

## Essential Skills: Instructional Strategies Quick List

General Strategies	Description
<b>Chunking</b>	Breaking down an activity or task into smaller parts.
<b>Clarifying, Confirming &amp; Paraphrasing</b>	Ask the learner to repeat back or paraphrase steps, instructions, directions, order of events, etc.
<b>Outlining Steps</b>	For complex or multi-step activities or tasks, provide the learner with the sequence of steps in advance – like a road map. Check in at the completion of each step to confirm understanding.
<b>Concrete topics</b>	When learning a new concept, first present information using a familiar or concrete topic or scenario. As the learner becomes comfortable with the concept, apply it to less familiar topics or scenarios.
<b>Same skill, different scenario</b>	Have the learner repeat a task or activity using the same skill in a different scenario.
<b>Key points</b>	Begin an activity by identifying the key points from the document, task, or assignment.
<b>WIIFM</b>	Introduce new topics or activities by discussing WIIFM – What’s in it for me? Why is it important for the learner to master the skill or acquire the knowledge?
<b>Purpose</b>	Review the purpose of a document. When is it used? How is it used in different contexts?
<b>Scan for key words</b>	Before a task, identify and locate key words in a document.
<b>Given &amp; Requested</b>	When answering specific questions, start by identifying what is already known (given) and what information they need to find (requested), based on the question.
<b>Making predictions - location</b>	An efficient search strategy – have learners predict where they might find information within a document based on layout, headings or similar.
<b>Making predictions - solutions</b>	An efficient strategy for checking solutions. Does the answer make sense?