

Life Skills Training Modules

Life Skills Training Modules

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RED DEER, ALBERTA



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Authors and Acknowledgements

Acknowledgements

This project is supported by Red Deer Polytechnic, in partnership with University of Alberta Library's Open Education Alberta publishing project.



Supported by



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Thank you to Andrea Sicoli at Sault College in Sault Ste. Marie, Ontario, for your collaboration on this research project.
Thank you to my employer, Red Deer Polytechnic (formerly Red Deer College), for their substantial support in completing my doctoral studies and research.

I would like to thank my dissertation advisory committee, Dr. Marcia Finlayson, Dr. Kathleen Norman, and Dr. Sally Stewart. Your contributions and expertise were instrumental to the development of these life skills training modules. Thank you so much for your knowledge, feedback, ideas, and support.

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through development of credit course offerings in student health and wellbeing, and faculty training to implement classroom wellbeing practices.

Sharing Module Content

The purpose of these Life Skills Training Modules is to promote college student success in school and in life, and the modules may be shared with students, instructors, and others. Please feel free to access these modules for your personal use and to share the modules (with attribution) for non-commercial purposes according to the terms outlined in the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License under which this work is licensed.



Instructors are welcome to share these modules with students. For more information about the modules or the research behind them, please contact author Candi Raudebaugh. I would be happy to share module quizzes and life skills assignments and to answer any questions you may have about the modules and my research.

Referencing this work

When providing attribution for this work, you may use whichever referencing format you choose. This Open Educational Resource would be referenced as a website. An APA reference is below as an example.

Raudebaugh, C. L., Norman, K., & Finlayson, M. L. (2023). *Life skills training modules*. Open Education Alberta. <https://openeducationalberta.ca/life-skills/>

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- Use of Tools

Thank you and further information

Next: Introduction

Introduction

A Story

Kaylee, a first year college student, was almost ready to leave for class. As she entered the washroom to brush her teeth, she felt something cold beneath her feet. Looking down, she saw that the floor was covered with water. Her socks were soaked. Her eyes darted from side to side. Where was the water coming from?

Water was pouring from the toilet, which must have become plugged. Kaylee grabbed the nearest towel from the rack, and put it on the floor to soak up the water. The towel became saturated within seconds. The floor was still covered with water, and more water was cascading from the overflowing toilet bowl. The ever-growing puddle inched toward the hallway carpet.

Kaylee turned back toward the hallway, intending to run to her bedroom for another towel. Then she looked again at the toilet. More towels would not solve this – she had to stop the water from coming out of the toilet. How? For an instant, Kaylee was unsure what to do. Then she remembered: the valve. The toilet should have a shut off valve.

Quickly, Kaylee found a knob near the back of the toilet and turned it. The toilet kept running. She turned the lever the other way, but after several rotations, she could not turn it any further, and the water was still coming. Frantically, Kaylee turned the handle in the other direction. As she rapidly twisted the knob, she realized that her knee was on the floor and her pants were now wet. When she had turned the lever as far as possible, the water finally stopped.

Kaylee ran to her bedroom and retrieved two large towels from the closet, depleting her supply of clean towels. As she raced back to the bathroom, she realized that her wet socks had left footprints in the hallway. Kaylee took off her socks and threw them to the floor, then used the towels to wipe up the water from the bathroom floor. The towels were completely saturated, and the floor was not even close to dry. Wringing the towels out into the bathtub, Kaylee wiped the floor again and again until most of the water was cleaned up.

Now what? Kaylee was not sure why the toilet had overflowed. She glanced at her watch. If she didn't leave soon, she would miss the bus. The next bus would leave 20 minutes later, which would make Kaylee late for school. Throwing the wet towels into the tub, Kaylee decided to figure out the toilet issue later. She washed her hands and dried them on a wash cloth, then hurried to change into dry clothes before rushing out the door.

During the bus ride to school, Kaylee texted her roommates to let them know about the toilet. She apologized for the mess she had left and explained that she would clean up the pile of wet towels when she got home after class. Kaylee stared out the window, feeling overwhelmed. Rent was due soon, and she was not sure how she would manage to pay her share of the rent and have enough for groceries. She had a group project and several assignments coming up, and was struggling to keep up with all of her courses, let alone study effectively for upcoming midterm tests. Kaylee didn't consider herself much of a cook, and she was surviving mostly on microwave dinners. With all of the morning's chaos, she had forgotten her lunch.

Kaylee's mood brightened as her friend, Sofia, boarded the bus and took a seat next to her. Maria told her about the chaotic morning and her forgotten lunch. Sofia was sympathetic, and confided that she, too, had been feeling stressed lately. Finances were challenging, school was stressful, and there were so many little things that always seemed to be going wrong.

"I could barely figure out which way to turn the toilet shut off valve," Kaylee said.

"I wouldn't have even known there was a valve at all," Sofia admitted. "I would have had to call my dad."

Kaylee nodded. "Adulting is hard."

A woman sitting behind them made a scoffing sound. Kaylee and Sofia turned to look at her as the bus came to a stop.

"Young people today don't know how to take care of themselves," the woman said as she rose to her feet. "Our

generation knew how to cook and fix things around the house.” The woman walked toward the exit and said over her shoulder, “Nobody learns how to do these things anymore. It’s a shame,” before getting off the bus.

Kaylee and Sofia sat in stunned silence. The woman had been so rude! But was she right? Kaylee felt even more incompetent than before. The bus arrived at their destination, and Kaylee and Sofia said goodbye as they went to their respective classes. As Kaylee settled into her seat in class, she wondered how she was ever going to be a successful adult.

Why Life Skills Training Modules?

I’m Candi Raudebaugh, and I am an occupational therapist and an instructor in a therapy assistant diploma program. My experiences working clinically as an occupational therapist and teaching therapy assistant students have made me aware of the importance of life skills.

Life skills are the abilities related to everyday living, encompassing everything from meeting our basic needs to interacting with others.

When I started out as a student, I didn’t always figure things out as easily as I would have liked. Whether managing my own life skills (figuring out how to manage money, for example) or addressing life skills in a professional setting (helping a client with kitchen safety when I didn’t do much cooking myself at the time), it was hard! I had to learn some life skills through trial and error.

As an instructor in a therapy assistant program, I noticed that life skills were often challenging for students, and then on top of that, students were expected to work with clients on life skills. For me, it would have been easier both personally and professionally if I had the opportunity to learn more about life skills when I was a student. My experience and research suggest that this is true for others, as well. Both the literature and my own qualitative data confirm that life skills training can be helpful for college and university students personally – and for therapy assistant students both personally and professionally because of the nature of their work in rehabilitation.

When my students struggled with daily living tasks (such as coping with stress, managing time, money management, and meal preparation), practicum preceptors, college instructors, and others sometimes made comments that were similar those of the woman on the bus in the story above. I wondered if it was true that young people do not learn the skills they need to manage as adults, and if young people in earlier generations were more prepared for adult life. Through my doctoral research, I learned that the attitude that young adults today are less competent than young adults of previous generations is not new. In fact, I discovered that these same biases against young adults were expressed more than a century ago (Raudebaugh, 2021).

Learning life skills can be hard.

Based on my literature review and initial research findings, I concluded that learning life skills can be hard. We do not automatically know how to prepare meals, manage finances, handle stress, and do all of the complex things that can be part of adulthood – not to mention the skills specifically related to being a college student, like study skills, learning strategies, time management, and more. We must *learn* how to do these things.

College students commonly struggle with meeting the demands of being an adult and student, especially in their first

year of post-secondary studies. I thought, wouldn't it be helpful to have a resource to help with learning life skills? My research project focused on finding the answer to this question, and that is why and how these modules came about. Life skills training modules allow therapy assistant students to access information about life skills that can help them personally and professionally.

The fictitious student, Kaylee, from the story above, may benefit from resources to help with common challenges college students face. Knowing which way things turn to get tighter or looser could be useful for situations like the overflowing toilet. Kaylee might also appreciate information on money management, coping with stress, time management, study skills, meal preparation, and other areas pertaining to succeeding in college and managing adult life.

About These Modules



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=4#oembed-1>

Here you will find a diverse array of information related to sleep, study skills, money management, and more! There are three modules: Performance Management, Money Management, and Manual Skills. Each module has slides, videos, and other resources. When there are slides, you may want to read through them, and then follow along with the slides as you watch the videos. Videos will go into detail about the content in the slides.

To go through all the materials in all three modules is expected to take a total of 13 – 23 hours, plus about 7 hours of practical application where you can reflect on the information and apply it to real life.

You will probably find that some of the content is familiar to you already, while other topics might be new. Perhaps you have a variety of life experiences that have effectively prepared you for managing student (and adult) life, or, like Kaylee, you might be a new college student and are feeling overwhelmed.

In these modules, you will likely encounter a mix of familiar and fresh content. Whether you bring a wealth of life experiences or are navigating new situations, life skills can be challenging for anyone, at any age.

Feel free to browse through and access the content that is most relevant and helpful for you. There are many ways to do daily tasks, and while these modules contain tips and ideas, it is okay to do things differently! I hope that you find some useful ideas that you can adapt to suit you and apply to your own life. I also hope that these modules can help with the process of navigating life as a college student successfully and with becoming increasingly confident in adult life.

Life Skills Research

These modules were developed as part of my doctoral studies at Queen's University. You can read more about my research in the article: Life Skill Needs of Occupational Therapy Assistant Students: Perceptions of Instructors, Preceptors, Graduates and Current Students. The article describes part of the module development process in which TA

students, preceptors, instructors, and graduates participated in interviews and focus groups about TA students' life skill needs. My doctoral dissertation describes the three phases of my research project, including a needs analysis, module development, and module deployment and evaluation.

Please feel free to share these Life Skills Training modules with students, colleagues, and anyone else you believe may benefit from the content. I would be happy to answer any questions you may have about my work, and you can contact me here: <https://rdpolytech.ca/programs/health-sciences/faculty-and-staff/candi-raudebaugh>.

References

Raudebaugh, C. L., Norman, K., & Finlayson, M. L. (2021). *Life Skills Training for Therapy Assistant Students: An Exploratory Sequential Mixed Methods Study* [Doctoral Thesis, Queen's University]. <http://hdl.handle.net/1974/28920>

Raudebaugh, C., Finlayson, M., Norman, K., & Stewart, S. (2022). Life Skill Needs of Occupational Therapy Assistant Students: Perceptions of Instructors, Preceptors, Graduates and Current Students. *Journal of Occupational Therapy Education*, 6(3). <https://encompass.eku.edu/jote/vol6/iss3/3/>

Are you ready to begin?

If you are ready to explore the life skills training modules, I invite you to get started here with the Performance Management Module. You can progress through the module topics in order, or choose the ones most relevant to you.

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- Stress Management
- Coping Skills
- Time Management
- Study Skills for Therapy Assistant Students
- Sleep
- Problem Solving

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PART I

PERFORMANCE MANAGEMENT

Module Description

Life skills for performing at one's best in school and the workplace, including performance management skills specific to therapy assistants such as stress management, time management, study skills, sleep, and problem solving.

Learning Outcomes

In this module, students will:

1. Identify techniques for effectively studying, prioritizing, and managing time.
2. Examine coping skills and stress management strategies specific to therapy assistant students.
3. Choose sleep hygiene and other self care techniques.
4. Examine problem solving skills applicable to therapy assistant students.

Topics

- Stress management and coping skills specific for therapy assistant students
- Time management
- Study skills for therapy assistant students
- Sleep
- Problem solving



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<https://openeducationalberta.ca/life-skills/?p=43#oembed-1>

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I. Stress Management



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<https://openeducationalberta.ca/life-skills/?p=54#oembed-1>

Starting a program in college is exciting. There are so many new things to learn, people to meet, things to do...

Student life can be stressful, too. There are the general stresses any student faces, such as classes, assignments, exams, presentations, and deadlines. While all of these things are going on, life outside of school doesn't just stop. There are still all the regular stresses of life to contend with. Relationships. Finances. Responsibilities.

There are a number of things that can be stressful for students. Your own situation is unique to you. You might have a demanding schedule outside of school. Work, sports, family, etcetera. Maybe you do paid or volunteer work, and it can be stressful being pulled in multiple directions. Maybe you don't have a job, and finances might be tight. You may experience conflict, or other relational challenges. Even when relationships are going fine, they still take time and effort to maintain. Maybe you are responsible for caring for others. Maybe you or someone you care about is facing illness or health concerns. You might have anxiety, depression, or other mental health conditions. You might be dealing with loss. Maybe you are living in a new place. You might be on your own for the first time, or the first time in a while. Maybe you are experiencing loneliness, even if you aren't physically alone.

All of these things are common challenges that students might face.

With the school year starting out, you might be feeling a bit overwhelmed. A lot of information comes your way very quickly, and it is normal to find it overwhelming at times.

Your college or university has resources to support you, and I highly recommend that you check them out. This module on stress management is specific to therapy assistant students, and will address some things that are unique to your chosen field.

Let's begin by doing some personal reflection so you can identify your stress.

Identify Your Stress



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=54#h5p-1>

Video: Symptoms of Stress (3:29)



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<https://openeducationalberta.ca/life-skills/?p=54#oembed-2>

Video: Causes of Stress (2:06)



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<https://openeducationalberta.ca/life-skills/?p=54#oembed-3>

Video: Implications of Experiencing Stress (1:49)



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<https://openeducationalberta.ca/life-skills/?p=54#oembed-4>

Practical Application: Identify Your Stress

1. What major life events and changes have you experienced over the past year?
2. What day-to-day challenges have you faced in your life over the past year?
3. What have you found stressful today? Over the past week? During the past month?

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2. Coping Skills

Coping Skills for Therapy Assistant Students



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=64#h5p-2>

Handout: 7 Coping Skills for Students



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<https://openeducationalberta.ca/life-skills/?p=64#h5p-3>

Video: Coping with common Stresses – working with clients (5:26)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=64#oembed-1>

Video: Coping with Common Stresses – Classes, Exams, etc. (5:49)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=64#oembed-2>

Video: Coping Skills Specific to Therapy Assistant Students (3:32)



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<https://openeducationalberta.ca/life-skills/?p=64#oembed-3>

Practical Application: Stress Management and Coping Skills

1. Which of the coping skills do you most need to do right now? Why?
2. What recharges you? Make a list of self care activities that are most beneficial to you.
3. Journal today: Choose one coping activity to do today. Write it down, and commit to doing this activity.
4. Journal tomorrow: What coping activity did you do? How did it go? Identify a coping activity to do today.
5. Tell at least one person about your answers to the above questions.

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3. Time Management

Managing time effectively is essential to your success as a student. There are a few reasons why time management takes deliberate planning and effort:

- Managing school and other priorities can be difficult, especially when so many things are important and require your time and attention.
 - Post-secondary education is demanding. The student role might be unfamiliar. If you are new to college or university, you may have to learn how to structure your time for optimal learning.
 - For students who have recently completed high school, this may be the first time you have had to set your own schedule and keep track of things that need to be done.
 - Students who have been out of school for a while may find the transition into college or university challenging.
 - Even if you have been in school for a while, you may have habits that are less than optimal. This could include studying for long hours and getting burned out with the demands of schoolwork, spending too much time on other things and feeling rushed to deal with school, procrastination, or other time management habits.
 - Even if you're doing okay with managing your time, there may be some additional tips and tricks that can help you be even more efficient.
-

Time Management for Therapy Assistant Students



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<https://openeducationalberta.ca/life-skills/?p=60#h5p-4>

Video: Prioritizing (3:00)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=60#oembed-1>

Video: Scheduling (4:24)



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<https://openeducationalberta.ca/life-skills/?p=60#oembed-2>

Video: Regular Schoolwork Schedule (2:49)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=60#oembed-3>

Video: Regular Group Study Sessions (0:34)



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<https://openeducationalberta.ca/life-skills/?p=60#oembed-4>

Video: Alternate Tasks (1:15)



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<https://openeducationalberta.ca/life-skills/?p=60#oembed-5>

Video: Eliminate Distractions (2:34)



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<https://openeducationalberta.ca/life-skills/?p=60#oembed-6>

Video: Be Resilient (1:22)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=60#oembed-7>

Video: Time Management – Make It Happen (4:03)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=60#oembed-8>

Additional Resources: Time Management

Brian Christian. (2018, January 2). How to manage your time more effectively (according to machines)—Brian Christian [YouTube Video].



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=60#oembed-9>

Practical Application: Time Management

1. Make a list of priorities for today, this week, and this month.

2. What factors make it hardest for you to manage your time? Examples: procrastination, balancing school and other demands, relationships, etc.
3. How can you handle the factors above so that you can manage your time most effectively? List at least one strategy for every factor identified.
4. Create a schedule for the next 7 days. Make sure to schedule downtime, too! You can use a paper schedule, online calendar, or other tool, but make sure you end up with a concrete, visible schedule – not just something in your head.
5. Identify at least one resource or habit that you think will help you manage your time more efficiently, and describe how to integrate this into your life starting today. Examples: productivity timer, study tools such as <https://www.mystudylife.com/>, setting up your own office space, etc.

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4. Study Skills for Therapy Assistant Students

Study skills are important to the success of any student. This chapter focuses specifically on study skills for therapy assistant students, but the strategies can apply to other college students as well.

Slides: Study Skills for Therapy Assistant Students



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=67#h5p-5>

Video: Study Skills (1:49)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=67#oembed-1>

Slides: Succeeding on Practical Exams



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=67#h5p-6>

Video: Succeeding on Practical Exams (3:44)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=67#oembed-2>

Additional Resources: Test Anxiety

CrashCourse. (2017, September 26). Test Anxiety: Crash Course Study Skills #8 [YouTube Video].



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=67#oembed-4>

Additional Resources: Study Skills

Tobin, L. (2011). *How to beat technology addiction*. The Guardian. <https://www.theguardian.com/education/2011/feb/14/information-overload-research>

University of Saskatchewan. (2016). *Got Notes? University Success*. <https://openpress.usask.ca/universitysuccess/chapter/3-4-got-notes/>

Jen Jonson. (2013, June 11). *SQ3R Reading Method* [YouTube Video].



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=67#oembed-5>

Video: Professional Attire (6:44)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=67#oembed-3>

Practical Application: Study Skills

1. Set up a study space where you can do your work. Take a picture of yourself in your study space, and share it with someone. You may choose to show the picture to a family member, share the picture on social media, or post the picture in the discussion boards in Canvas.
2. Identify one study strategy that you think will be helpful, and try it today to review material from one of

your classes.

3. Add studying strategies to your schedule and make sure that your schedule includes regular times throughout the week for schoolwork. Update your schedule as needed to optimize your learning. Think of ways to reward yourself each day and each week to keep you motivated, and add these rewards to your schedule.

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5. Sleep

As I'm sure you know, sleep is vital to health and success. Let's explore strategies for getting better sleep.

Slides: Sleep



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=70#h5p-7>

Video: Sleep Facts (3:53)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=70#oembed-1>

Video: Sleep Hygiene (1:58)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=70#oembed-2>

Additional Sleep Resources

- TED-Ed. (2015, January 5). *The benefits of a good night's sleep*—Shai Marcu [YouTube Video]. <https://www.youtube.com/watch?v=gedoSfZvBgE&feature=youtu.be>
- TED-Ed. (2015, November 12). *What would happen if you didn't sleep?* – Claudia Aguirre [YouTube Video]. <https://www.youtube.com/watch?v=dqONk48l5vY&feature=youtu.be>
- AsapSCIENCE. (2014, July 27). *How Much Sleep Do You Actually Need?* [YouTube Video]. <https://www.youtube.com/watch?v=SVQLcxiQlzl>
- TED-Ed. (2018, June 14). *What causes insomnia?* – Dan Kwartler [YouTube Video]. <https://www.youtube.com/>

Practical Application: Sleep

Type your key takeaways here.

1. Complete this Sleep Quiz [Google Doc] and add up your scores to get ratings for your typical sleep and your most recent sleep.
2. Track your sleep in a sleep diary for at least 3 days. You can use this sleep diary [Google Doc] or find another that you prefer.
3. Reflect on the quality of your sleep. Do you have any signs of sleep deprivation?
4. Identify one thing you would like to improve about your sleep.
5. Choose one strategy that you think might help with the thing you would like to improve. Write down a plan for how you can implement this strategy over the following week. Use a sleep diary to track your sleep and evaluate the effectiveness of the strategy.

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6. Problem Solving

Slides: Problem Solving



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=72#h5p-8>

Video: Problem Solving (4:15)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=72#oembed-1>

Additional Problem Solving Resources

- Edward Oneill. (2016, September 12). *The Psychology of Problem-Solving* [YouTube Video].
<https://www.youtube.com/watch?v=vg936IW9i7Q>
- Brian Tracy. (2020, January 23). *How to Become a Problem Solver | Brian Tracy* [YouTube Video].
<https://www.youtube.com/watch?v=C1XABm6OUQs>

Practical Application: Problem Solving

1. Farlani is a therapy assistant student doing a practicum placement. Farlani has a referral to work with a client on learning how to do knitting, crocheting, and sewing again after a stroke. Farlani has never done any of these activities before. Describe how Farlani can use problem solving strategies to handle this situation.
2. Jakarta is a therapy assistant student who is working on a group project with 3 other students. The project is due in 1 week and includes written components and a presentation. The group has only met once to talk about the project. Jakarta and 2 other students have worked on their parts of the project and are almost done. One student has not done anything yet. That student's section of the presentation is

incomplete. Jakarta is worried that the group will not be ready for the presentation. Describe at least 3 different ways Jakarta could approach this situation.

3. Identify a challenge in your life. Brainstorm possible ways you could respond, and list the pros and cons of each.
4. How do you tend to respond to feedback? How could you effectively seek and implement feedback from others this semester?

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PART II

MONEY MANAGEMENT

Module Description

Basic money management skills such as financial literacy, budgeting, money-saving tips for college students, basic money skills for helping clients, preventing fraud, and retirement planning (yes, it starts now!).

Learning Outcomes

In this module, students will:

1. Explain money management concepts such as cheques, credit cards, loans, interest, TFSAs, and RRSPs.
2. Examine their personal financial circumstances and set appropriate financial goals.
3. Identify strategies for creating and following a budget, reducing expenses, and minimizing debt.
4. Students will construct a personal financial management plan.

Topics

- Financial literacy
- Budgeting
- Money-saving tips for college students
- Basic money skills for helping clients
- Preventing fraud
- Retirement planning – yes, it starts now



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=45#oembed-1>

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7. Financial Literacy

Slides: Financial Literacy



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=77#h5p-9>

Video: Financial literacy – cash and cheques (2:16)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-1>

Video: Debit Cards and Credit Cards (3:05)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-2>

Video: E-transfers and Bank Drafts (1:30)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-3>

Video: Online Payments, Digital Wallet, and Cryptocurrencies (1:48)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-4>

Video: Interest (0:52)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-5>

Video: Fees (1:19)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-6>

Video: Types of Financial Institutions (1:15)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-7>

Video: Chequing and Savings Accounts (1:30)



— One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-8>

Video: TFSAs and RRSPs (3:26)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-9>

Video: Earning Interest (1:11)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-10>

Video: Paying Interest (2:12)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-11>

Video: Loans, Mortgages, Student Loans (2:32)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-12>

See the student loan debt repayment estimator here:

Employment and Social Development Canada. (2019). CanLearn Tools: Loan Repayment Estimator. <https://tools.canlearn.ca/cslgs-scpse/cln-cln/crp-lrc/af.nlindex-eng.do>

Video: Debt (1:50)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=77#oembed-13>

Video: Emergency Funds (2:30)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=77#oembed-14>

Resource and my reference for learning about emergency funds:

Hunt, M. (2019). Why Have an Emergency Fund and How to Get It. Everyday Cheapskate. <https://www.everydaycheapskate.com/why-you-need-an-emergency-fund-and-how-to-get-it/>

Video: How to Build an Emergency Fund (1:41)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=77#oembed-15>

Hunt, M. (2019). Why Have an Emergency Fund and How to Get It. Everyday Cheapskate. <https://www.everydaycheapskate.com/why-you-need-an-emergency-fund-and-how-to-get-it/>

Video: Investing (1:30)





One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-16>

Video: Types of Investments (2:05)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=77#oembed-17>

Additional Financial Literacy Resources

- thebrownreport.com. (2019, January 28). *The 3 Keys to Financial Literacy* [YouTube Video].
<https://www.youtube.com/watch?v=nDi22OY4rLw>
- GBR. (2018, November 6). *How to Read a Check... Explained in 90 Seconds | How to | GBR* [YouTube Video].
<https://www.youtube.com/watch?v=ABOaiimXHYS>
- Mint.com. (2019, August 20). *Credit Card vs. Debit Card Explained In Under 2 Minutes* [YouTube Video].
<https://www.youtube.com/watch?v=T3wxogO1nYU>

Practical Application: Financial Literacy

Identify one or more ways to earn more interest or save money on banking, and create a plan to implement a change in this area.

This could include large or small changes such as setting up a no-fee chequing account, switching to an account that includes free transactions, changing the way you complete transactions, or researching to find out where to get the best interest rate on a savings account.

Even if you are already getting good rates and banking with no fees, it is possible that there is a promotional offer you are missing out on – these change all the time.

Choose a small change that is applicable to your own situation that will help you earn more interest or save money on banking.

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8. Budgeting

Slides: Budgeting



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=81#h5p-10>

Video: Steps for Making a Budget (2:43)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=81#oembed-1>

Video: Budgeting – Tracking Expenses (1:04)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=81#oembed-2>

Video: Budgeting – Making a Plan (1:09)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=81#oembed-3>

Video: Budgeting – Setting Up 4 Accounts (2:18)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=81#oembed-4>

Video: Budgeting – The Budget Part of the Process (1:47)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=81#oembed-5>

Video: Budgeting – Decreasing Expenses (3:29)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=81#oembed-6>

Video: Budgeting – Example of Buying a Car (2:15)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=81#oembed-7>

Video: Budgeting – What Now? (1:38)



— One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=81#oembed-8>

Additional Resources: Money Management for Students

Source: *University Success* is adapted from a work produced and distributed under a Creative Commons license (CC BY-NC-SA) in 2016 by the University of Saskatchewan.

- **Financial Goals and Realities**

- University of Saskatchewan. (2016). 11.1 Financial Goals and Realities. In *University Success*. University of Saskatchewan, 2016. <https://openpress.usask.ca/universitysuccess/chapter/11-1-financial-goals-and-realities/>

- **Making Money**

- University of Saskatchewan. (2016, August 1). 11.2 *Making Money*. University Success. <https://openpress.usask.ca/universitysuccess/chapter/11-2-making-money/>

- **Spending Less**

- University of Saskatchewan. (2016, August 1). 11.3 *Spending Less*. University Success. <https://openpress.usask.ca/universitysuccess/chapter/11-3-spending-less/>

Practical Application: Budgeting

1. Begin the steps for creating a budget. You can use the financial spreadsheet template [Google Doc] if you wish (instructions on how to copy the template are below).
 1. Determine your total net income per month and add the number to the spreadsheet.
 2. Identify how you make purchases and pay bills (credit, debit, cash, online, etc.).
 3. Get statements that show expenses or withdrawals for the past 2 months. Get receipts if you have them.
 4. List your expenses in the spreadsheet and categorize them. Remember ALL expenses. Rent, food, utilities, payments, recreation, gifts, clothing, eating out...everything you spend money on. Add these to the spreadsheet.
 5. Calculate how much you spent in each category per month.
2. Make a draft budget spreadsheet with your intended spending for the upcoming month.
3. Create a plan for tracking your expenses over the next month, and add an entry to your calendar for one month from now to review your draft budget spreadsheet and modify as needed. It is also a good idea to set a weekly check-in time to make sure all your expenses are tracked as you go.

Using the Financial Spreadsheet Template

Access the financial spreadsheet template [Google Doc] here: https://docs.google.com/spreadsheets/d/14BoT6s1BIxVEKCs7UEGLC_wWOHECBZbodElsh8eisX8/edit?usp=sharing

To make a copy of this template that you can edit, you have two choices.

1. To work in Google Sheets: go to “file,” “make a copy,” and then choose where in your Google Drive to save your copy of the spreadsheet.
2. To work in Microsoft Excel: go to “file,” “download as,” and choose Microsoft Excel. Then the file will save to your computer and you can open the spreadsheet there.

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9. Money Saving Tips for College Students

Slides: Money Saving Tips for College Students



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=84#h5p-11>

Video: Managing Basic Expenses (4:35)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=84#oembed-1>

Video: Needs vs. Wants (1:11)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=84#oembed-2>

Video: Getting Things for Less (2:03)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=84#oembed-3>

Video: Eliminating Expenses (3:28)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=84#oembed-4>

Video: Saving Money on Groceries (2:01)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=84#oembed-5>

Video: Strategies at the Grocery Store (2:16)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=84#oembed-6>

Video: Additional Grocery Cost-Saving Tips (2:26)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=84#oembed-7>

Practical Application: Money-Saving Tips for College Students

1. Make a list of your basic expenses.

- Categorize these into needs or wants.
 - Rank the wants from most to least important.
2. Evaluate your expenses. Are there things that you could decrease, replace, or do without? Make a list of things that you would be willing to change to reduce your expenses.
 3. List two or more ways you could maintain the same lifestyle for less money.
 4. Estimate how much money you could save each month or year by making the changes you identified above. Describe what you would like to do with the extra money.

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10. Basic money skills for helping clients

Slides: Basic money skills for helping clients



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=88#h5p-12>

Video: Counting Money (2:14)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=88#oembed-1>

Video: Making Small Purchases (1:49)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=88#oembed-2>

Video: Using a Debit Card (3:31)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=88#oembed-3>

Video: How to Write a Cheque (4:39)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=88#oembed-4>

Video: How to Deposit a Cheque (2:46)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=88#oembed-5>

Video: Handling Unfamiliar Tasks (1:41)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=88#oembed-6>

Practical Application: Basic Money Skills for Helping Clients

1. Which of the basic money skills would you be most comfortable teaching to someone else, and why?
2. Which basic money skill would you be least comfortable teaching to someone else, and why?
3. Rank the basic money skills in order of the ones you use most frequently yourself, to the ones you use least frequently.
 - Compare this list to your answers to questions 1 and 2 above. Is there any correlation? What do you make of this?
 - Are there any money skills you would like to use more often? Why or why not?
4. Think about a time that you had to do a money skill you had never done before (e.g. the first time you had to make a purchase, use a debit card, etc.).

- Write down what you remember about the experience and how you felt at the time.
- If you were faced today with a money skill you had never done before, describe how you would figure out what to do.

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II. Preventing Fraud

Slides: Preventing Fraud



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=90#h5p-13>

Video: Why Protect Your Information (2:12)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=90#oembed-1>

Fraud Quiz from the Government of Canada

Try this quiz to test your knowledge about fraud.

Innovation Government of Canada. (2018a). *Fraud quiz*. <https://www.competitionbureau.gc.ca/eic/site/cb-bc.nsf/eng/04251.html>

Video: Safeguarding Your Social Insurance Number (0:35)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=90#oembed-2>

List of Places that Can Ask for Your SIN

See this list of places that have a right to ask for your Social Insurance Number, plus some helpful tips for safeguarding your SIN.

Employment and Social Development Canada. (2020). *Protecting your Social Insurance Number*. <https://www.canada.ca/en/employment-social-development/programs/sin/protect.html>

Video: Protecting Your Passwords (3:29)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=90#oembed-3>

Video: Dealing with Suspicious Sites and Messages (2:53)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=90#oembed-4>

Video: Additional Fraud Prevention Tips (0:42)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=90#oembed-5>

Additional Fraud Prevention Resources

Excellent fraud prevention tips from Government of Canada:

- Innovation Government of Canada. (2018, February 5). *Fraud Facts—Recognize, Reject, Report Fraud*. <https://www.competitionbureau.gc.ca/eic/site/cb-bc.nsf/eng/04334.html>

Additional helpful information:

- These podcasts have some interesting stories about fraud.
 - Pretend. (n.d.). *COVID-19 Scams: How to steal a stimulus check*. Retrieved from <http://pretendradio.org/covid-19-scams-how-to-steal-a-stimulus-check/>

- Criminal. (2016). *Money Tree* (No. 51). Retrieved from <https://thisiscriminal.com/episode-51-money-tree-8-23-2016>
- This video is from the United States Federal Trade Commission, but the tips apply in Canada, too. Federal Trade Commission. (2019, August 5). *Free Trials Can Cost You* [Vimeo Video]. <https://vimeo.com/352067291>

Practical Application: Preventing Fraud

1. Describe 3 or more strategies for keeping yourself safe from fraud. To what extent do you use these strategies already? What else could you do to protect yourself from fraud?
2. What is identity theft? What precautions can you take to prevent your own identity from being stolen? To what extent are you already doing these things, and how can you take steps to be even safer?
3. How secure are your passwords? How can you increase the security of your online accounts? Create a plan for implementing change within the next week to make your online accounts more secure than they are today.

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12. Retirement Planning

Slides: Retirement Planning: Yes, it starts now



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=92#h5p-14>

Video: Spend Less – Vehicles (4:04)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=92#oembed-1>

Video: Saving on Vehicle Depreciation Example (3:24)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=92#oembed-2>

Video: Spend Less – Furniture (5:36)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=92#oembed-3>

Video: Spend Less – Credit Cards (2:35)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=92#oembed-4>

Video: Spend Less – Other (1:59)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=92#oembed-5>

Video: Save (4:21)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=92#oembed-6>

Video: Time (5:05)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=92#oembed-7>

Video: Retirement Planning – Summary (1:46)



— One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=92#oembed-8>

Practical Application: Retirement Planning

1. To what extent have you made plans for retirement? Describe the steps you have taken so far and what you have done to prepare for your financial future.
2. Refer to your budgeting spreadsheet. How much money is in your savings account today? If your income and expenses stay the same for the next 12 months, how much money will you have in your savings account 12 months from now (use the spreadsheet to calculate this automatically)?
3. Do some quick research to estimate how much money a therapy assistant would make per year in the location where you would like to work. Figure out what your monthly wage would be before and after taxes.
 - How much money would you save each month?
 - Create a spreadsheet to estimate how much money you would have saved, not including interest, after 3 years of saving at this rate.
 - Use a compound interest calculator to estimate how much money you would have saved if you continued saving this same amount of money and earned 1.5% interest for 25 years.
 - Write about your thoughts and feelings on the calculations you just did.

Practical Application: Personal Financial Plan

Using strategies from throughout the money management module, create a personal financial management plan to set yourself up for future success. Outline this plan on paper with as much detail as possible, making sure that there are clear steps that you could implement today, plus future steps (as applicable) to begin when you are working. Example: “set up a separate account for an emergency fund, and start adding \$100 per month to this account.”

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PART III

MANUAL SKILLS

Module Description

Hands-on life skills for therapy assistant students, such as food and kitchen safety, kitchen tools, cooking and baking techniques, sewing, and use of tools.

Learning Outcomes

In this module, students will:

1. Identify basic tools and describe how to use them.
2. Employ strategies for performing manual skills.
3. Attempt manual skills such as sewing or repairing items.
4. Choose strategies for healthy meal preparation while following food safety guidelines.

Topics

- Food and kitchen safety
- Kitchen tools
- Cooking and baking techniques
- Sewing
- Use of tools



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=47#oembed-1>

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Next: Food and Kitchen Safety

13. Food and Kitchen Safety

Handout: Food and Kitchen Safety



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=101#h5p-15>

Tip Sheet: Cutting Food Safely



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=101#h5p-16>

Video: Why You Need Oven Mitts (3:01)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=101#oembed-1>

Additional Resources: Food Safety

Government of Canada. (2014). *Food Safety and You*. Retrieved from: <https://www.canada.ca/en/health-canada/services/general-food-safety-tips/food-safety-you.html>

Responsible Training (2016, July 20). *Food Handler Training Course: Part 1* [YouTube Video]. Retrieved from: https://www.youtube.com/watch?v=n19DV_RDWVg

Responsible Training (2016, July 20). *Food Handler Training Course: Part 2* [YouTube Video]. Retrieved from: <https://www.youtube.com/watch?v=SgQjwssO7AYL>

CPCFSE2010 (2010, February 16). *How to be food safe Canada* [YouTube Video]. Retrieved from: <https://www.youtube.com/watch?v=sf7ic4Lhmv8>

Additional Resource: Food Safety Mini Course

This is a free interactive food safety course from the Government of BC. The course is for helping professionals (such as therapy assistants) who may be working with others in contexts involving food handling. The course takes about 90 minutes to complete.

Province of BC. (2010). *Caring About Food Safety*. <http://media.openschool.bc.ca/assets/cafs/mainpage/home.html>

Practical Application: Food and Kitchen Safety

Analyze your food and kitchen safety practices.

- What is the temperature danger zone for food? Do you store food appropriately and minimize the time food is in the temperature danger zone?
- How do you ensure that foods are cooked to a safe temperature?
- Look around your kitchen and notice any safety risks that may be present.
 - What temperature is your fridge? What temperature is the freezer? Do these need to be adjusted?
 - Do you have the appropriate equipment for preparing and handling food safely (sharp knives, tools for keeping knives sharp, oven mitts, potholders, etc.)?
- How can you make your kitchen safer?
- How could you prepare, handle, or store food more safely?

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14. Kitchen Tools

The right kitchen tools can help make meal preparation easier, safer, and more efficient. You may have different preferences, traditions, and habits requiring different kitchen tools than those described here, and that is okay! Customize your kitchen tools to suit your needs and style.

Handout: Essential Kitchen Tools



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=103#h5p-17>

Open the essential kitchen tools handout here.

Additional Kitchen Tools Resources

Here are some helpful lists of top kitchen tools.

Kitchen Tools. (n.d.). The Fresh 20. Retrieved from <https://www.thefresh20.com/kitchentools/>

The Daily Meal Staff. (2018, October 5). 25 Essential Kitchen Tools. The Daily Meal. <https://www.thedailymeal.com/cook/25-essential-kitchen-tools-gallery>

Waygood, J. (2019, January 21). Kitchen Utensil List of 46 Essential Cooking Items. Listonic. <https://listonic.com/kitchen-utensils-list/>

Video: Kitchen Tools – Cutting and Peeling (4:03)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=103#oembed-1>

Video: Kitchen Tools for Measuring (2:03)





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=103#oembed-2>

Video: Other Types of Kitchen Tools (2:51)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=103#oembed-3>

Demonstration: Using Knives (6:47)

A quick overview of different knives from an occupational therapy perspective. This video demonstration describes functional aspects of safe knife use in the kitchen. I have never taken a knife skills class. You could probably learn some much better knife skills from an actual chef! But here are some basics.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=103#oembed-4>

Demonstration: Cleaning a Cast Iron Pan (1:12)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=103#oembed-5>

Additional Resources: Using a Gas Stove

G, A. (2018, November 27). 11 Gas Stove Safety Tips Everyone Should Know. *Architecture Lab*. <https://www.architecturelab.net/11-gas-stove-safety-tips-everyone-should-know/>
Heavenly Starlight Skyhouse. (2014, December 28). *Using the Gas Stove in the Kitchen* [YouTube Video]. <https://www.youtube.com/watch?v=plcbES-L8t8>

Practical Application: Kitchen Tools

Consider the kitchen tools discussed in this module, and create your own list of essentials.

Make a list of kitchen tools you would like to add to your kitchen, and consider low-cost ways to obtain these items (add them to your gift wish list, buy second hand, etc.). Which items do you plan to get right away, and why?

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15. Cooking and Baking Techniques

Slides: Cooking and Baking Techniques



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=105#h5p-18>

Video: Cooking and Baking Techniques Introduction (0:59)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=105#oembed-1>

Video: Sequencing (1:49)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=105#oembed-2>

Video: General Tips (2:07)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=105#oembed-3>

Video: Healthy Eating (2:54)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=105#oembed-4>

Video: Healthy Snack Ideas (3:01)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=105#oembed-5>

Tip Sheet: How to Avoid Burning Things (5 minutes)



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=105#h5p-19>

Cooking Methods

The following section describes cooking methods and techniques that may be helpful personally or for teaching clients who are working on cooking skills. As with all of the skills in this section, you might have different ways of doing things. Feel free to adapt the techniques to suit your needs and preferences, and remember to modify techniques as needed to suit your clients as well.

Video: Methods and Techniques – how not to burn things (2:57)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=105#oembed-6>

Video: Using and Reading a Recipe (2:29)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=105#oembed-7>

Video: Modifying a Recipe (1:50)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=105#oembed-8>

Resource: Simple Cooking Techniques

<https://goodfoodvegan.com/simple-cooking-techniques-and-methods/>

Resource: Too busy to cook! 7 Time Saving Tips

<https://goodfoodvegan.com/menu-and-meal-plan/too-busy-to-cook-7-time-saving-tips-for-busy-people/>

Demonstrations

These demonstrations show some ideas for meal preparation techniques. You may have other techniques that work for you, and you might have ways of modifying the techniques to better suit your preferences. I find that I am always learning new ways of cooking, and that experimentation is a great way to learn what works!

Demonstration: Cutting Watermelon (0:45)



— One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=105#oembed-9>

Demonstration: The Easy Way to Bake Fresh Bread (1:17 – quick video; or 16:16 – full length)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=105#oembed-10>



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=105#oembed-11>

Demonstration: Making Breadsticks (0:46)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=105#oembed-12>

Demonstration: How to Make Popcorn on the Stove (1:32)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=105#oembed-13>

Demonstration: Cooking Pasta and Sauce (12:59)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=105#oembed-14>

Demonstration: Making Stir Fry with Rice (11:54)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=105#oembed-15>

Practical Application: Meal Preparation Observation

Use your observation skills by watching another person prepare a meal and completing this Meal Preparation Observation checklist [Google Doc]. You could observe a friend, roommate, or family member (with their permission) or you may want to take turns making meals with a classmate so you each have a chance to make a meal and to observe each other. This observation can be done in person or over a video call.

After completing the observation, reflect on the following.

- What was it like to watch the person make a meal while thinking about the items on the checklist?
- Compare this individual's method of cooking to your own way of making meals. What similarities and differences did you notice?
- What did you learn based on observing another person making a meal? How might this experience relate to your work as a therapy assistant?

Practical Application: Cooking and Baking Techniques

As you know, the best way to improve one's cooking and baking skills is practice. Let's make something!

1. Choose one thing to cook or bake within the next few days. Ideally, choose something new that you

haven't made before.

2. Use your problem solving skills to break this task down into parts (planning the meal/dish, finding a recipe, making a grocery list, getting the ingredients, preparing the food).
3. Do the steps!
4. Reflect:
 - Do you consider yourself an experienced cook/baker? How interested are you in these tasks, and how much do you generally enjoy cooking/baking?
 - What did you make? Describe what made you choose this meal/dish.
 - What was the process like? How enjoyable was it to make this food?
 - How did the food turn out?
 - What would you do the same and what would you do differently next time?
 - Would you make this food again? Why or why not?

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16. Sewing

Slides: Sewing



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=107#h5p-20>

Video: Sewing Overview (5:09)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=107#oembed-1>

Video: Interfacing (1:09)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=107#oembed-2>

Demonstration: Sewing on a Button (15 minutes)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=107#oembed-3>





An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=107#h5p-21>

Demonstration: Hemming Pants (15 minutes)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=107#oembed-4>



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=107#h5p-22>

Demonstration: Threading a Sewing Machine (5:34)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=107#oembed-5>

Tip Sheet: Getting Started with Sewing



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=107#h5p-23>

What would you like to be able to sew? Do you have a specific project in mind (pants that need hemming, a garment you want to alter or repair, something you want to make, etc.)? What are the barriers to completing this project (time, money, supplies, motivation, skills, experience, other)?

If you have something you want to sew, a sewing skill you want to learn or improve, or something else you would like to accomplish in regard to sewing, set a goal for completing this on a timeline that works for you. What needs to happen for you to accomplish this goal?

Is there something you could sew this week? Consider reattaching a button, fixing a tear, or sewing something you have been meaning to make.

Remember: the best way to improve a skill is practice! Take time to do a bit of sewing!

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17. Use of Tools

Slides: Basic Tools

An understanding of common tools can be helpful for tasks around the home, and also for working as a therapy assistant. Therapy assistants may perform wheelchair adjustments, equipment repairs, or other tasks requiring tools, or TAs may facilitate groups with activities such as woodworking. If you are already familiar with tool use, you probably already know much or all of the content that will be covered here, and in this case, perhaps you may find some tips that can be helpful for teaching clients about tool use. If tools are unfamiliar, the information in this module may be a good starting point for increasing your knowledge and confidence with using tools.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=109#h5p-24>

Video: Tools Overview (5:22)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=109#oembed-1>

Handout: Tools that Everyone Should Have



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=109#h5p-25>

Video: Basic Hand Tools – Showing a Basic Toolkit (5:23)





One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=109#oembed-2>

Video: Screws and Screwdrivers (1:09)



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://openeducationalberta.ca/life-skills/?p=109#oembed-3>

Handout: Common Types of Screws and Screwdrivers



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=109#h5p-26>

Handout: Which Direction to Turn Things



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openeducationalberta.ca/life-skills/?p=109#h5p-27>

Additional Resources: Essential Tools

25 Essential Hand Tools Everyone Should Own (List with Pictures). (2020). HealthyHandyman.
<https://healthyhandyman.com/essential-hand-tools-list/>.

Zillow. (2016, May 24). Must-Have Power Tools for Homeowners | DIY Tips | Zillow.





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=109#oembed-5>

Demonstration: How To Adjust The Calf Panel On Elevating Leg Rests (1:16)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openeducationalberta.ca/life-skills/?p=109#oembed-4>

Practical Application: Use of Tools

1. Consider your own need for tools. Do you just need the basics, or do you like to do projects that require more or specialized tools? What tools are most important and useful for you?
2. Create your own list of essential tools.
3. Based on your essential tools list, create a list of tools you already have and tools you need.
4. Which tools do you need first, and which ones could you get later? How could you get these tools for the lowest cost (second hand, borrow, etc.)? When would it be feasible for you to obtain these tools, and how could you fit these purchases into your budget?
5. Which tools on your essential tools list are you familiar with? Which tools are you unfamiliar with? How could you learn more about how to use the less familiar tools?

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Thank You and Further Information

Thank you for your interest in these Life Skills Training Modules. For more information about the research background of these modules, please see the following publications.

Raudebaugh, C. L., Norman, K., & Finlayson, M. L. (2021). *Life Skills Training for Therapy Assistant Students: An Exploratory Sequential Mixed Methods Study* [Doctoral Thesis, Queen's University]. <http://hdl.handle.net/1974/28920>

Raudebaugh, C., Finlayson, M., Norman, K., & Stewart, S. (2022). Life Skill Needs of Occupational Therapy Assistant Students: Perceptions of Instructors, Preceptors, Graduates and Current Students. *Journal of Occupational Therapy Education*, 6(3). <https://doi.org/10.26681/jote.2022.060303>

About the Authors

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Candi is the author and host of the *Relaxation Audio with Candi* podcast and author of the websites relaxation-audio.com and goodfoodvegan.com. Candi has written a textbook for health professionals, *Peaceful Relaxation Scripts: Group Facilitation Guide*, with relaxation scripts and guidelines for relaxation group facilitation.

Co-authors of the research study include Dr. Marcia Finlayson (Queen's University), Dr. Kathleen Norman (Queen's University), and Dr. Sally Stewart (University of British Columbia Okanagan).

Dr. Marcia Finlayson is Vice Dean (Health Sciences), and Professor and Director, School of Rehabilitation Therapy at Queen's University in Kingston, Ontario. Her research focuses on self-management and health services utilization among people with multiple sclerosis, primarily using mixed methods approaches. ORCID: <https://orcid.org/0000-0002-1774-4810>

Dr. Kathleen Norman, PT, PhD, is Professor and Associate Director (Research and Post-Professional Programs) in the School of Rehabilitation Therapy at Queen's University in Kingston, Ontario, Canada. Her research has spanned neuroscience, rehabilitation, physical therapist education and regulatory matters, and health services. ORCID: <https://orcid.org/0000-0001-7409-7704>

Dr. Sally Stewart is an Associate Professor of Teaching in the School of Health and Exercise Sciences at UBC Okanagan. Her educational leadership research focuses on student wellbeing and academic success specifically through development of credit course offerings in student health and wellbeing, and faculty training to implement classroom wellbeing practices.

Candi Raudebaugh's Publications

Raudebaugh, C., Finlayson, M., Norman, K., & Stewart, S. (2022). Life Skill Needs of Occupational Therapy Assistant Students: Perceptions of Instructors, Preceptors, Graduates and Current Students. *Journal of Occupational Therapy Education*, 6(3). <https://encompass.eku.edu/jote/vol6/iss3/3/>

Raudebaugh, C. (2022). *Peaceful Relaxation Scripts: Group Facilitation Guide* [Amazon Product Page]. Independently published. <https://www.amazon.ca/Peaceful-Relaxation-Scripts-Group-Facilitation/dp/B09QFJ4BPR>

Raudebaugh, C. L., Norman, K., & Finlayson, M. L. (2021). *Life Skills Training for Therapy Assistant Students: An Exploratory Sequential Mixed Methods Study* [Doctoral Thesis, Queen's University]. <http://hdl.handle.net/1974/28920>

Webber, J., Hatch, S., Petrin, J., Anderson, R., Nega, A., Raudebaugh, C., Shannon, K., & Finlayson, M. (2021). The impact of a virtual doctoral student networking group during COVID-19. *Journal of Further and Higher Education*, 46(0), 667–679. <https://doi.org/10.1080/0309877X.2021.1987401>