets - www.superteacherworksheets.com

Think about the passage above and make connections to help make the article more **meaningful** and **personal** for yourself. Remember, the connections you make might be big or small, but there are always connections to be found.

- Text-to-self: _____

- Text-to-text: _____

- Text-to-world: _____

Lesson 3.1: Comparing and Contrasting



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

<https://youtu.be/J298MpgrhMY>

In your studies, and your personal life and professional career as well, you will frequently compare and contrast people, things, or ideas. Employers often compare and contrast two or more job applicants, learners may compare and contrast two historical periods for an assignment, and people often compare and contrast two products they are considering buying. By joining ideas or information using words like “but,” you can clearly show similarities and differences to your reader with longer mature sentences rather than short choppy ones.

Examples:

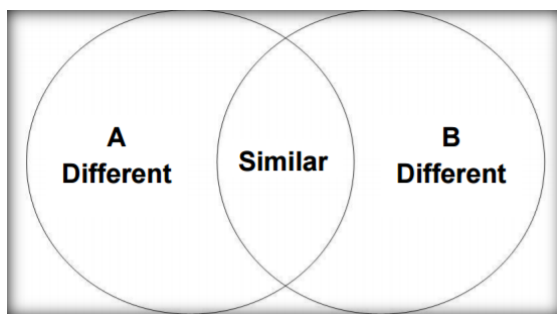
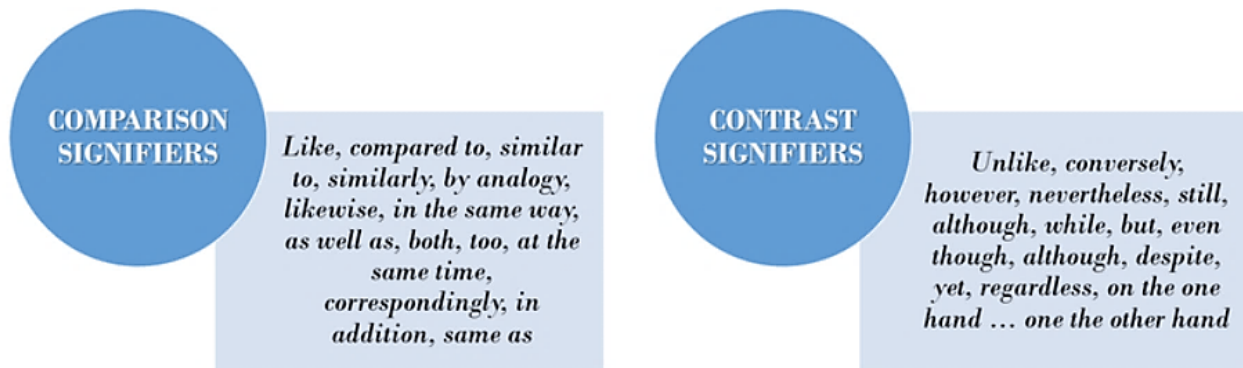
Umi likes heavy metal, **but** Remi prefers classical music.

While Umi likes prime rib, Remi prefers rice and vegetables.

Umi likes prime rib **while** Remi prefers rice and vegetables.

“But” is an example of a “**cue word.**” Cue words and transitional phrases are important to use when transitioning between objects and ideas. They help readers follow the discussion and keep track of how an argument progresses. A transition can be a single word, a phrase, a sentence, or an entire paragraph, depending on the size of the comparison or contrast being made. Regardless of its size and place, a transition functions the same way. First, it reminds the reader of what has come before by directly summarizing or referring to the content of a preceding sentence, paragraph, or section. Then it helps the reader anticipate or understand the information that you plan to present next.

Here are examples of more **cue words** used to compare and contrast:

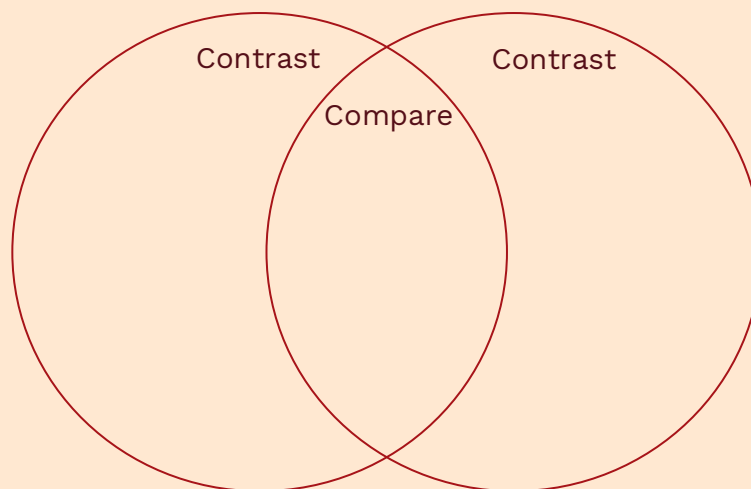


One way to visualize compare and contrast.

Emphasize that comparing is for similarities and contrasting is for differences. Point out that a reading could be comparing, contrasting, or both.

Practise comparing and contrasting everyday objects and/or situations to help solidify these concepts. For example, compare apples to oranges, Walmart to The Bay, or driving a car to taking a bus.

Using a Venn diagram like the one below can also help by providing a visual of comparing and contrasting. Be sure to explain how the Venn diagram works.





Practice and Self-Check

Practice 1

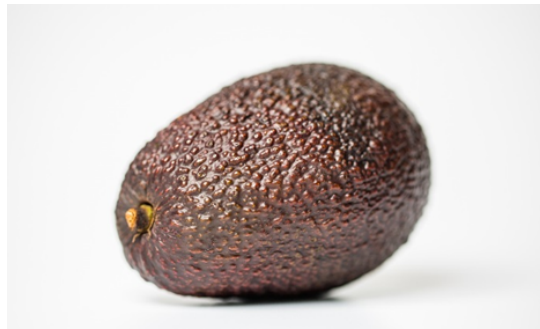
Complete the following practice activity. You can check your answers at the end of the module.

Look at Image A (pineapple) and Image B (avocado) below, then complete the compare and contrast statements with appropriate information and/or cue words.



Image A

Image B



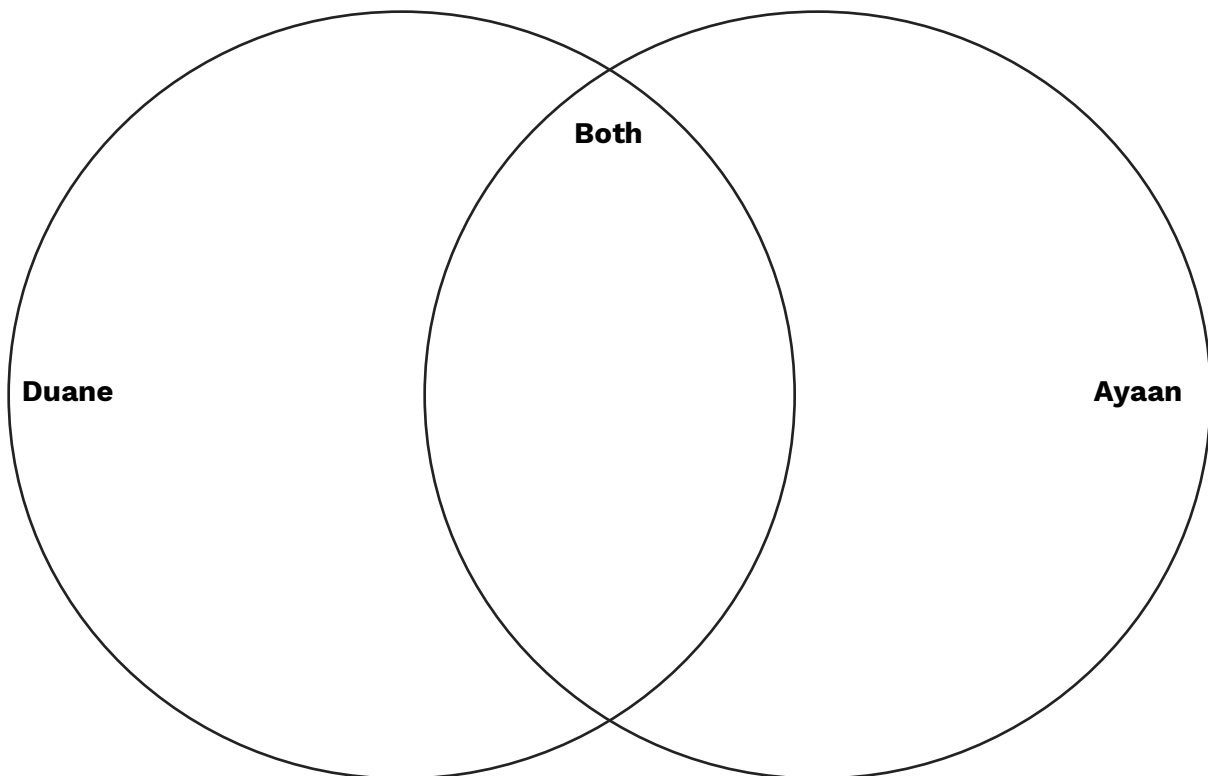
1. Image A _____ . Similarly, Image B _____ .
2. Image B _____ , while Image A _____ .
3. Image B has a pit inside. On the other hand, Image A _____ .
4. Both Image A and B _____ .
5. In Canada, we import Image A. _____ , and we also import Image B.

Practice 2

Complete the following practice activity. You can check your answers at the end of the module.

Read the passage below. Then complete the compare and contrast Venn diagram that follows.

Ayaan and Duane are both learners at NorQuest College. Duane grew up in Northern Ontario with three older siblings and their mother. They are the first person in the family to attend college. Likewise, Ayaan is the first in their family to pursue a post-secondary education. Ayaan came to Canada four years ago from Ethiopia. Contrary to Duane, who speaks only one language, Ayaan can speak Amharic fluently and has learned English since coming to Canada. Duane chose NorQuest College because two close friends from high school are also going there. In addition, Duane has cousins who live in Alberta. Ayaan also has family in Alberta—parents and sibling live there. Despite having come from vastly different places, both Ayaan and Duane are looking forward to studying nursing.



Lesson 3.2: Making Inferences



Reading Skill



Want to watch a video of this lesson? Scan the QR Code to the left, or use the link below:

<https://youtu.be/R3AgAZjTWXc>

Have you ever heard the expression “to read between the lines”? When you do this, you find ideas that are not directly stated in what you are reading. These implied ideas are often important for a full understanding of the text.

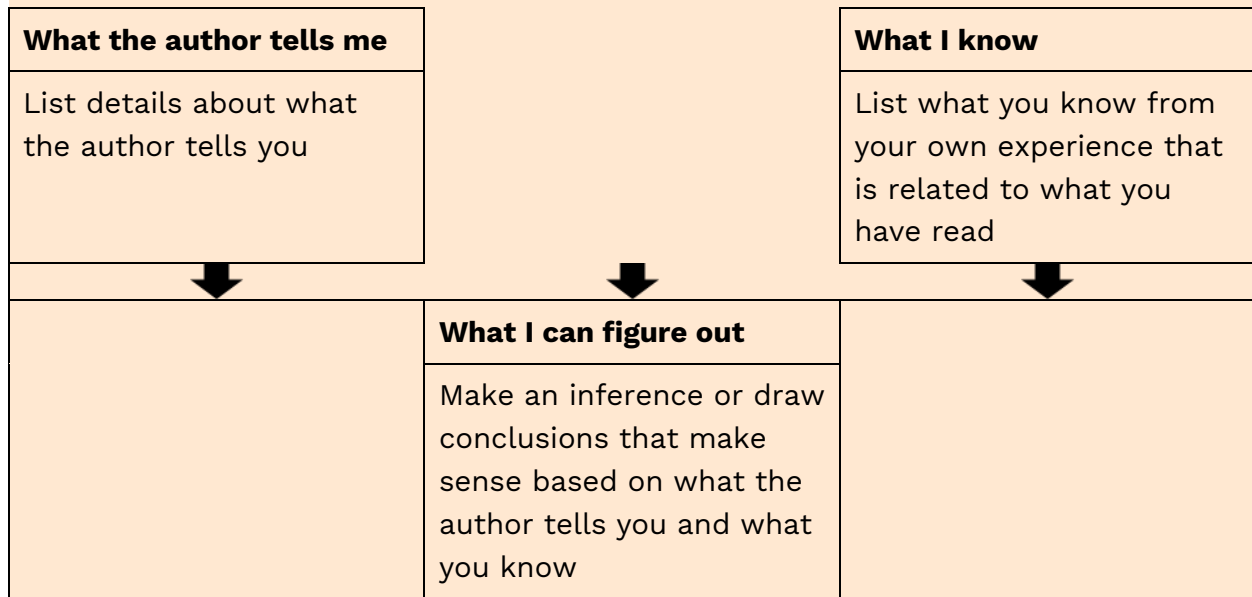
Discovering ideas that are not stated directly is called “**making inferences**” or “drawing conclusions.”

For example:

You drive into a small Alberta town that has two cafés. There are two cars at one café and many cars and trucks at the other. Which café might have better food and prices? You probably inferred that the café with many cars and trucks may be the better choice. You made a reasonable guess based on the evidence given. This is known as “inferencing.”

Making an **inference** means using facts, observations, and logic or reasoning to come to an assumption or conclusion. It is not stating the obvious (stating the obvious—that dog is dirty and uncombed; making an inference—that dog is lost). Making an inference is not a prediction, though the two are definitely related. Inference asks, “What conclusions can you draw about what is happening now?” Prediction asks, “What will happen next?”

The diagram below can be used to apply inferencing strategy.



A strategy to use

KIS Strategy
K = Keywords I = Infer S = Support
Keywords – <u>circle</u> keywords and facts from the text
Infer – Make an inference
Support – List background knowledge that is used to support

Use the KIS Strategy to figure out the inference in the sentences below.

Remember to circle the keywords and support your answer:

Discuss in pairs or as a whole class.

Example:

A young person brings flowers and chocolates to the home of a person whom they see every day in class.

Inference + Support: In some cultures, a young person bringing flowers and chocolates to another person means they are interested in them and maybe want to start a relationship.



Practice and Self-Check

Practice 1

Complete the following practice activity. You can check your answers at the end of the module.

Read each description below. Make an inference about the situation based on what you know and your own experience. Check your answers at the end of the module.

1. A delivery truck is parked at Home Depot. No one is inside, but the headlights are on. The driver's door is open.

2. A car containing two people has been parked in front of your neighbour's home every day for a week.

3. A car stops at a gas station in the middle of the night, and a person rushes in and asks to use the telephone.

4. A friend of yours suddenly begins buying everything in sight—fancy food, expensive clothes, a big-screen TV, a dishwasher, and a new car.

Practice 2

Complete the following practice activity. You can check your answers at the end of the module.

Circle the letter of the inference that is based on the facts presented in each passage below.

1. “Do you believe in life after death?” the employer asked one of their employees.

“Yes,” the new employee replied.

“Well, then, that makes everything just fine,” the employer went on. “After you left work early yesterday to go to your grandmother’s funeral, she stopped in to see you.”

What can be concluded from the information presented in the passage above?

- a. The dead grandmother’s ghost came to the office looking for her grandchild.
 - b. The employer has a wild imagination.
 - c. The employee lied about going to their grandmother’s funeral.
2. Fast foods tend to be high in calories and saturated fat. People who continually eat a lot of fast food increase their risk of a variety of health issues. They’re also more likely to develop diabetes.

What does this passage show?

- a. Frequent consumption of fast foods is linked to health problems.
- b. People who eat fast foods increase their risk of health issues.
- c. All fats are harmful.

Practice 3

Complete the following practice activity. You can check your answers at the end of the module.

After reading each passage, put a checkmark (✓) by the **two** inferences that are most firmly based on the given information.

1. Experts have blamed caffeine for bone loss among older women. However, a university study of 138 older women found that caffeine had no such effect. In that study, women who drank more than five cups of coffee a day had the same bone density as women who got little caffeine.
 a. Bone loss among older women is not a problem.
 b. The experts who blamed caffeine for bone loss may be wrong.
 c. Caffeine causes healthy bones.
 d. Some older women have experienced bone loss.
2. Although lie detector tests are based on a sound principle, they are not always accurate. The test is based on the fact that people become emotionally “stirred up” when they lie. The lie detector can sense physical changes that accompany such emotional responses. But an innocent person may react emotionally to a key question. Thus, the person appears to be lying when they are actually telling the truth. Without an emotional response, there are no physical responses to detect.
 a. Lie detector can sense when someone lies by studying their movements.
 b. Lie detector tests are not foolproof.
 c. Anyone can easily fool the lie detector machine.
 d. An emotional response by an innocent person may register as a lie on a lie detector.

3. Eye contact, also referred to as gaze, is how—and how much—we look at people with whom we are communicating. In certain cultures, eye contact has several purposes in communication. It's perceived that the presence of eye contact shows that people are paying attention. In addition, how people look at a person can reveal a range of emotions such as affection, anger, or fear. Moreover, intensity of eye contact can also be used to show dominance in some cultures. Finally, through eye contact, it is possible to check the effect of communication. By maintaining eye contact, we can sometimes tell when or whether people are paying attention, when people are involved in what is being said, and what people are feelings about what is being said.

- ___ a. Eye contact can be a clue to what people feel and what their listeners feel.
- ___ b. Eyes can be more important than ears in effective communication.
- ___ c. Eye contact can never reveal how much power one person has over another.
- ___ d. Sometimes a parent can control children just by looking at them.

Part B: Applying Reading Strategies

Topic 1: What is Work-Life Balance?

Exploring the Question: What is work-life balance?

Part of the problem with finding work-life balance is simply defining what work-life balance is. Reflect on the questions below, then go on to read more about it.

1. In your own words, what is work-life balance?

2. Is work-life balance important? Why or why not?

3. Is it necessary to have a work-life balance? Why or why not?

4. Do you have more or less free time than you did five years ago? Why do you think this is?

The above questions are based on learners' current understanding of work-life balance. These opinions may be informed by the Anticipation Guide questions, which they have already responded to. Discuss responses with learners to draw out further examples, provide clarification, or highlight alternative perspectives.

Reading Selections



Selection 1: Work-Life Balance Defined



Despite the worldwide quest for Work-Life Balance, very few have found an acceptable definition of the concept. Here's a proven definition that will positively impact your everyday value and balance starting today.

(Average reading time 120 seconds).

Let's first define what work-life balance is not.

Work-life balance does not mean an equal balance. Trying to schedule an equal number of hours for each of your various work and personal activities is usually unrewarding and unrealistic. Life is and should be more fluid than that.

Your best individual work-life balance will vary over time, often on a daily basis. The right balance for you today will probably be different for you tomorrow. The right balance for you when you are single will be different when you marry, or if you have children; when you start a new career versus when you are nearing retirement.

There is no perfect, one-size-fits-all balance you should be striving for.

The best work-life balance is different for each of us because we all have different priorities and different lives.

However, at the core of an effective work-life balance definition are two key everyday concepts that are relevant to each of us. They are daily **Achievement** and **Enjoyment**, ideas almost deceptive in their simplicity.

Engraining a fuller meaning of these two concepts takes us most of the way to defining a positive work-life balance. Achievement and Enjoyment answer the big question "Why?" Why do you want a better income ... a new house ... the kids through college ... to do a good job today ... to come to work at all?

Most of us already have a good grasp on the meaning of achievement. But let's explore the concept of enjoyment a little more. As part of a relevant work-life balance definition, enjoyment does not *just* mean “ha-ha” happiness. It means pride, satisfaction, happiness, celebration, love, a sense of well-being ... all the joys of living.

Achievement and Enjoyment are the front and back of the coin of value in life. You can't have one without the other, no more than you can have a coin with only one side. Trying to live a one-sided life is why so many “successful” people are not happy, or not nearly as happy as they should be.

You cannot get the full value from life without BOTH Achievement and Enjoyment. Focusing on Achievement and Enjoyment every day in life helps you avoid the “as soon as” trap, the life-dulling habit of planning on getting around to the joys of life and accomplishment “as soon as”

My caffeine source is diet cola. But I'm a somewhat fussy diet cola drinker. I don't like cans or bottles; I like fountain, and there is a big difference in fountain drinks. So I know all the best fountains within a five-mile radius of my house and office. My favourite is a little convenience store near my home called Fitzgerald's.

Let's say I'm wandering into Fitzgerald's at six in the morning in my pre-caffeinated state, and the implausible happens. Some philosophical guy bumps into me, and says, “Hey, mister, what's your purpose in life?” Well even in that half-awake condition, I'd have an answer for him. I'd say, “You know, I just want to achieve something today **and** I want to enjoy something today. And if I do both of those things today, I'm going to have a pretty good day. And if I do both of those things **every day**, for the rest of my life, I'm going to have a pretty good life.”

And I think that's true for all of us. Life will deliver the value and balance we desire when we are achieving and enjoying something every single day in *all* the important areas that make up our lives. As a result, a good working definition of work-life balance is ...

Meaningful *daily* Achievement and Enjoyment in each of my four life quadrants: Work, Family, Friends, and Self.

Ask yourself now, when was the last time you Achieved AND Enjoyed something at work? What about Achieved AND Enjoyed with your family, your friends? And how recently have you Achieved AND Enjoyed something just for you?

Why not take 20 minutes on the way home from work and do something just for yourself? And when you get home, before you walk in the door, think about whether you want to focus on achieving or enjoying at home tonight. Then act accordingly when you do walk in the door.

At work you can create your own best work-life balance by making sure you not only achieve, but also reflect the joy of the job, and the joy of life, **every day**. If nobody pats you on the back today, pat yourself on the back. And help others to do the same.

When you do, when you are a person that not only gets things done, but also enjoys the doing, it attracts people to you. They want you on their team and they want to be on your team.

Simple concepts. And once you focus on them as key components of your day, they are not that hard to implement. So, make it happen, for yourself, your family and all the important individuals you care about ... *every day* for the rest of your life ... Achieve and Enjoy.

Jim Bird, Publisher

Making connections

Connections will vary. Ensure that each type of connection fits. If not, refer to the posters to help students decide which category a connection might fit better in.

Start with the article above and make the following connections. . **Answers will vary. Example:**

Title: ***Work-Life Balance Defined***

Author: **Jim Bird**

What was the article about? **Defining work-life balance, determining what that balance should be, looking at areas for balance**



Make it personal! Connect one part of the article above to your personal life.
(Text-to-self)

Answers will vary. Example: This reminds me of my dad, who had no balance between work and life. He worked all the time and was not happy doing it.



Is there something else that you have read that has a similar connection?
(Text-to-text) **Answers will vary. Example:**

Title: ***The Grasshopper and the Ant***

Author: **Unknown**

What was it about? **An ant who did his work, and a grasshopper who did not.**

How is the connection the same? **The ant worked at the beginning so he could rest later, like my dad, who rested in retirement.**



Connect that article to something in the bigger world. Maybe a news story or a movie you have seen. What is the connection? (Text-to-world)

Answers will vary. Example: I read an article about how people have more money and less time now than ever before. What is the point of the money if there is no time to enjoy it?

Comprehension questions

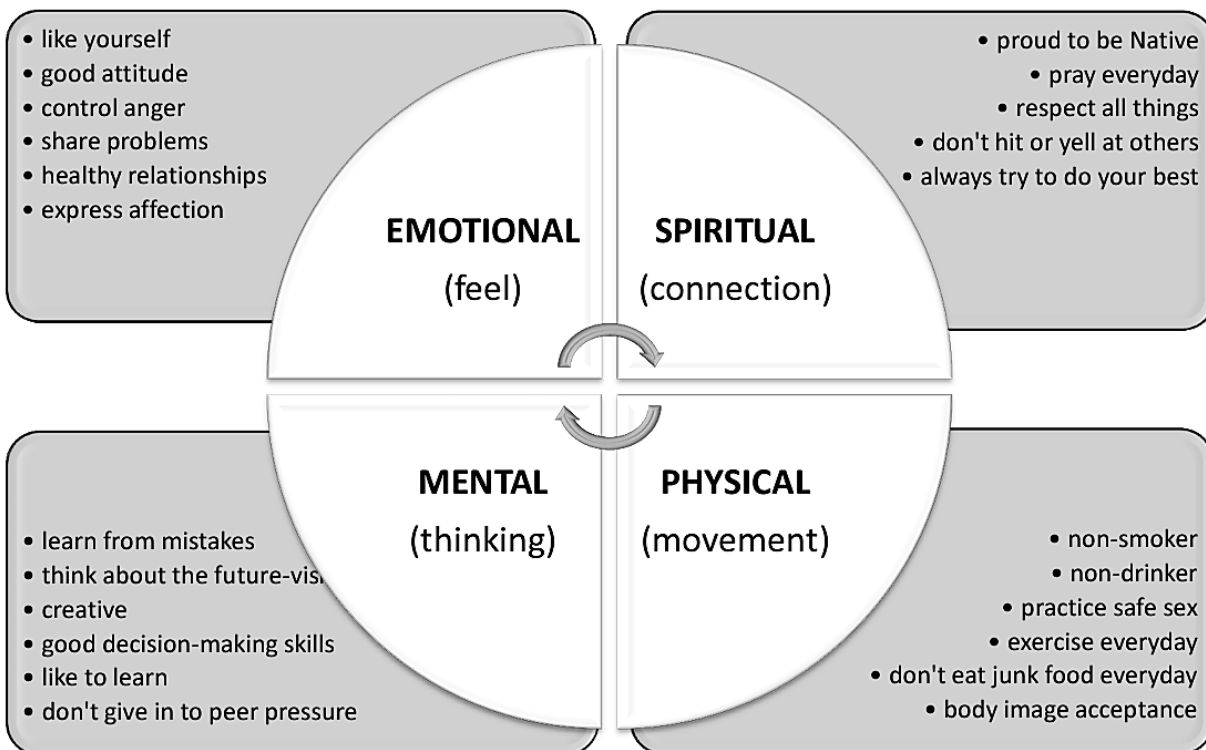
1. What events or circumstances might alter one's work-life balance?
Marriage, children, job change, health, etc.
2. What two elements does the article suggest are key to work-life balance? Explain each one. **The elements are achievement (the feeling or actual action of completing something well) and enjoyment (the reason for doing something). You need both to feel satisfied.**
3. What are the four quadrants of achievement and enjoyment? Why is each quadrant important? **The quadrants are work, family, friends, and self. They are all important because they help you stay fresh, focused, and happy in various areas of your life.**



Selection 2: The Medicine Wheel

The Native American concept of the Medicine Wheel symbolically represents a nonlinear model of human development. Each compass direction on the wheel offers lessons and gifts that support the development of a balanced individual. The idea is to remain balanced at the centre of the wheel while developing equally the physical, mental, emotional, and spiritual aspects of one's personality. The concept of the Medicine Wheel varies among Indigenous peoples: different groups attribute different gifts to positions on the wheel. But the following offers a generalized overview of some lessons and gifts connected with the development process.

- Is a cultural and traditional model of lifestyle
- Is a holistic approach to living one's life in a good way
- Has four "directions"; the directions are interdependent



WALK in BALANCE

SOURCE: Billy Rogers, Native Wellness and Healing Institute, 2004

Making connections

Connections will vary. Ensure that each type of connection fits. If not, refer to the posters to help students decide which category a connection might fit better in.

Start with the article above and make the following connections.

Title: _____

Author: _____

What was the article about? _____



Make it personal! Connect one part of the article above to your personal life.
(Text-to-self)



Is there something else that you have read that has a similar connection?
(Text-to-text)

Title: _____

Author: _____

What was it about? _____

How is the connection the same? _____



Connect that article to something in the bigger world. Maybe a news story or a movie you have seen. What is the connection? (Text-to-world)

Comprehension questions

1. What events or circumstances might alter one's work-life balance in each of the quadrants of the Medicine Wheel?

Emotional – taking an Anger Management course

Spiritual – going to the Mosque regularly

Physical – walking 30 minutes every day

Mental – continuing your course even when it is challenging

2. What are three lessons and gifts associated with the development process using the Medicine Wheel?

Cultural Y traditional model of life; holistic approach; four interdependent directions.



Selection 3: What Causes Burnout?



What causes job burnout?

- **Lack of control:** This is an employee's lack of control on decisions that affect their job. Examples include hours of work, which assignments they receive, and being unable to control the amount of work they have to do.
- **Unclear job expectations:** Examples include uncertainty about what power an employee has. It is not having the necessary resources to finish work.
- **Bad workplace atmosphere:** Examples include working with an office bully or having a boss who controls and interferes with work.
- **Poor job fit:** An employee working in a job that doesn't fit their interests and skills is certain to become more and more stressed over time.
- **Extremes of activity:** When a job is always monotonous or chaotic, an employee needs constant energy to remain focused. This leads to energy drain and job burnout.

Fact and opinion

Is this article composed of mainly fact, mainly opinion, or both? How do you know?

This article is a tricky one because it could be considered to be fact or opinion. I could possibly look up the research behind each “cause of burnout,” but it is possible that this is simply someone’s impression of what the causes may be. This is a great point to discuss—how fact and opinion aren’t always clearly separate—as well as the importance of digging deeper before accepting what one reads as fact.

Making connections

Think about the passage above, and make connections to help make the article more meaningful and personal for yourself. Remember, the connections you make might be big or small, but there are always connections to be found.

Connections will vary. Ensure that each type of connection fits. If not, refer to the posters to help students decide which category a connection might fit better in.

- Text-to-self: _____

- Text-to-text: _____

- Text-to-world: _____



Selection 4: Work-Life Balance Quiz

Do you find it difficult to balance the different roles in your life? If so, you're not alone—58% of Canadians report “overload” as a result of the pressures associated with work, home and family, friends, physical health, and volunteer and community service.

Not surprisingly, achieving balance among all these priorities can be difficult. This overload can be worsened by new technologies. These technologies were actually intended to make our work lives easier—through email, cellphones, and other electronic devices. Many workers are expected to be available 24/7. This expectation makes achieving a balance between work and the rest of our lives even more difficult.

Achieving work-life balance means having balance among all the priorities in your life. This state of balance is different for every person. But, as difficult as work-life balance is to define, most of us know when we're out of balance.

To find out more about your own personal balance, consider the following statements. What can you infer by completing this list?

	Agree	Disagree
1. I feel like I have little or no control over my work or college life.		
2. I regularly enjoy hobbies or interests outside of studies and work.		
3. I often feel guilty because I can't make time for everything I want to.		
4. I frequently feel anxious or upset because of what is happening at college or work.		
5. I usually have enough time to spend with my loved ones.		
6. When I'm at home, I feel relaxed and comfortable.		
7. I have time to do something just for me every week.		

	Agree	Disagree
8. On most days, I feel overwhelmed and overcommitted.		
9. I rarely lose my temper at work or at college.		
10. If I'm working, I never use all my allotted vacation days (if I'm studying, I never take any days as a break).		
11. I often feel exhausted, even early in the week.		
12. Usually, I work or study through my lunch break.		
13. I rarely miss out on important family events because of work or school.		
14. I frequently think about work or school when I'm not working or studying.		
15. My family is frequently upset with me about how much time I spend working.		

Comprehension questions

1. Why do you think the author of the quiz asks questions such as “Usually, I work or study through my lunch break” (12)? What does it tell you about a person who answers “Agree” or “Disagree”?

The author wants the person taking the quiz to reflect on how their days are broken up—to think about how much time is dedicated to “work” and how much to life.” A person who agrees with this question likely does not have a very good balance, while a person who takes dedicated breaks probably has a better balance.

2. “Many workers are expected to be available 24/7.” What do you think this means?

This means that, because of technology like email, texting, and social media, people are expected to be available at all times. Office hours don’t really exist anymore, making it more and more difficult to have a healthy work-life balance.

3. The article states that “Achieving work-life balance means having balance among all the priorities in your life. This state of balance is different for every person. But, as difficult as work-life balance is to define, most of us know when we’re out of balance.” Are you out of balance? Why do you say so? Give one example:

Answers will vary. Look for specific evidence to support learner responses.

4. “Technologies were actually intended to make our work lives easier—through email, cellphones, and other electronic devices.” Is this not true? Why or why not?

Answers will vary. In either case, look for evidence to support opinions. For example, I do not think this is true because we have become reliant on technology for tasks we used to be able to complete independently, like navigating around a city without GPS.

5. What do you understand about “being in balance” from reading these statements?
- On most days, I feel overwhelmed and over-committed.
 - I rarely lose my temper at work or college.
 - If I’m working, I never use all my allotted vacation days (if I’m studying, I never take any days as a break).
 - I often feel exhausted, even early in the week.
 - Usually, I work or study through my lunch break.

Answers will vary. Most of these statements, if agreed with, indicate a poor work-life balance. The exception being the statement about rarely losing their temper.

Tying Into the Big Question

Now that you have done some reading about what work-life balance is, let's think about the big question: **“What is a healthy work-life balance?”**

1. In your own words, what is a healthy work-life balance?

2. How do you know if you have a healthy work-life balance?

3. Is a healthy work-life balance the same for everyone? Why or why not?

Use the questions above to help learners reflect on what a healthy work-life balance is. For some, this may be their first introduction to the concept, so it may warrant more conversation. In a class setting, these questions can be used to facilitate small group discussions. Have students switch groups for each question to provide variety and encourage learners to consider a larger number of perspectives.

At the end of the module, you will be asked to write a paragraph to answer one of two questions:

1. Is work-life balance important or unimportant?
2. Is work-life balance impossible or possible to achieve?

You will be able to choose whichever side and whichever question you like as your topic. To help you organize your thoughts, go back and review the articles and questions we have looked at so far. Record any useful articles and information in the Data Tracking Sheet below. You may not end up using all of this information in your paragraph, but it will help you organize your thoughts early on.

As you choose articles and information to include, think about what your opinions and ideas about the topic are. For example, if you think that work-life balance is unimportant, choose articles that support your idea.

Learner use of the Data Tracking Sheet will vary. Learners should be encouraged to select articles that will help them with the project at the end of the module.

Data Tracking Sheet

Articles about defining work-life balance that might be useful for my paragraph.

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Topic 2: Finding, Achieving, and Maintaining Balance

Exploring the Question: How can one find, achieve, and maintain work-life balance?

Knowing what work-life balance is, is half the battle, but being able to achieve and maintain that balance is another thing entirely. Answer the questions below to help you reflect on your work-life balance.

1. How might you be able to tell if you have a positive work-life balance?

2. How might you be able to tell if you have a negative work-life balance?

3. If a person does not have an appropriate balance, how might they change that?

4. How can someone ensure that they do not become out of balance?

The above questions are based on learners' current understanding of work-life balance. These opinions may be informed by the Anticipation Guide questions, which they have already responded to. Discuss responses with learners to draw out further examples, provide clarification, or highlight alternative perspectives.

Reading Selections



Selection 1A: Do Americans Work Too Much?

“Americans work long hours out of a sense of necessity, not choice.” – John De Graaf



(1) Too much work is the point at which work begins to have a significant negative impact on people’s lives. In America, more than 20% of employees work excessive hours (over 48 hours a week, according to the International Labor Organization), while 30% do not receive any paid vacation time and more than 40% get no paid sick leave.

(2) Many Americans work so much that they don’t have time or energy for a healthy lifestyle. They eat fast food instead of taking the time for a proper meal and sit in front of the TV instead of exercising. Overwork is surely one reason why Americans have nearly twice as much chance

as Europeans of suffering from chronic illnesses, such as heart disease and diabetes, in old age. We have the shortest life expectancy among rich nations and the world’s highest obesity rate.

(3) Long and stressful work hours have a negative impact on mental health as well. Levels of anxiety and depression here are nearly double those in Europe. Americans also have less time to spend with family and friends than Europeans do.

(4) According to the Gallup-Healthways survey, those countries that have the best work-life balance and shortest work hours, including Denmark, Norway, and the Netherlands, tend to have the

happiest people. We have an enormous gross domestic product (GDP) but our average wage has been stagnant for decades—and we are far behind Europeans when it comes to many other quality-of-life measures.

(5) Long work hours are harmful, not just to workers, but also to the environment. To save time, Americans buy throwaway products and drive alone to work, leading to high levels of resource consumption and greenhouse gas emissions. Studies in the US and Sweden have found that a reduction in American work hours to European levels would lead to a 20 to 30% reduction in energy use and carbon output.

(6) Americans work long hours out of a sense of necessity, not choice. Gallup finds that Americans are 20% happier on weekends than workdays, and surveys show that the majority

of Americans want more vacation time. But most people here live in a great deal of insecurity or fear, especially with the economic crisis, high unemployment rates, health care that depends on the job, and a social safety net that has been seriously reduced in the past 30 years. They are afraid to complain.

(7) Americans should aim for a work-life balance that is closer to that of Europeans, who work far fewer hours. We can't turn this around overnight, but we need to start taking steps.

JOHN DE GRAAF is director of a campaign to reduce overwork, Take Back Your Time (www.timeday.org), and media director of The Happiness Initiative (www.happycounts.org). He is co-author of *What's the Economy For, Anyway?* (Bloomsbury Press).

Comprehension questions

1. What are two problems that may be caused by working too much? **Not enough time to eat well, not enough time for exercise, chronic illness, obesity, anxiety, depression**
2. Which countries boast the best work-life balance? **Denmark, Norway, Netherlands**
3. How can long work hours impact the environment? **Increased waste from take-out/fast food/other “throw-away” products, increased driving (emissions)**

Fact and opinion

Review the passage one more time. Find one fact, one opinion, and one statement that is both fact and opinion. For each one, explain how you know.

Answers will vary. Check to ensure that facts are provable, opinions are value judgments, and the last is a combination.

Fact:

How do you know?

Opinion:

How do you know?

Fact and opinion:

How do you know?



Selection 1B: Do Americans Work Too Much?

“Americans feel entitled to wealth and success without having to work for it.” – Charlene Potter



(1) Americans might work long hours but that does not mean that they work too much. Just because you're at work doesn't mean that you're working. In many cases, Americans don't work hard enough. They waste hours in unnecessary and unproductive meetings, take too many breaks, and spend too much time sending personal e-mails, chatting to their colleagues, and surfing online. If they worked harder, they might not have to work so many hours to get the job done.

(2) Studies have found that Americans have poor life satisfaction. The reason for this may not be that Americans work too much but that they don't get a sense of personal pleasure from the work that they do. One of the problems is

that they feel entitled to wealth and success without having to work for it. They are in love with the idea of the American Dream but that's all it is for most people—a dream. They sit around waiting to become rich and famous and resent having to work in the meantime. Instead of complaining about how much they work, Americans should be grateful that they have a job, especially in these tough economic times.

(3) I grew up in Canada and lived in Japan for 11 years, before moving to the US in 2001. America ranks behind these and other countries when it comes to work ethic. Most Americans don't take pride in their work unless they own their own business—and are inefficient and unreliable, as a result. If I want

someone to do something, I often have to ask them two or three times.

(4) When I moved here, I opened a bank account. The clerk entered my name incorrectly in the computer. I told her about the error and she said she would change it right away. For months, I received bank statements with the wrong name. I reported the error to the bank repeatedly, but it was never corrected. I finally closed the account and went to another bank. This kind of incompetence would be unacceptable in Canada or Japan.

(5) In the past, a lot of companies were overstaffed. When the

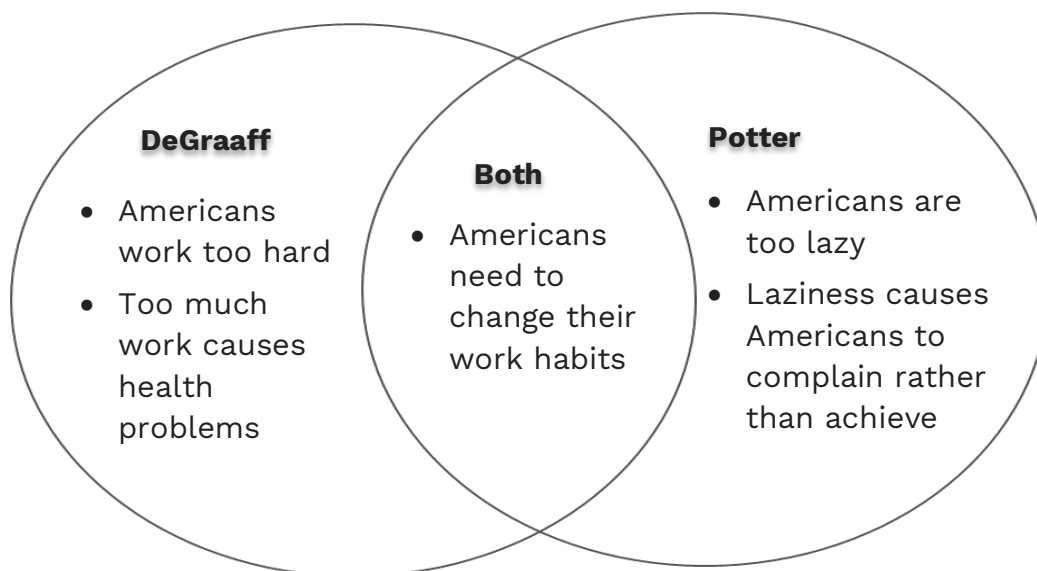
recession hit, they kept only their most efficient workers while weeding out those who were clocking up hours but doing very little. My friend Trudy, who works for a publisher, had five people working under her ten years ago and now they are all gone. She does the work of all of them. If they had all been working at capacity, this would not have been possible.

CHARLENE POTTER teaches linguistics, French and English as a Second Language at Pasadena City College. She also works as a photographer, as well as buying and renovating houses, which she later sells or rents.

Compare and contrast

1. What points do the two Americans make about working environments and work efficiency? Which points are similar, and which are different?

Hint: Making a Venn diagram or chart might be helpful.



2. In general, who do you agree with more—John De Graaf or Charlene Potter? Why?

3. Consider the points made in each article. Based on this information, do you think you and your colleagues and classmates work too much?

The above questions require learners to consider both articles in their responses. As this section is about comparing and contrasting, require learners to include information from both articles. Use of a Venn diagram or a compare-contrast chart may be helpful.



Selection 2: 10 Tips to Achieve a Healthy Work-Life Balance

MONEY & CAREER

10 TIPS TO ACHIEVE A HEALTHY WORK-LIFE BALANCE

SEP 10, 2013

BY: ALYSSA ASHTON

We all strive to maintain the delicate balance between being a hardworking employee when we're at work and a good partner, friend, and parent when we're at home. Still, it often feels impossible to juggle all of the meetings, emails, kids, piles of laundry, and other errands we have to deal with on a daily basis. So how do you achieve a good work-life balance?

"It's about finding the middle ground," says Tara Rhodes, a life coach based in Toronto. She offers 10 tips that will help you find a healthy work-life balance that suits your lifestyle.

1. Determine your values

The first step to achieving a work-life balance is figuring out what's most important to you. Do you want to get a big promotion at work? Do you want to be home every night to make dinner for your family?

"It's really about first identifying where you are and where you want to be," explains Rhodes. Once you know what your goals are, it's easier

to determine what your true idea of balance is.

2. Figure out your balance

According to Rhodes, the idea that a work-life balance must be a 50/50 split is a common misconception. In reality, the split varies from person to person based on his or her individual values. For example, if your goal is to become partner at the law firm where you work, then your split may be a 70/30 work-life balance.

3. Communicate with your boss

Before you can truly achieve balance, it's important to talk to your boss about his or her expectations from you at work.

"A lot of the time, we have these expectations in our head about what makes a good worker, but you may have never really had that conversation with your boss," says Rhodes. So have a discussion with your boss about his or her expectations, your responsibilities and hours, how quickly you should be responding to emails, and options

for working from home. This can help put a lot of things into perspective.



4. Set boundaries

Once you know what is expected from you at work, you'll find that it's much easier to set the boundaries required to help you achieve a good work-life balance. Answering emails is a perfect example of a good boundary to set, says Rhodes. You may decide that it's unrealistic for you to respond to emails right away and so allot yourself half a day to respond to them.

5. Accept your failures

Boundaries inevitably break—often by a last-minute crisis either at home or at work. According to Rhodes, we simply have to forgive ourselves for not always achieving the perfect balance.

“You're not perfect,” she says. “Be easy on yourself. Say, ‘You know what? I tried and today I couldn't do it, and that's OK.’”

6. Ask for help

We often have an expectation of ourselves that we have to be superhuman, that we have to do

everything for everyone. In reality, it's important to accept that you can't do everything by yourself. Rhodes suggests creating a family dynamic where everybody helps. That could mean making daily chore lists for your kids so that the laundry is done and the garbage is taken out by the time you get home from work. Or it may mean asking your partner to make dinner and offering to take care of the clean-up yourself.



7. Change your perspective

Try changing the way you look at things. When we face a new task, we often assume that it will be very difficult, says Rhodes, but “you can choose the perspective that the task will be easy,” she says. “Really make a strong effort to show up and say ‘This is easy.’”

8. It's OK to say no

In today's work world, there is a big emphasis on networking and on attending events in order to make connections. However, Rhodes says it's OK to say no to events that you don't have time for or that you're not really invested in.

“Networking doesn't happen just at events, it can happen anywhere,” she says, pointing out that there are networking opportunities at work, at

your child’s daycare, in the park, and even on the subway.

9. Take time to relax

“You need to find time to relax so that you can show up at work as your best self,” explains Rhodes. Practising yoga, running, and even watching TV are great ways to give yourself a break, she says. Plus, these stolen moments allow you some time to reflect on your day and the progress you’ve made in achieving your goals.

10. Enjoy some quality time

Along with scheduling time to relax, you need to find time to spend with

others, whether it’s with your partner, kids, parents, or friends. It’s a good idea to make rules for this quality time. For instance, promise to keep your phone turned off when you’re spending quality time with family and friends. That way you’ll actually connect with people and really feel their support in helping you achieve your work-life balance. “It’s about giving yourself space to be loved and to love others,” says Rhodes.

We’ve got lots more helpful tips about finding a work-life balance, including how you can learn to say no.

Comprehension questions

1. What is the main idea? Where do you find it?

How to find a work-life balance. It is implied in paragraphs 1 and 2.

2. According to Rhodes, the idea that a work-life balance must be a 50/50 split (50% work, 50% life) is a common misconception. In reality, the split varies from person to person based on their values. What is your work-life balance split? How do you justify this split?

Answers will vary. Look for explanations accompanying splits. Example: my work-life split is 70%–30% because I only work part-time and never have to work from home or on weekends.

3. In this reading, Rhodes offers 10 tips that will help you find a healthy work-life balance that suits your lifestyle. Rank the tips from 1 to 10 according to how helpful they would be to you. Then compare your list with a partner.

- | | |
|--------------------------------------|-------------------------------|
| _____ Determine your values | _____ Ask for help |
| _____ Figure out your balance | _____ Change your perspective |
| _____ Communicate with your employer | _____ It's okay to say no |
| _____ Set boundaries | _____ Take time to relax |
| _____ Accept your failures | _____ Enjoy some quality time |

Answers will vary. There is no correct response for this activity—the purpose is to highlight differences in perspectives and the perceived importance of various activities/tasks.

Compare and contrast

1. Choose two tips to compare with your own life. How do they compare?

Answers will vary. Ensure that “compare” shows similarities. Example: “Ask for help” is something I use in my life every day when I share the household responsibilities with my partner.

2. Choose two tips to contrast with your own life. How do they contrast?

Answers will vary. Ensure that “contrast” shows differences. Example: “Accept your failures” is something I struggle with because I always feel I need to do better and do more.

Making connections

Think about the passage above, and make connections to help make the article more meaningful and personal for yourself. Remember, the connections you make might be big or small, but there are always connections to be found.

Connections will vary. Ensure that each type of connection fits. If not, refer to the posters to help students decide which category a connection might fit better in.

- Text-to-self: _____

- Text-to-text: _____

- Text-to-world: _____



Selection 3: Nurturing Psychological Safety for Women in the Workplace

Nurturing Psychological Safety for Women in the Workplace

MARCH 12, 2021

by Kamala McWhinney

One predictor of high performance in teams is a high level of **psychological safety**.

Psychological safety is defined as the state that exists in a team where a team member feels that “it is not too expensive to be myself.” In effect the possible expenses can be social, emotional and economic and can manifest as the fear of losing face, censorship, lost opportunities and experiencing anxiety.

More formally, psychological safety is “being able to show and employ one's self without fear of negative consequences of self-image, status or career.”

The 2020 McKinsey report underscores this point within the U.S. context: women in particular have been negatively impacted. Women—especially women of colour—are more likely to have been laid off or furloughed during the COVID-19 crisis, stalling their careers and jeopardizing their financial security. The pandemic has intensified challenges that women already faced. Working mothers have always worked a “double shift”—a full day of work, followed by hours spent caring for children and doing household labor. Now the supports that made this possible—including school and childcare—have been upended. Meanwhile, Black women already faced more barriers to advancement than most other employees. Today they're also coping with the disproportionate impact of COVID-19 on the Black community. And the emotional toll of repeated instances of racial violence falls heavily on their shoulders.

When we enter the social spaces within which we work we perform threat analyses. Where we assess the space as being safe, there is a positive performance response. Where we deem the space to be unsafe, a defensive mode is often triggered and this can lead to a survival response. This leads to cognitive impairment, which has a negative impact on performance.

Ultimately, the defensive mode leads to the loss of human capital contribution and this is why psychological safety is not just a fancy framework but a powerful and practical tool for increasing team performance, employee

retention and innovation. Think about it personally. What has your response been in the face of negative social situations such as facing negative stereotypes, being punished for an honest mistake or having someone else take credit for your work?

As emotional creatures, these experiences trigger pain centres in the brain in the same way that physical pain does.

I outline below the four stages of psychological safety as put forward by Dr. Timothy Clark. I encourage you to reflect on the status quo within your own team especially through the lens of women, and the layers of challenges they often face.

Inclusion Safety: When there is Inclusion safety, a team member feels included. Inclusion is a human right. There is an inherent worthiness in each member of the human race. Creating Inclusion safety requires teams and team leaders to notice and value each member for their being.

Learner Safety: When there is learner safety, a team member feels safe to learn, ask questions, give and receive feedback, experiment and make mistakes. When work cultures do not support learner safety, team members operate in defense mode, focusing on self-preservation and self-protection. This disrupts the learning process.

We all bring some anxiety into learning spaces to the extent that a team can work to disconnect failure and mistakes from fear, they can vastly improve learning experiences.

Contributor Safety: The safety to contribute. When there is contributor safety, the team is given autonomy and accountability in exchange for results. To the extent that a leader can create contributor safety, a feeling of self-efficacy is developed within team members. In many cases women's contributions are suppressed or taken without reciprocal acknowledgement. Leaders and influencers can act to shift cultures like this by first being honest in accepting the reality and then by employing intentional strategies such as those listed in this article.

Challenger Safety: The safety to challenge the status quo. At this highest level of risk and vulnerability, dissent is rewarded. Intellectual bravery and creative abrasion are welcomed and actively encouraged. When arguments can be discussed on their merit and not on the assigned or perceived merit of the person proposing the argument, true innovation can emerge. In effect challenger safety is a license to innovate.

Redesigning Culture

It's imperative that culture be aligned for psychological safety of all, especially for women and those who have minoritized identities.

The good news is that culture is a designable asset.

Based on the Culture Formation Hypothesis, the most important factor in the formation of culture is the modelling behaviour of the leader.

The current global crisis offers a rare opportunity to tackle the mammoth task of culture redesign. As Dr. Timothy Clark eloquently states: "Crisis liquefies the status quo." So leaders, you have the chance to recast your organization and team cultures right in this moment.

Fact and opinion

Review the passage one more time. Find one fact, one opinion, and one statement that is both fact and opinion. For each one, explain how you know.

Answers will vary. Check to ensure that facts are provable, opinions are value judgments, and the last is a combination.

Fact:

How do you know?

Opinion:

How do you know?

Fact and opinion:

How do you know?

Making connections

Connections will vary. Ensure that each type of connection fits. If not, refer to the posters to help students decide which category a connection might fit better in.

What article did you choose?

Title: _____

Author: _____

What was it about? _____



Make it personal! Connect one part of the article to your personal life.
(Text-to-self)



Is there another article that has the same personal connection? What is it?
(Text-to-text)

Title: _____

Author: _____

What was it about? _____

How is the connection the same? _____



Connect that article to something in the bigger world. Maybe a news story or
a movie you have seen. What is the connection? (Text-to-world)



Selection 4: Stress Management

Read the excerpt on stress management from HelpGuide.org. Answer the questions that follow.

Stress Management

Using Self-Help Techniques for Dealing with Stress



It may seem like there's nothing you can do about stress. The bills won't stop coming, there will never be more hours in the day, and your work and family responsibilities will always be demanding. But you have a lot more control than you might think. In fact, the simple realization that you're in control of your life is the foundation of managing stress. Stress management is all about taking charge: of your lifestyle, thoughts, emotions, and the way you deal with problems. No matter how stressful your life seems, there are steps you can take to relieve the pressure and regain control.

Why is it so important to manage stress?

If you're living with high levels of stress, you're putting your entire well-being at risk. Stress wreaks havoc on your emotional equilibrium, as well as your physical health. It narrows your ability to think clearly, function effectively, and enjoy life.

Effective stress management, on the other hand, helps you break the hold stress has on your life, so you can be happier, healthier, and more productive. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun—and the resilience to hold up under pressure and meet challenges head on. But stress management is not one-size-fits-all. That's why it's important to experiment and find out what works best for you. The following stress management tips can help you do that.

Tip 1: Identify the sources of stress in your life

Stress management starts with identifying the sources of stress in your life. This isn't as straightforward as it sounds. While it's easy to identify major stressors such as changing jobs, moving, or a going through a divorce, pinpointing the sources of chronic stress can be more complicated. It's all too easy to overlook how your own thoughts, feelings, and behaviors contribute to your everyday stress levels. Sure, you may know that you're constantly worried about work deadlines, but maybe it's your procrastination, rather than the actual job demands, that is causing the stress.

To identify your true sources of stress, look closely at your habits, attitude, and excuses:

- ▶ Do you explain away stress as temporary ("I just have a million things going on right now") even though you can't remember the last time you took a breather?
- ▶ Do you define stress as an integral part of your work or home life ("Things are always crazy around here") or as a part of your personality ("I have a lot of nervous energy, that's all")?
- ▶ Do you blame your stress on other people or outside events, or view it as entirely normal and unexceptional?

Until you accept responsibility for the role you play in creating or maintaining it, your stress level will remain outside your control.

Start a stress journal

A stress journal can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed, keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes. Write down:

- What caused your stress (make a guess if you're unsure)
- How you felt, both physically and emotionally
- How you acted in response
- What you did to make yourself feel better

Tip 3: Practice the 4 A's of stress management

While stress is an automatic response from your nervous system, some stressors arise at predictable times—your commute to work, a meeting with your boss, or family gatherings, for example. When handling such predictable stressors, you can either change the situation or change your reaction. When deciding which option to choose in any given scenario, it's helpful to think of the four A's: avoid, alter, adapt, or accept.

The four A's - Avoid, Alter, Adapt & Accept

Avoid unnecessary stress

It's not healthy to avoid a stressful situation that needs to be addressed, but you may be surprised by the number of stressors in your life that you can eliminate.

Learn how to say "no." Know your limits and stick to them. Whether in your personal or professional life, taking on more than you can handle is a surefire recipe for stress. Distinguish between the "shoulds" and the "musts" and, when possible, say "no" to taking on too much.

Avoid people who stress you out. If someone consistently causes stress in your life, limit the amount of time you spend with that person, or end the relationship.

Take control of your environment. If the evening news makes you anxious, turn off the TV. If traffic makes you tense, take a longer but less-traveled route. If going to the market is an unpleasant chore do your grocery shopping online.

Pare down your to-do list. Analyze your schedule, responsibilities, and daily tasks. If you've got too much on your plate, drop tasks that aren't truly necessary to the bottom of the list or eliminate them entirely.

Alter the situation

If you can't avoid a stressful situation, try to alter it. Often, this involves changing the way you communicate and operate in your daily life.

Express your feelings instead of bottling them up. If something or someone is bothering you, be more assertive and communicate your concerns in an open and respectful way. If you've got an exam to study for and your chatty roommate just got home, say up front that you only have five minutes to talk. If you don't voice your feelings, resentment will build and the stress will increase.

Be willing to compromise. When you ask someone to change their behavior, be willing to do the same. If you both are willing to bend at least a little, you'll have a good chance of finding a happy middle ground.

Create a balanced schedule. All work and no play is a recipe for burnout. Try to find a balance between work and family life, social activities and solitary pursuits, daily responsibilities and downtime.

Adapt to the stressor

If you can't change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude.

Reframe problems. Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to pause and regroup, listen to your favorite radio station, or enjoy some alone time.

Look at the big picture. Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.

Adjust your standards. Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with “good enough.”

Practice gratitude. When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts. This simple strategy can help you keep things in perspective.

Accept the things you can't change

Some sources of stress are unavoidable. You can't prevent or change stressors such as the death of a loved one, a serious illness, or a national recession. In such cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it's easier than railing against a situation you can't change.

Don't try to control the uncontrollable. Many things in life are beyond our control—particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.

Look for the upside. When facing major challenges, try to look at them as opportunities for personal growth. If your own poor choices contributed to a stressful situation, reflect on them and learn from your mistakes.

Learn to forgive. Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

Share your feelings. Expressing what you're going through can be very cathartic, even if there's nothing you can do to alter the stressful situation. Talk to a trusted friend or make an appointment with a therapist.

Comprehension questions

Answer the following questions on dealing with stress.

1. What does the article say is the key to dealing with stress? Do you agree? Why or why not? **Taking control of your life—thoughts, emotions, and responses. Agreement will vary. Look for explanation/elaboration of opinions.**
2. Why is it important to identify stressors? **To help you take steps to eliminate or manage stress and sources of stress.**
3. What are the four A's? Which do you think is the most important? Why? **Avoid unnecessary stress; Alter the situation; Adapt to the stressor; Accept the things you can't change. Answers will vary on importance. Look for qualification of responses.**
4. How is the four A's table arranged? Why have the authors organized the information this way? **The table is arranged with each "A" in a blue heading, an explanation in italics below that, and suggestions of how to approach each "A" in bold with further explanation following. It has been organized like this for ease of reading. The reader can easily see what is important and quickly find the information they are looking for.**

Fact and opinion

This article is largely opinion-based. How can you tell? Does this make the information in it less valuable? Why or why not?

You can tell because many of the statements, tips, and exercises are value-judgment based. For example, will reframing stressors in a positive way work for everyone? This does not necessarily make the information less valuable, but the reader should be prepared to do more research, rather than simply believing everything presented in the article.



Selection 5: The Case for a Three-Day Weekend

The case for a three-day weekend is clear – let’s start planning now

Imagine you’d have an extra day off work or college classes today. What would you do? Spend more time with friends or family? Go visit someone who needs help at home? Take the kids to the park? Sit down and, finally, just relax in front of the TV? These issues are at the heart of a problem that’s afflicting our society. Many of us work and/or study too much. How often do you get to the end of a week feeling exhausted? And do you dread the long week stretching ahead of you when you go to bed on a Sunday night?

Some have had working hours reduced a little. Society as a whole simply isn’t benefiting from the progress of the last 100 years. Women entering the workforce added hugely to the total number of hours being worked. British workers spend more hours toiling (working) than almost all of the northern European countries. Back in 1920, Keynes predicted we would be working 15-hour weeks. However, more than 70 years later, we are still slaving away.

The nature of work is changing, too. Automation has replaced many jobs. Many people can’t find enough work, while others have far too much.

There are plenty of reasons to argue for extra time off. There are many reasons for more flexible working arrangements. For a start, there is strong evidence it makes people happier and healthier. Giving them more time to do what they love while reducing stress levels. Work is increasingly in all aspects of our lives. We work through our phones and computers. Flexible working hours would give us more space for ourselves. It would give us more time to look after people who need care.

A shorter working week would also break down inequalities between women and men. Paid work would be shared more equally between them. Men could take on their fair share of unpaid work at home. A shorter working week would also likely reduce our carbon emissions. There is evidence that countries that work fewer hours have a smaller environmental footprint.

There would be economic benefits, too. For starters, there could well be a productivity boost. Sharing work from those of us working more than 45 hours a week to those who are out of work would share prosperity. This could start to tackle the costs associated with unemployment.



Part 2

Amazon started experimenting with a four-day work week last year. The Google CEO, Larry Page, has also said that he doesn't see why everyone needs to work full-time any more. Of course, some Google employees can afford to earn a day's less salary. The simple fact is that most people can't. That's why at the core of any proposal to reduce the working week must be two principles.

First, wages must go up correspondingly to ensure no one loses out. It has been suggested that employers should share the cost—with additional government support and a gradual process. **Second**, the reduced hours worked by some people must be redistributed to others. Low pay and underemployment is a problem. Sharing the work is one idea.

But what's absolutely clear to us is that we need to redefine our relationship with work. We need to build an economy in which the focus moves away from "living to work." We need to have more individual choice, more flexibility, and more opportunities to live life to the fullest.

Compare and contrast

Think about how four- and five-day work weeks would change things at work and home. Use information from the article as well as your judgement.

Compare: Four- and five-day work weeks

Answers will vary. Example:

- **Work will still be done**
- **People work for salaries**

Contrast: Four- and five-day work weeks

Four days:	Five days:
<p>Answers will vary. Example:</p> <ul style="list-style-type: none">• More free time• Equitable sharing of work• Increased productivity• Decreased emissions• Higher satisfaction of employees	<p>Answers will vary. Example:</p> <ul style="list-style-type: none">• Opposite points of those on the left

Tying Into the Big Question

Now that you have done some reading about finding, achieving, and maintaining work-life balance, let's think about the big question: **“What is a healthy work-life balance?”**

At the end of the module, you will be asked to write a paragraph to answer one of two questions:

- Is work-life balance important or unimportant?
- Is work-life balance impossible or possible to achieve?

You will be able to choose whichever side and whichever question you like as your topic. To help you organize your thoughts, go back and review the articles and questions we have looked at so far. Record any useful articles and information in the Data Tracking Sheet below. You may not end up using all of this information in your paragraph, but it will help you organize your thoughts early on.

As you choose articles and information to include, think about what your own opinions and ideas about the topic are. For example, if you think that work-life balance is unimportant, choose articles that support your idea.

Learner use of the Data Tracking Sheet will vary. Learners should be encouraged to select articles that will help them with the project at the end of the module.

Data Tracking Sheet

Articles about finding, achieving, and maintaining work-life balance that might be useful for my paragraph.

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Topic 3: Case Studies for Work-Life Balance

Exploring the Question: How can looking at the work-life balance of others help me with mine?

Now that we have looked at what work-life balance is and how to achieve and maintain it, let's look at how others are doing (or not doing) it. Reflect on the following questions to help you think about work-life balance in real life.

1. Think of a particular person in your life. Does that person have an appropriate work-life balance? Why or why not?
2. How can a company promote work-life balance? Is this important to you when you are looking at potential employers?
3. Which jobs do you think would allow you to have the best work-life balance? Why?
4. Which jobs do you think have the worst work-life balance? Why?
5. Why do you think people choose to work for employers who demand a lot of their time and energy?

The above questions are based on learners' current understanding of work-life balance. These opinions may be informed by the Anticipation Guide questions, which they have already responded to. Discuss responses with learners to draw out further examples, provide clarification, or highlight alternative perspectives.

Reading Selections



Selection 1: Patricia (Lawyer)

Patricia (Lawyer)

This is a story about Patricia. What can you infer about her life as a lawyer?

Patricia is a 34-year-old lawyer and works hard while raising her son. She has been keeping a fairly busy social life. Recently, she started feeling down and exhausted when at work. Every day, she left her job dreading coming back. She felt like all the tasks were weighing on her. She couldn't see an end of her "to-do" lists. Her colleagues irritated her. Her emails sounded angrier than she'd like to let on. She couldn't help but eat comfort food like chips. This didn't help as it only made her worry about her body weight. In addition, she began suffering from tension headaches. Then she couldn't fall asleep because she was feeling restless.

Convinced that this was depression, she asked her GP for antidepressants. Her doctor found out that Patricia was a happy mother and she never lost interest in her social or family life. He asked more questions about her job. Patricia confessed that she felt very frustrated about all the hard work she put into her job. She wasn't getting any closer to her desired promotion. It felt like everybody else "was getting there." Meanwhile, she was "stuck." She felt like a failure. She thought that she was being personally targeted by the boss. Her doctor advised her to try counselling. The GP wanted her to see how her failed expectations were affecting her emotional well-being. He wanted them to talk about what coping strategies she could use to make the situation better.

The counsellor helped Patricia to examine her personal goals. The counsellor also helped her to look at different career paths. Patricia found it helpful to learn some tips about how to de-stress and take care of herself outside work.

Making Inferences

1. What could you infer about Patricia's future?

If Patricia remains at her place of work without addressing her concerns with counselling or discussing them with her employer, she will remain unhappy. This may even lead her to quit. If Patricia addresses these concerns to her satisfaction, she may stay happily in her position.

2. What does the article infer about failed expectations in the workplace?

The article infers that failed expectations in the workplace lead to dissatisfaction with employment.

Making connections

Do you know of anyone that sounds like Patricia? What happened to them?

Answers will vary. Example: My sister was unhappy in her work with a local county because she worked many hours, met a lot of resistance with the implementation of a major project, and felt she was not being fairly compensated. In the end, she ended up leaving the place of employment because her concerns were not addressed and it was affecting her personal life.



Selection 2: Patricia Gladue (Adult Learner)

What can you **infer** about the teaching profession from reading Patricia's story?

Meet Patricia Gladue: NorQuester, lifelong learner, social work superstar. When Patricia Gladue was 17, she walked into NorQuest College for the first time, shrinking from the fear of everything that could go wrong.

"I was so scared," Patricia says. "It was so big. There were so many people. Would I get lost? Would they understand a teen mom with three-year-old twin boys?"

"I'd run away from my parents. I'd been living on my own for a long time. I never graduated high school. How could this place—how could any place—be for me?"

But as Patricia navigated NorQuest's halls that first day, something happened—something a little magical. An instructor called out: "Hi!" Then another. Someone else showed Patricia, originally from Kikino Métis Settlement south of Lac La Biche, where the Indigenous prayer room was on the sixth floor.

Some days, Patricia hid in that prayer room between her academic upgrading classes; but over the days and months, her confidence grew as something more positive and uplifting replaced those initial fears. "It was kindness, really. That's how I'd sum it up. Just a place where people could fit in, no matter where they were from or what they were going through."

Patricia is 33 now. Those tiny twins are strapping 19-year-olds. And she has been a part of NorQuest ever since, as a learner and also an employee running the RBC Indigenous Mentorship Program out of the Indigenous Student Centre.

Along the way, Patricia finished her academic upgrading and completed all the prerequisites for NorQuest's Social Work diploma program. She'll graduate with that diploma in 2022 and then move to the degree program at the University of Calgary.

A champion in humility, it's hard to pin Patricia down on what she's more proud of. Her academic journey? Or the support and mentorship she's given hundreds of Indigenous students?

She deflects any hint of praise back to NorQuest.

“NorQuest has given me and others like me a voice, through the mentorship program and through the Indigenous Student Centre. That’s what’s important. It has been welcoming from the very first day, and nothing’s changed. If anything, it has become more inclusive, more mindful of what that means,” she says.

Though she’ll trade NorQuest’s brand of red for the University of Calgary’s slightly deeper shade, Patricia doesn’t hesitate when she’s asked which school she’ll consider to be her school.

“NorQuest will always be home. I’ve known people here for 17 years. I’ll always be a part of it, and it will always be a part of me.”

Making Inferences

1. Did Patricia’s negative feelings about being an adult learner change?

Scare to proud

2. What might have changed for Patricia?

Feeling of belonging

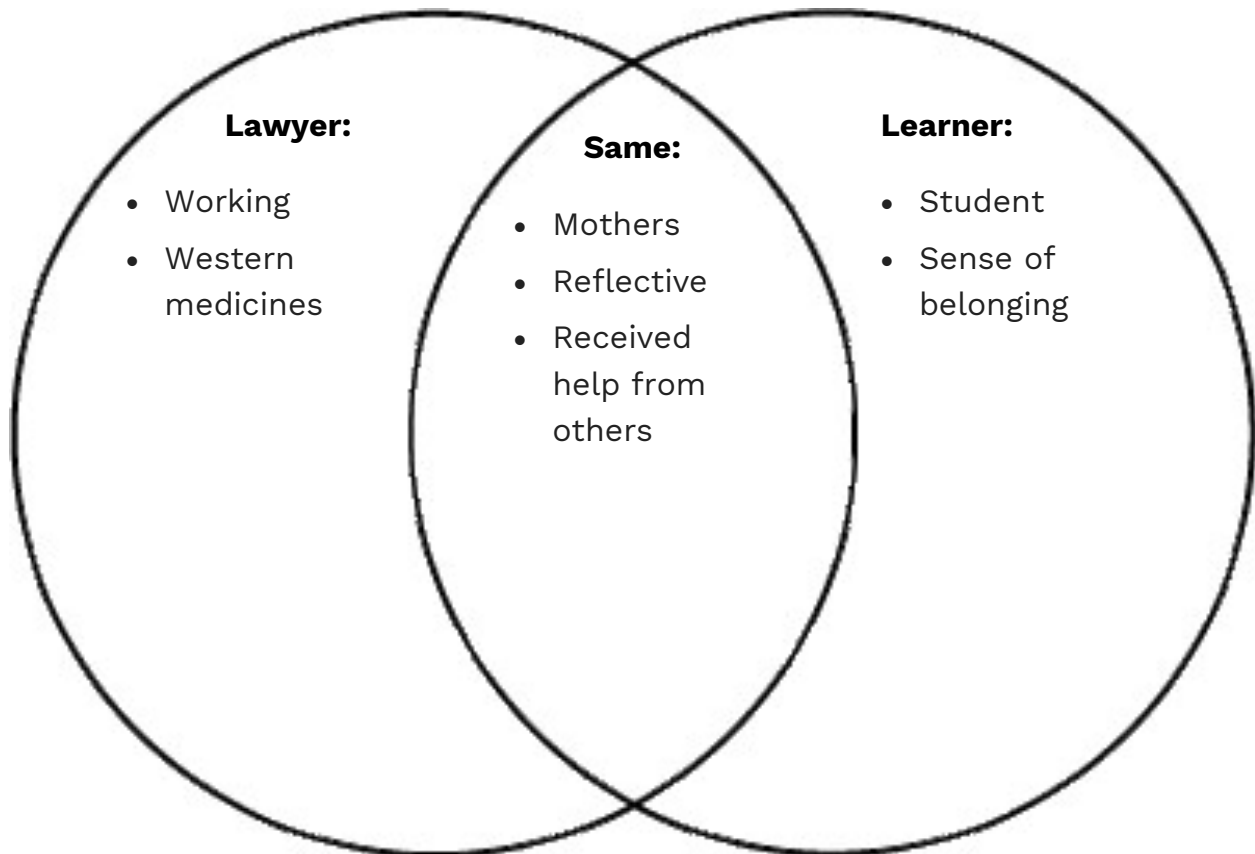
3. What can you **infer** about Patricia’s future as a social worker?

That she will continue to work to support her community

Compare and contrast

Complete the Venn diagram by comparing and contrasting the two Patricia's situations.

Answers will vary.



Tying Into the Big Question

Now that you have done some reading about work-life balance case studies, let's think about the big question: **“What is a healthy work-life balance?”**

At the end of the module, you will be asked to write a paragraph to answer one of two questions:

1. Is work-life balance important or unimportant?
2. Is work-life balance impossible or possible to achieve?

You will be able to choose whichever side and whichever question you like as your topic. To help you organize your thoughts, go back and review the articles and questions we have looked at so far. Record any useful articles and information in the Data Tracking Sheet below. You may not end up using all of this information in your paragraph, but it will help you organize your thoughts early on.

As you choose articles and information to include, think about what your own opinions and ideas about the topic are. For example, if you think that work-life balance is unimportant, choose articles that support your idea.

Learner use of the Data Tracking Sheet will vary. Learners should be encouraged to select articles that will help them with the project at the end of the module.

Data Tracking Sheet

Case studies for work-life balance articles that might be useful for my paragraph.

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Name of article: _____

Date of article: _____ Author: _____

Useful information: _____

Tying It All Together: Writing a Paragraph

Answer the following questions. This will help you to see your position on some of the issues that will be covered in the module. At the end of the module, you will complete a second form so you will be able to compare your opinions and beliefs before and after the investigation.

1. I should never take work home with me to finish in the evening.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

2. I should take “mental health” days just to get a break from work or college.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

3. Companies should offer free exercise breaks.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

4. Stress is the number one result of work-life imbalance.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

5. Work should be kept totally separate from home life.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

6. In Canada, people have a healthy work-life balance.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

7. We have a healthier work-life balance in Canada than 50 years ago.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

8. It is not possible to have a balance when you have a family with young children.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

9. Farmers have a healthier work-life balance than urban people.

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>

Now, go back to the beginning of the module and compare your answers. What has changed? What has stayed the same? Why might that be?

For each question, was your answer the same or different? If it was different, how was it different? Why do you think your opinion changed?

Discuss with the learners how their opinions and ideas have evolved throughout the unit.

If their opinions and ideas have changed, ask the learners to trace what it was that made them change their minds. If they have not changed, discuss why.

This should be discussed for each question in the Anticipation Guide.

Final Project

The project for this module is to write a paragraph. Before you can do that, you will need to know about the parts of a paragraph.

Parts of a Paragraph

Writing a paragraph, or an essay, follows a formula. Once you are familiar with the formula and have had some practice with it, the rest will follow.

A paragraph has five main parts—a hook, background information, a thesis, supporting details, and a strong closing. Let's look at them more closely.

1. **The Hook:**

- **Shocking statements**—A startling statement can attract people easily to join the conversation. By using this type of hook, the writer can pose an idea to the reader that would either shock or provoke them.
- **Scene hook**—The scene hook instantly instructs the mind of the reader to picture the scene. For instance, you can start the essay or paragraph by mentioning that your friend was a famous Bollywood star or by narrating an incident that took place with you or with your friend.
- **Literary quote hook**—This type of hook is mostly used in articles that are not fictional. Certain quotes from popular works such as *Romeo and Juliet* could become nice hooks, especially when the theme of the essay or paragraph is a utopian one.

- **Humorous hook**—Using a humorous hook in your essay or paragraph does not necessarily mean that the work must be in a comedic platform. You can use some humour in your essay by simply providing a statement that is ridiculously funny or absurd. Adding humour to your work makes the article more exciting and develops the reader’s interest in the topic.
- **Question hook**—Using a question hook can lure readers to read your essay or paragraph. To make your article more enticing, frame the question in such a way that it is an open-ended question, meaning that it can’t accept “yes” or “no” for the answer. Start the essay or paragraph with a question that requires the reader to answer, and they become inquisitive to read the rest of the article.
- **Quotes from famous people**—A popular and famous personality may have more authority and influence compared to others. Using a quote from a famous person’s speech or writing can become a hook as well. For instance, you might use a quote from Mahatma Gandhi’s speech in an article on non-violence.

2. **Background Information:**

- The background information serves to let the reader know what you are writing about.
- Writing about a movie? Mention the title, director, the year it was released, the main characters, and a brief overview of the plot.
- Writing about a short story, poem, or novel? Mention the title, author, year it was published, the main characters, and a brief overview of the plot.
- Writing about a photo or piece of art? Mention the artist (if known) and describe the piece. Think who, what, when, where, and why. You might also include a possible storyline of what you think is happening in the artwork.

3. **Topic Sentence (or Thesis):**

- Your topic sentence (thesis) is the most important part of your writing. Your thesis states what you are writing about. It is composed of two parts—the topic and your opinion or attitude toward the topic.

- Example: For the topic of stress, you could use one of the following sentences:
 - ◆ There are many causes of stress.
 - ◆ Stress is caused by many factors.
 - ◆ Stress can negatively affect your health.

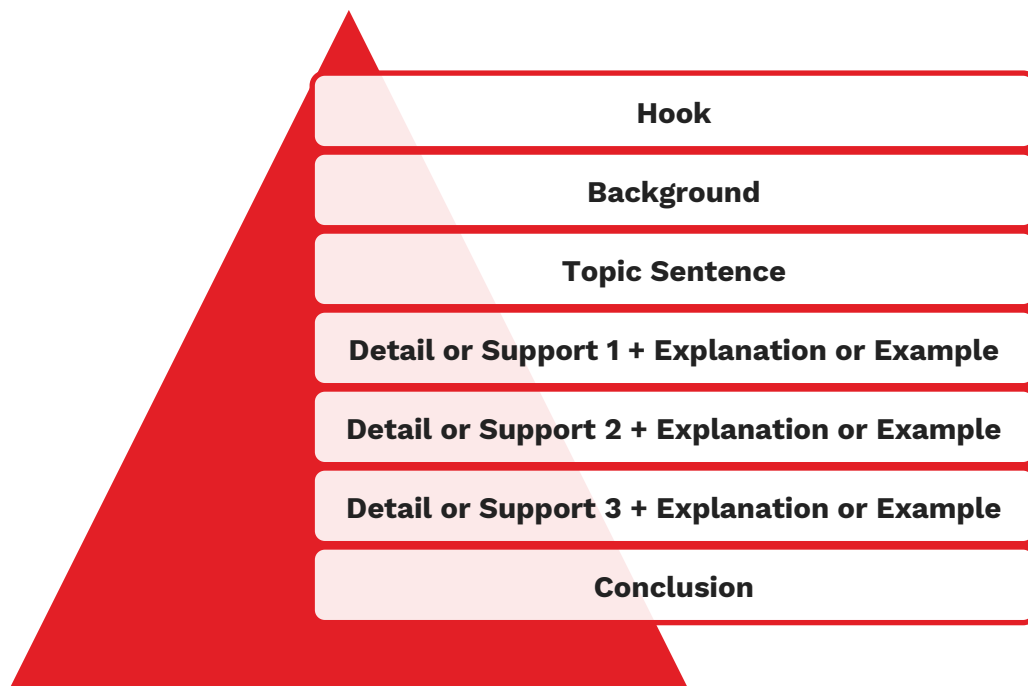
4. **Details and Supports:**

- Aim for at least three strong supports.
- Support each detail with specific examples or explanations.
- Example:
 - ◆ General statement: Personal problems can cause stress.
 - ◆ Specific statement: Loss of a job, illness, or difficulty budgeting can cause stress.

5. **Concluding Sentence:**

- A strong conclusion wraps up your main ideas and leaves the reader with one final thought.
- Example:
 - ◆ Although stress in life is unavoidable, how you cope with that stress will make a huge difference in your level of happiness.

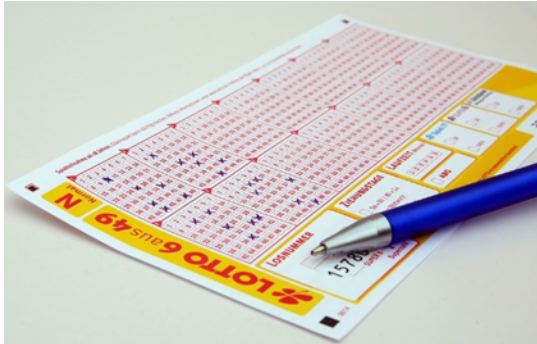
Visually, your paragraph will look like this:



Example

This paragraph uses several examples to support the idea that lotteries are a bad way to raise money. On the following page, identify each part of the paragraph.

The Trouble with Lotteries



Have you ever dreamed about winning the lottery? For many provinces, the lottery is advertised as a way to raise money.

However, the people buying tickets may not know what they are getting into. Even for provinces that are financially troubled, lotteries are a bad way to raise money.

First, lotteries can create financial problems for all but the few people who win. **For example,** in provinces that have lotteries, the average player spends nearly \$150 each year on tickets. Some even spend \$500 or more. Because the odds of winning are low, much of the money is wasted. **Second,** provinces' lotteries send the message that gambling is risk-free and acceptable. Specifically, ticket buyers believe the risk is worth the money. **Finally,** lotteries are not necessarily a good or consistent revenue source. Fewer people play when the pots are smaller or when the economy slows down. For these reasons, lotteries are a big gamble for states and their citizens.

Hook:

Background:

Topic sentence:

Support 1:

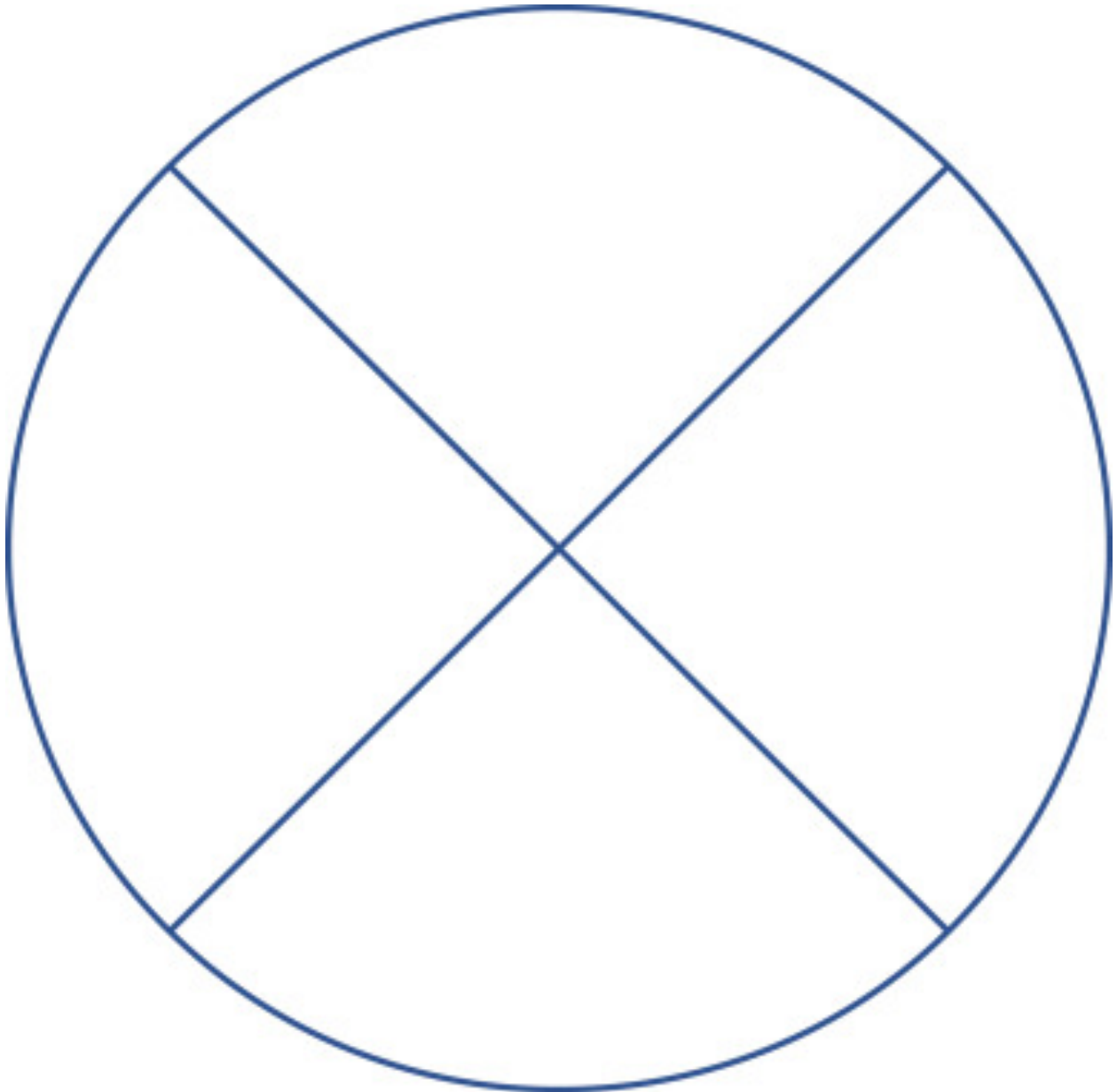
Support 2:

Support 3:

Conclusion:

Write – Pre-Writing

Use the diagram below, or any other visual representation, to start thinking about the different aspects of your life and what you need to consider when thinking about balance. Is it emotional, spiritual, physical, and intellectual? Is it work, school, kids, and relationship?



Write – Planning

Before you write your own paragraph, you must plan it. You already know that your topic will be “work-life balance,” but what is your opinion or position on the topic?

1. Is work-life balance important or unimportant?
2. Is work-life balance impossible or possible to achieve?

Use the planner below to organize your argument. Note that there is no space on this planner for your hook or background information. You will still need to include these in your paragraph, though! You can add them to the planner yourself if you like.

Topic Sentence:
--

Detail:	
Explanation:	

Detail:	
Explanation:	

Detail:	
Explanation:	

Conclusion Sentence:

Practice and Self-Check Answer Key

Review Lesson 2.3

- | | | | |
|------------|------------|-------------|----------|
| 1. Fact | 2. Opinion | 3. Fact | 4. Fact |
| 5. Opinion | 6. Opinion | 7. Fact | 8. Fact |
| 9. Opinion | 10. Fact | 11. Opinion | 12. Fact |

Review Lesson 2.4

Answers will vary. Ask your CALP facilitator to check your responses.

Sample responses:

- Text-to-self: **A friend of mine went to Australia and volunteered at a kangaroo rehabilitation place.**
- Text-to-text: **I read a book about marsupials, so I already knew about how their young developed.**
- Text-to-world: **I saw a news clip about how some people eat kangaroo meat.**

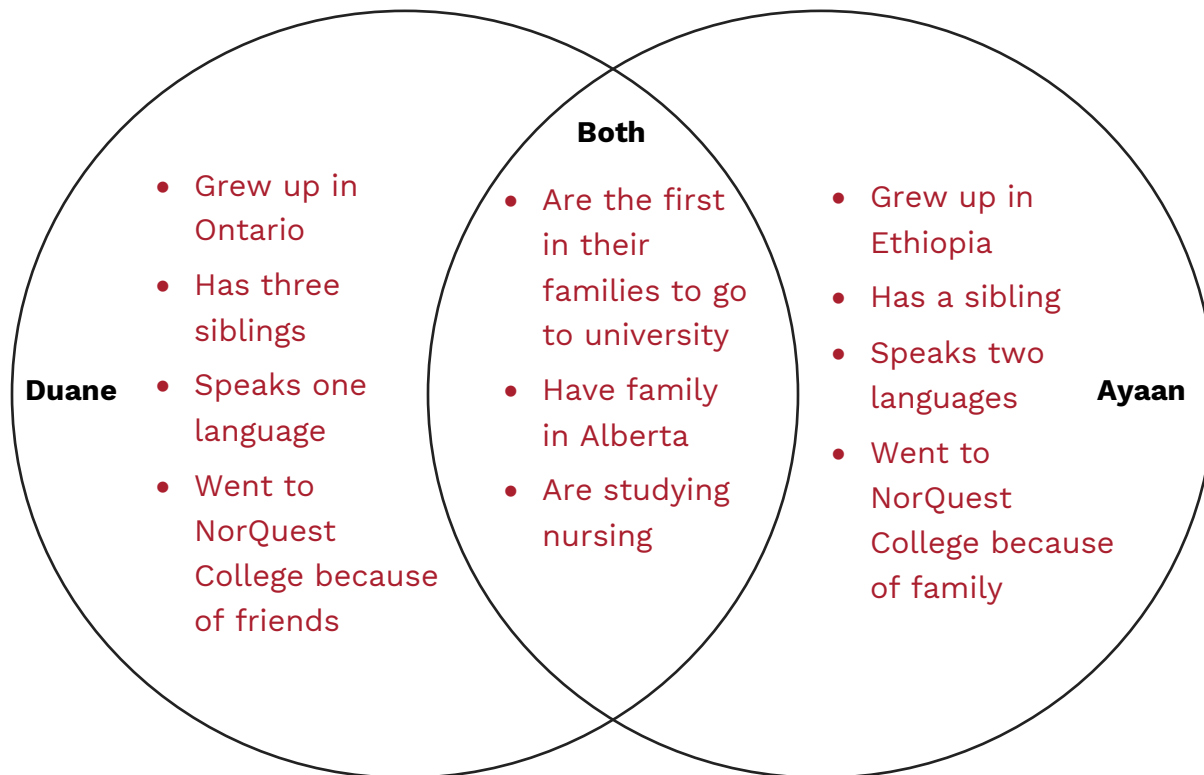
Lesson 3.1

Practice 1

Answers will vary. Ask your CALP tutor to check your responses. Be sure your comparisons show similarities and your contrasts show differences.

1. Image A **is oval-shaped**. Similarly, image B **is oval-shaped**.
2. Image B **has spikes**, while Image A **does not**.
3. Image B has a pit inside. On the other hand, Image A **does not**.
4. Both Image A and B **are fruits**.
5. In Canada, we import Image A. **Likewise**, we also import Image B.

Practice 2



Lesson 3.2

Practice 1

Answers will vary. Check with your CALP tutor.

1. A delivery truck is parked at Home Depot. No one is inside, but the headlights are on. The driver's door is open.
The driver is picking up a delivery.
2. A car containing two people has been parked in front of your neighbour's home every day for a week.
They are part of a new carpool.
Someone is watching them.
3. A car stops at a gas station in the middle of the night, and a person rushes in and asks to use the telephone.
There is a medical emergency.
Someone is in immediate danger.

4. A friend of yours suddenly begins buying everything in sight—fancy food, expensive clothes, a big-screen TV, a dishwasher, and a new car.

The friend has a new job or received an inheritance.

Practice 2

1. “Do you believe in life after death?” the employer asked one of their employees.

“Yes,” the new employee replied.

“Well, then, that makes everything just fine,” the employer went on. “After you left work early yesterday to go to your grandmother’s funeral, she stopped in to see you.”

What can be concluded from the information presented in the passage above?

- a. The dead grandmother’s ghost came to the office looking for her grandchild.
 - b. The employer has a wild imagination.
 - c. The employee lied about going to their grandmother’s funeral.**
2. Fast foods tend to be high in calories and saturated fat. People who continually eat a lot of fast food increase their risk of a variety of health issues. They’re also more likely to develop diabetes.

What does this passage show?

- a. Frequent consumption of fast foods is linked to health problems.**
- b. People who eat fast foods increase their risk of health issues.
- c. All fats are harmful.

Practice 3

1. Experts have blamed caffeine for bone loss among older women. However, a university study of 138 older women found that caffeine had no such effect. In that study, women who drank more than five cups of coffee daily had the same bone density as those who got little caffeine.

- a. Bone loss among older women is not a problem.
- b. The experts who blamed caffeine for bone loss may be wrong.**
- c. Caffeine causes healthy bones.
- d. Some older women have experienced bone loss.**

2. Although lie detector tests are based on a sound principle, they are not always accurate. The test is based on the fact that people become emotionally “stirred up” when they lie. The lie detector can sense physical changes that accompany such emotional responses. But an innocent person may react emotionally to a key question. Thus, the person appears to be lying when they are actually telling the truth. Without an emotional response, there are no physical responses to detect.
 - a. A. Lie detector can sense when someone lies by studying their movements.
 - b. Lie detector tests are not foolproof.**
 - c. Anyone can easily fool the lie detector machine.
 - d. An emotional response by an innocent person may register as a lie on a lie detector.**
3. Eye contact, also referred to as gaze, is how—and how much—we look at people with whom we are communicating. In certain cultures, eye contact has several purposes in communication. It’s perceived that the presence of eye contact shows that people are paying attention. In addition, how people look at a person can reveal a range of emotions such as affection, anger, or fear. Moreover, intensity of eye contact can also be used to show dominance in some cultures. Finally, through eye contact, it is possible to check the effect of communication. By maintaining eye contact, we can sometimes tell when or whether people are paying attention, when people are involved in what is being said, and what people are feelings about what is being said.
 - a. Eye contact can be a clue to what people feel and what their listeners feel.**
 - b. Eyes can be more important than ears in effective communication.
 - c. Eye contact can never reveal how much power one person has over another.
 - d. Sometimes a parent can control children just by looking at them.**

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