Bridging the Employment Gap

Ready for Work

Simcoe/Muskoka
Literacy Network

Human Resources and Social Development Canada
Ressources humaines et Développement social Canada

READY
FOR
WORK

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Bridging the Employment Gap

- Focus on Level 1 Essential Skills
- Based on National Occupation Code Profiles for jobs in 5 sectors
    - Clerical
    - Grounds Maintenance
    - Janitorial
    - Kitchen Help
    - Retail
- Emphasis on community partnerships with job coaches / job developers and with employers
- Student units include Learning Activities (Essential Skills identified), Teaching Aids, Student Activity Sheets, and Demonstrations (including instructor notes, tasks, and assessment.)

READY FOR WORK includes

- **ESSENTIAL SKILLS** training module for tutors
    - Exploring the Essential Skills
    - LBS / ES alignment charts
    - How to Use the Ontario Skills Passport (including NOC)
- **STUDENT UNITS** focused on skills all people need – especially the “soft skills”
    - **Before Applying for the Job**
        - Choosing a Job
        - Fit for the Job
        - Keep Fit
        - Using a Personal Information Wallet Card
        - Going for the Interview
    - **On the Job**
        - Pay Information
        - Form Filling
        - Succeeding in the Workplace: Personal and Interpersonal Skills
            - Working with Others
            - Employee Responsibilities
            - Employer Responsibilities
        - Messages
        - Bus Smart
        - Time
            - Units of Time Measurement
            - Digital Clock
            - Analog clock
            - Measuring Elapsed Time
            - Managing Time
- **EVALUATION**
    - For the Employer
    - For the Support Worker
    - For the Student

CONTENTS OF SECTOR MANUALS

CLERICAL

- Safety
- Collating
- Photocopying
- Preparing Envelopes for Mailing
- Taking Telephone Messages
- Making a Telephone Call

GROUNDS MAINTENANCE

- Safety
- Understanding Hazardous Product Labels
- Tools and Fasteners
- Lawns and Gardens: Tasks and Tools
- Lawnmowers
- Flower Gardens
- Communicating on the Job

JANITORIAL

- Safety
- Understanding Hazardous Product Labels
- Understanding Signs
- Garbage Bags and Recycling
- Floors, Tables and Windows
- Cleaning the Washroom

KITCHEN HELP

- Safety
- Loading and Unloading the Dishwasher
- Counting and Patterns
- The Condiment Station: Sorting and Storing Food
- Setting Temperatures: Burners and Ovens
- Measuring Ingredients

RETAIL

- Safety
- Counting Money
  - Previous experience
  - Loonies and toonies
  - $5
  - $10 & $20
  - Pennies
  - Quarters
  - Nickels & Dimes
  - Putting it all Together
- Sorting Sizes
- Matching UPC Numbers
- Stocking Shelves

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Background

This is part of Phase 2 of ***Bridging the Employment Gap for Learners with Low Level Literacy Skills***, a project begun in 2001. The focus of Phase 1 of the project was students with the lowest level literacy and basic skills, especially the developmentally challenged population. These students are the hardest to place in jobs and they face significant challenges in getting and keeping employment.

Phase 1 produced job specific sector manuals. These manuals presented step-by-step learning activities for selected tasks in the following sectors:

- Clerical
- Grounds Maintenance
- Janitorial
- Kitchen Help
- Retail.

Activities and teaching aids, as well as some demonstrations, were produced for each of the above sectors. Tasks selected were representative of jobs in which students were being placed. These manuals have been successfully used by a number of agencies, and this led to requests for their augmentation and fuller circulation.

In Phase 2, the focus was expanded to include all Essential Skill Level 1 learners, not just those who are developmentally challenged. To accomplish this, more activities requiring greater skill were created. All the activities have been aligned to the Essential Skills and to the selected National Occupation Classification (N.O.C.) profiles. A summary of the N.O.C. profiles and their Level 1 tasks is included; however, some of the Level 1 tasks from the profiles have yet to be developed. Demonstrations and authentic documents have been added to complement the activities.

As a result of focus group meetings with representatives from Ontario Works, Job Connect, Employment Resource Centres, community-based literacy programs, job coaches, job developers and literacy instructors, a need for the development of the “soft skills” was identified. There are many other non sector-specific job related skills needed by all employees, for example, form filling skills. **Ready for Work** is the resource which has been developed to address these needs. **Ready for Work** should be used as a complement to each sector manual.

How to Use this Resource

This resource binder has three main sections: Essential Skills, Student Units, and Evaluation.

ESSENTIAL SKILLS

A summary of the **Essential Skills** (ES) is provided in order to familiarize employers, and others, with each of the 9 Essential Skills. The abbreviations used on the charts in the teaching units are noted in brackets.

1. Reading Text (RT)
2. Document Use (DU)
3. Writing (W)
4. Numeracy (N)
    - Money Math (MM)
    - Scheduling or Budgeting and Accounting Math (SBA)
    - Measurement and Calculation Math (MC)
    - Data Analysis Math (DA)
    - Numerical Estimation (NE)
5. Oral Communication (OC)
6. Thinking Skills (TS)
    - Problem Solving (PS)
    - Decision Making (DM)
    - Job Task Planning and Organizing (JTPO)
    - Significant use of Memory (SUM)
    - Finding Information (FI)
7. Working With Others (WWO)
8. Computer Use (CU)
9. Continuous Learning (CL)

In addition to the brief description of the Essential Skills, a section outlining what these skills look like for a Level 1 student, has been included. Examples from the National Occupation Classification (N.O.C.) Profiles associated with five sectors (Clerical, Food Preparation, Janitorial, Outdoor Maintenance, Retail) have been incorporated.

Two activity based sections are included here that can be used as a base for tutor training, or even for a student-centred activity. (Because the reading is higher than Level 1**,** this would have to be led by the teacher.) **Exploring the Essential Skills** (courtesy of the Waterloo Region District School Board's resource- *On The Way To Work*) will assist instructors, tutors, volunteers and students to become familiar with the Essential Skills. Charts, aligning the Essential Skills with the Ontario Literacy and Basic Skills levels will facilitate the comparison process for many instructors. **Using the Ontario Skills Passport** (OSP) introduces the users of this manual to a resource available on-line that uses the Essential Skills and the National Occupation Classification (NOC) system as the framework for training for a job. Users can create a work plan that could be used in the classroom, with the job developer/job coach, or as an evaluation tool for an employer.

STUDENT UNITS

The units in this resource incorporate many of the ‘soft skills’ needed by the student in order to ensure success in the workplace. The units are grouped in two sections: **Before Applying for the Job,** and **On the Job.**

It is recognized that other agencies have spent time developing strategies for Résumé writing and Cover Letter writing. With this in mind *Ready for Work*, does not address these skills in detail but rather encourages instructors and volunteers to partner with the appropriate agencies in order to use their expertise and guidance. This will ensure that each student has up-to-date résumés and cover letters on hand.

Before Applying for the Job

- Choosing a Job
- Fit for the Job
- Keep Fit
- Using a Personal Information Wallet Card
- Going For The Interview

On the Job

- Pay Information
- Form Filling
- Succeeding in the Workplace: Personal and Interpersonal Skills
- Messages
- Bus Smart
- Time

UNIT ORGANIZATION

- **INTRODUCTION**
  These pages outline the intent of the unit as a whole, and they include the following sub-headings:
    - Description of unit
    - Prerequisite and additional skills not taught in this unit
        - Skills a student should have before attempting the activities and tasks.
    - Objectives
        - Measurable goals which should be met by the end of the unit.
    - Materials
        - Materials the instructor/job coach/volunteer will need to gather prior to teaching the unit.
    - Vocabulary
        - The words the students will need to be able to recognize, read or hear by the end of the unit. Specific vocabulary exercises are not provided.
        - Instructors/job coaches/ volunteers should be prepared to teach new vocabulary as it arises.
        - New words could be written on vocabulary cards which should then be laminated for multiple usages.
        - Some students will only recognize the words orally, while others may be able to copy and/or spell the words.
        - Some students may benefit from making their own vocabulary cards.
    - Resources
        - Sources of information used to develop the unit plus other resources which could be used to augment the learning.

- **ESSENTIAL SKILLS CHART**
    - The Essential Skills are named across the top of the chart (the abbreviations noted above have been used)
    - The Activity Descriptions are listed numerically down the left-hand column of the checklist.
    - The final activity, named D, is the Demonstration.
    - Each learning activity in the unit has been named, numbered and the Essential Skills used in the activity are identified and leveled. This will enable instructors / job coaches/ volunteers to locate tasks which will develop particular skills.

- **LEARNING ACTIVITIES**
  The Learning Activities contain detailed steps which are necessary for low level students. Some students may be able to omit steps in certain units depending upon their expertise in a particular area.
  A listing of the Essential Skills contained in the activity and the materials needed to complete the activity precede the instructions.

- **DOCUMENTS**
  Authentic documents have been used as appropriate. We encourage everyone using this resource to gather authentic materials appropriate to their geographic area and /or job placement.
  e.g. Local bus schedules/time-tables
  Local business application forms

- **TEACHING AIDS**
  These materials are cross-referenced in the Learning Activities. Their inclusion should facilitate the preparation process. Some of the Teaching Aids incorporate role play situations. These should be laminated or mounted on card stock to make them durable for posting and multiple usage.

- **STUDENT ACTIVITY SHEETS**
  Students will work on these sheets. They will be required to fill in forms, charts, checklists and/or answer questions. These should be photocopied as needed.

  On the CD, doc forms of the student sheets are included so that instructors may individualize these for their students.

- **DEMONSTRATION - INSTRUCTOR PAGE**
  This page acts as a summary for the instructor/job coach/volunteer. The skills and achievement indicators of the unit are itemized.

- **DEMONSTRATION TASKS**
  Demonstration Tasks will be completed by the student at the end of the unit. The skills inherent in the tasks have been taught and practiced throughout the unit (in the Learning Activities and in the Student Activity Sheets.) These demonstration tasks act as a summation of the unit, and may be collected for a student portfolio or for a workplace portfolio. The Task sheets should be photocopied as required.

- **DEMONSTRATION - ASSESSMENT**
  This form will show how the student has performed on the tasks and will be a useful tool for instructors/job coaches/volunteers and employers. It could be included in a portfolio to be taken to a job placement or interview. An indicator on all demonstration assessments is student self-assessment. This will help the individual to recognize his or her areas of strength as well as the skills he or she will need to practise further in order to meet with success in the workplace.

EVALUATION

While evaluation is a part of the learning environment, it is necessary to ensure that the learning is successfully transferred to the working environment. The focus groups suggested that some structured evaluation format would be helpful for employers and for support workers. As well, the student's own perception of success in the workplace is important.

Therefore, the evaluation section has been developed as a reference for

- Employers
- Support Workers
- Students

Checklists are provided to encourage meaningful reflection and evaluation in the workplace setting. Hopefully this will be a positive process and experience for all concerned. The checklists included are by no means exhaustive, but are an attempt to facilitate the evaluation process for those "on site." Additional evaluation checklists and techniques should be added as they suit, or are used, in your area.

ESSENTIAL SKILLS

ESSENTIAL SKILLS

This section contains resources that will help you, the instructor, to become familiar with the ***Essential Skills***. The language of the tasks is higher than Level 1, so if you wish to use the activities with the students, you will likely need to read the instructions aloud.

The first unit, "Exploring the Essential Skills" is reprinted with permission from ***On the Way to Work***, courtesy of the Waterloo Region District School Board. The activities encourage the student to use the Essential Skills website and to learn how to see these skills in the tasks they perform in daily life, as well as how they are found in a selected job.

The second unit looks at the descriptions of the Essential Skills (taken from the Reader's Guide on the Essential Skills website), and specifically how they appear at Level 1. Examples from N.O.C. profiles that are related to the five job sectors (Clerical, Grounds Maintenance, Janitorial, Kitchen Help, and Retail) are given.

The third unit, also courtesy of the Waterloo Region District School Board, contains charts that align the Essential Skills to the Ontario Literacy and Basic Skills Levels. By using this chart, Ontario literacy instructors can more easily make the transition from the LBS system to the Essential Skills. (These will also be on the CD version of this resource in poster size, for mounting on the wall for easy reference.)

The final unit in this section, "Using the Ontario Skills Passport", explores the OSP website. As with "Exploring the Essential Skills", this is a directed activity that could be used as a training module for instructors, tutors, volunteers, job coaches/job developers, or students. (Because the skill level required to read and write in these activities is higher than Level 1, an instructor reading aloud and leading discussion would likely be necessary if these activities were to be used in the classroom.)

Exploring *Essential Skills*

What are the ***Essential Skills*** in the workplace? Are these different from the skills used in school courses? Are they different from the things I know how to do around home or when I am out with my friends?

This Web-quest will introduce you to the Human Resources and Social Development Canada (HRSDC) website and the ***Essential Skills***.

Part A Webquest 1

"Google" ***Essential Skills***. Click on the link to the website.

Click on the link for "Understanding ***Essential Skills***". Use the information on this page to answer questions 1 – 4.

1. What is the definition of ***Essential Skills***?

____

____

____

2. How were these skills identified?

____

____

____

3. How many ***Essential Skills*** are there? ________

4. Why is it important to know about these skills?

____

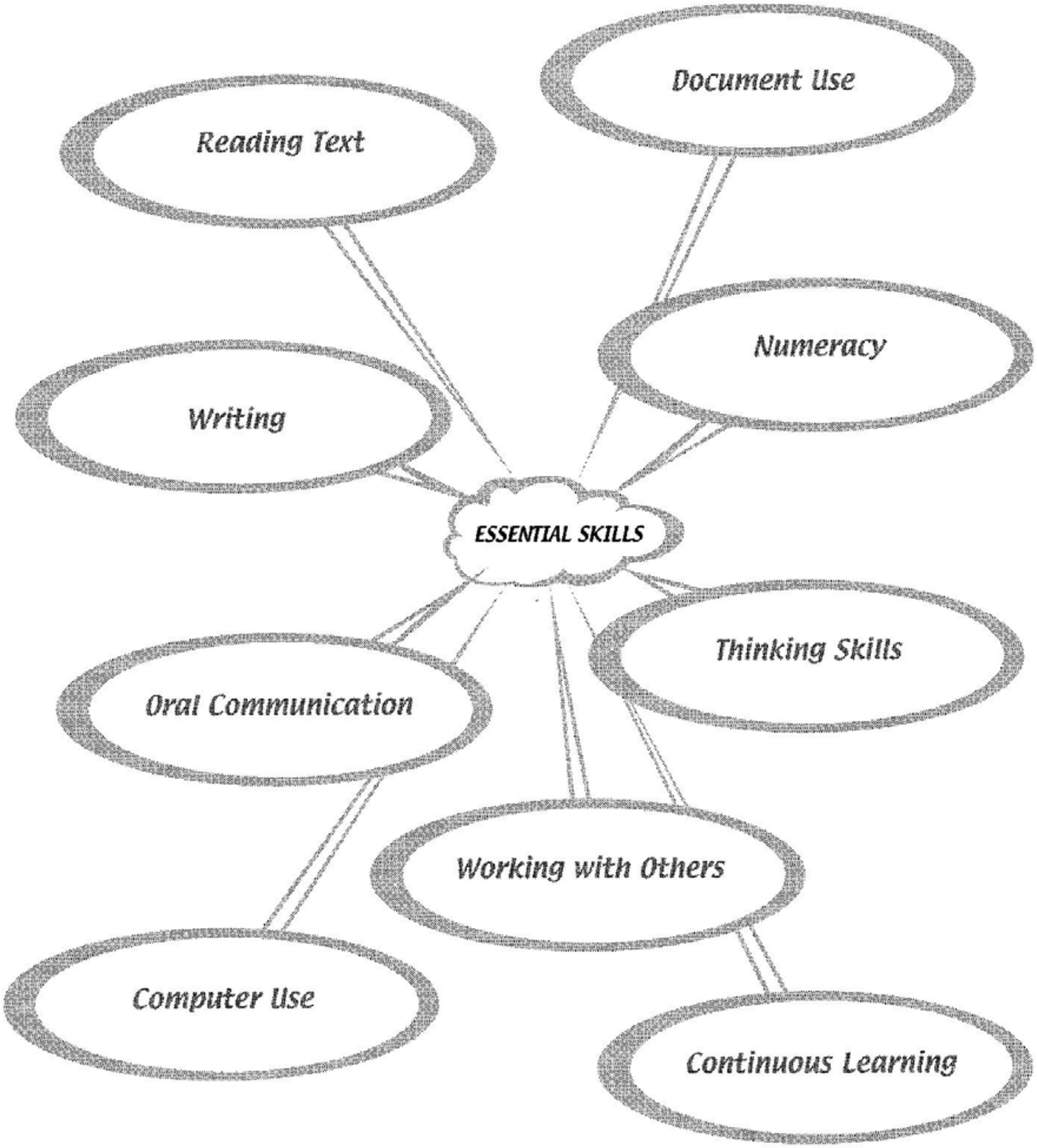
____

____

____

Now, by clicking on each of the skills in the list, and by clicking on The Equalizer, you can learn a bit about each of the skills. You do not need to choose an occupation in order to learn about the skills, but you might want to!! Just click on the button below each ***Essential Skill*** name to see the definition of that skill. The Equalizer can give you more detailed information than what is shown if you click on the skill name on the first page. Use this information to answer questions.

5. Put the information you find on a "mind map". A blank sample is here.


Document Use
Reading Text
Numeracy
Writing
ESSENTIAL SKILLS
Thinking Skills
Oral Communication
Working with Others
Computer Use
Continuous Learning

Part B: Webquest 2

There is a lot you can learn on this website!
"Google" ***Essential Skills.*** Click on the link to the website.

Step 1. Click on "How Can I Use this Site". Then click on "Student".
Use the information to answer questions 1 – 5.

1. What 3 areas of the site can you learn about?

Look at the section titled "Ideas for Using the Occupational Profiles."

2. What questions can this part of the website help you answer?

You may want to explore these links sometime!!

3. Where can you go for help with personal career planning?

Step 2

Return to the "I Am a Student" page (You can click on the "Back" arrow at the top left corner of the screen.)

Step 3

Find the bold text: "Find out how skills you are learning are used in the world of work."

Step 4

Click on "Skills."

Step 5

Select the box for "Reading Text" and click on "Next".

Step 6.

Select complexity level 1, then scroll to the bottom of the page and click on "Next."

Step 7

Scroll down the list of occupations and select one that interests you and then click on "View examples."

Use the **Web Quest 2**, Part B Record Sheet for Steps 8 -11.

Step 8

Enter the name of the occupation.

Step 9

Select 2 tasks associated with reading text that you would do in the occupation. Enter these into the Record Sheet.

Step 10

Think of 2 reading text tasks that you do now in your daily life. Enter these into the Record Sheet.

Step 11

Repeat steps 5 - 10 for each of the ***Essential Skills.*** Include the 6 subsections under Thinking Skills. You will need to click "Back" 3 times to return to the list of skills.

Part B Record Sheet Occupation: ____________________

Essential Skill	**Tasks Related to occupation (2)**	**Using this skill in my own life (2)**
Reading Text	• •	• •
Document Use	• •	• •
Writing	• •	• •
Numeracy	• •	• •
Oral Communication	• •	• •

Part B Record Sheet Occupation: ____________________

Essential Skill	**Tasks Related to occupation (2)**	**Using this skill in my own life (2)**
Thinking Skills a) Problem Solving	• •	• •
b) Decision Making	• •	• •
c) Critical Thinking	• •	• •
d) Job Task Planning and Organizing	• •	• •
e) Significant Use of Memory	• •	• •
f) Finding Information	• •	• •

Part B Record Sheet

Occupation: ____________________

Essential Skill	**Tasks Related to occupation (2)**	**Using this skill in my own life (2)**
Working with Others	• •	• •
Computer Use	• •	• •
Continuous Learning	• •	• •

Part C: **Essential Skills** are Everywhere

Section 1: Find or make an icon!

In the boxes below, draw a symbol / simple picture, or cut and paste an image out of a magazine that represents each of the nine ***Essential Skills***.

Reading Text

Writing

Thinking Skills

Computer Use

Continuous Learning

Document Use

Working With Others

Numeracy

Oral Communication

Section 2: My ***Essential Skills***

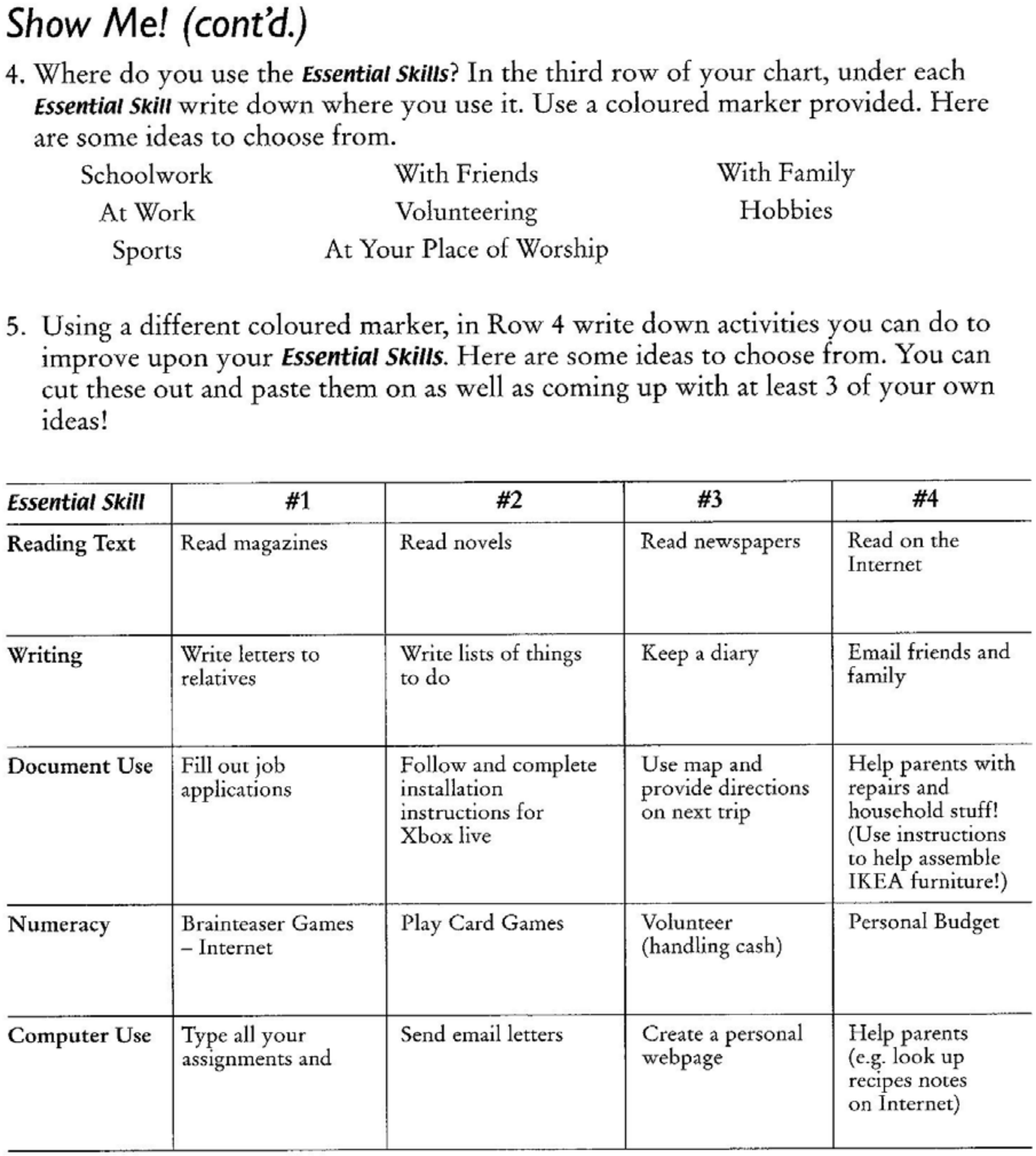
Show Me!

Everybody has strengths in the ***Essential Skills.***

1. Cut out the 9 ***Essential Skill*** blocks and place them on your desk.
2. Place them in order from your strongest skill to your least developed skill.
3. Paste them onto the chart paper provided or divide a piece of chart paper into 10 columns and 5 rows, like the sample below.

Sample Chart Layout

	STRONGEST ***Essential Skill***								LEAST DEVELOPED ***Essential Skill***
Sorted List of ***Essential Skills***									
Where I Use It									
How I Can Improve My Skills									
Goal Setting Date									



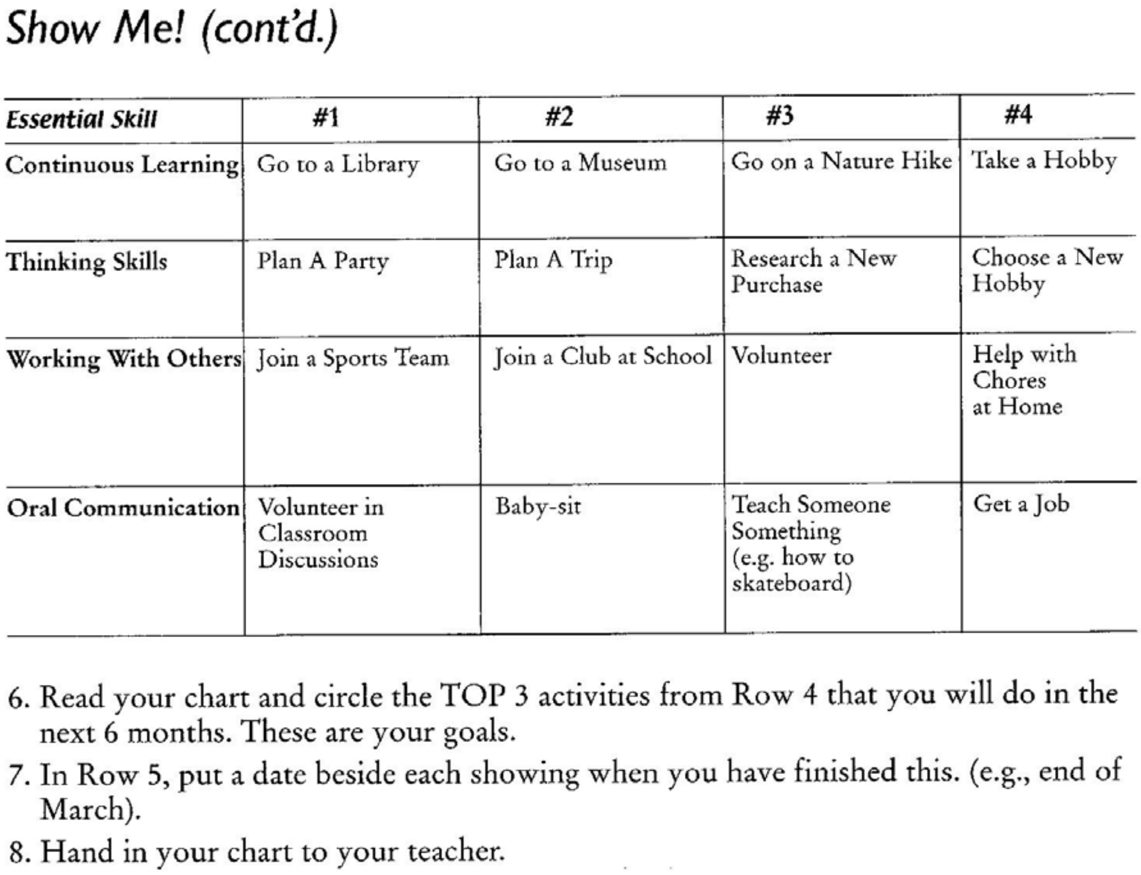
Show Me! (cont'd.)

4. Where do you use the ***Essential Skills***? In the third row of your chart, under each ***Essential Skill*** write down where you use it. Use a coloured marker provided. Here are some ideas to choose from.

Schoolwork
At Work
Sports
With Friends
Volunteering
At Your Place of Worship
With Family
Hobbies

5. Using a different coloured marker, in Row 4 write down activities you can do to improve upon your ***Essential Skills***. Here are some ideas to choose from. You can cut these out and paste them on as well as coming up with at least 3 of your own ideas!

Essential Skill	***#1***	***#2***	***#3***	***#4***
Reading Text	Read magazines	Read novels	Read newspapers	Read on the Internet
Writing	Write letters to relatives	Write lists of things to do	Keep a diary	Email friends and family
Document Use	Fill out job applications	Follow and complete installation instructions for Xbox live	Use map and provide directions on next trip	Help parents with repairs and household stuff! (Use instructions to help assemble IKEA furniture!)
Numeracy	Brainteaser Games – Internet	Play Card Games	Volunteer (handling cash)	Personal Budget
Computer Use	Type all your assignments and	Send email letters	Create a personal webpage	Help parents (e.g. look up recipes notes on Internet)



Show Me! (cont'd.)

Essential Skill	#1	#2	#3	#4
Continuous Learning	Go to a Library	Go to a Museum	Go on a Nature Hike	Take a Hobby
Thinking Skills	Plan A Party	Plan A Trip	Research a New Purchase	Choose a New Hobby
Working With Others	Join a Sports Team	Join a Club at School	Volunteer	Help with Chores at Home
Oral Communication	Volunteer in Classroom Discussions	Baby-sit	Teach Someone Something (e.g. how to skateboard)	Get a Job

6. Read your chart and circle the TOP 3 activities from Row 4 that you will do in the next 6 months. These are your goals.
7. In Row 5, put a date beside each showing when you have finished this. (e.g., end of March).
8. Hand in your chart to your teacher.

9 *Essential Skill* Blocks

Reading Text

Writing

Thinking Skills

Computer Use

Continuous Learning

Document Use

Working with Others

Numeracy

Oral Communication

Part D: ***Essential Skills*** Profiles

Google ***Essential Skills.***

Step 1. Go to the website.

Step 2. On the left side of the screen, click on: "***Essential Skills*** Profiles".

Step 3. Use the information to complete the following 2 sections.

Section 1: Answer the questions in the spaces provided.

1. What do the ***Essential Skills*** Profiles describe?

____

____

2. How many profiles are there? ____________

3. What does each of the profiles include?

a) ______________________________________
b) ______________________________________
c) ______________________________________
d) ______________________________________
e) ______________________________________
f) ______________________________________

4. What are the links you can follow from this page?

a) ______________________________________
b) ______________________________________
c) ______________________________________
d) ______________________________________
e) ______________________________________
f) ______________________________________

Section 2: Occupational Profile

Find an Occupational Profile that is of interest to you. (Now is a good time to complete the Career Cruising Assignment located on page 59 if you have not already done so and if you are not sure what kind of job you are best suited for.)

Go to the ***Essential Skills*** Website.

Step 1. Click on "Search the Profiles"
Step 2. Click on "Occupations"
Step 3. Select the occupational profile of interest to you.
Step 4. Use the information to answer the questions.

1. What is the NOC Code for that occupation? ____________________
2. What are the most important ***Essential Skills*** required for that occupation?
   - ____
   - ____
   - ____
3. Find 2 examples of tasks associated with each of the most important ***Essential Skills***. Choose tasks that you think would be really important to be successful in that occupation.

Essential Skill *# 1* ______________________________

Task # 1

____

____

Task # 2

____

____

Essential Skill # 2 ______________________

Task # 1

____

____

Task # 2

____

____

Essential Skill # 3 ______________________

Task # 1

____

____

Task # 2

____

____

4. What are some interesting facts under "Other Information" about this occupation?

____

____

____

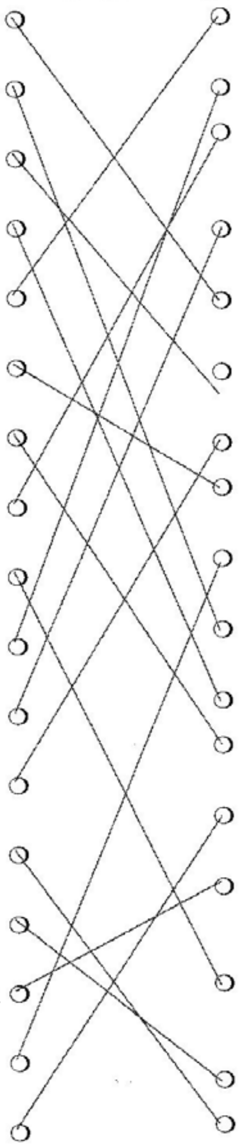
Part D: Match Me!

Match the following jobs to the activities.

JOB			TASK
Amusement Attraction Workers	○	○	Read signs indicating parts of the building which are off limits to inmates.
Babysitter	○	○	Listen to and/or leave messages.
Carpenter	○	○	Decide how to handle unruly passengers. They may decide to stop serving alcohol to passengers who have had too much to drink.
Cook	○	○	Read street signs and signs posted on homes or businesses when delivering mail.
Correctional Officer	○	○	May try to persuade customers to participate in games of chance.
Dispatcher or Radio Operator	○	○	Estimate whether a wall is straight by eyeballing it.
Golf Course Manager	○	○	Write plant identification tags.
Flight Attendants	○	○	May announce the marine broadcast *Notices to Shipping* over the radio. (every two hours)
Weavers/Knitters	○	○	Talk to other drivers to pass along information about road conditions.
Office Clerk	○	○	May write notes to parents requesting special clothing or supplies.
Letter Carrier	○	○	May search on the Internet for specialty recipes.
Nursery or Greenhouse Worker	○	○	Decide when the course should be opened and closed.
Sales Rep	○	○	Complete drivers' logs, stating date, destination, and driving and resting periods.
Pet Groomers	○	○	Assess a problem with the rear lights on a camper going on and off. They conduct tests to find and fix the problem within minutes.
Recreation Vehicle Service Technician	○	○	May read labels on fabrics and yarns to identify the blend of fibres, care instructions and tension requirements.
Taxi Cab Drivers	○	○	Speak to animals to put them at ease.
Truck Driver	○	○	Promote their products directly to customers.

Match Me! Answer Key

Match the following jobs to the activities.



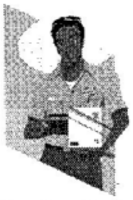
Job	Task
Amusement Attraction Workers	Read signs indicating parts of the building which are off limits to inmates.
Babysitter	Listen to and/or leave messages.
Carpenter	Decide how to handle unruly passengers. They may decide to stop serving alcohol to passengers who have had too much to drink.
Cook	Read street signs and signs posted on homes or businesses when delivering mail.
Correctional Officer	May try to persuade customers to participate in games of chance.
Dispatcher or Radio Operator	Estimate whether a wall is straight by eyeballing it.
Golf Course Manager	Write plant identification tags.
Flight Attendants	May announce the marine broadcast *Notices to Shipping* over the radio. (every two hours)
Weavers/Knitters	Talk to other drivers to pass along information about road conditions.
Office Clerk	May write notes to parents requesting special clothing or supplies.
Letter Carrier	May search on the Internet for specialty recipes.
Nursery or Greenhouse Worker	Decide when the course should be opened and closed.
Sales Rep	Complete drivers' logs, stating date, destination, and driving and resting periods.
Pet Groomers	Assess a problem with the rear lights on a camper going on and off. They conduct tests to find and fix the problem within minutes.
Recreation Vehicle Service Technician	May read labels on fabrics and yarns to identify the blend of fibres, care instructions and tension requirements.
Taxi Cab Drivers	Speak to animals to put them at ease.
Truck Driver	Promote their products directly to customers.

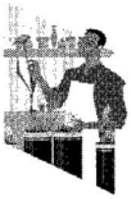
Part E: Name That Skill

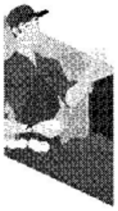
Now it is time to see if you can recognize what skill is being used when you complete certain tasks. At the end of each Assignment in this resource binder, you will be asked to check off which ***Essential Skills*** you practised.

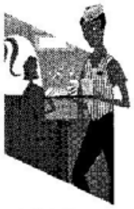
Match the following tasks to the ***Essential Skills*** by circling the most correct answer.

1. Write notes to foreman about missing or damaged materials.

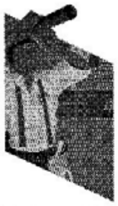

Reading Text

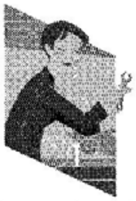

Oral Communication

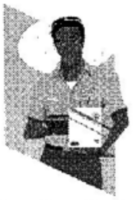

Numeracy

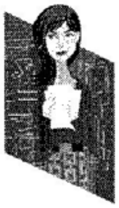

Writing

2. Reads label on bag of cement to find out how to mix it and use it.

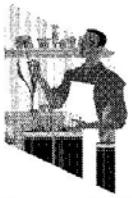

Thinking Skills

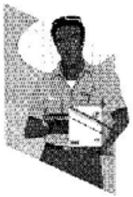

Continuous Learning

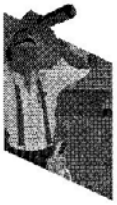

Reading Text

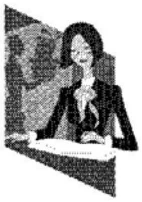

Computer Use

3. Listen to and/or leave messages.


Oral Communication


Reading Text


Thinking Skills


Document Use

4. Decide whether to proceed with scheduled task; for example, may decide the job site is unsafe for using a bulldozer because of the week of heavy rain which has softened the ground.

Oral Communication

Thinking Skills

Working with Others

Computer Use

5. Read street signs and lot numbers to identify location of job for the day.

Numeracy

Reading Text

Continuous Learning

Document Use

6. Call office to request more supplies be sent to job site.

Thinking Skills

Oral Communication

Working with Others

Reading Text

7. Estimate whether a wall is straight by eyeballing it.

Numeracy

Thinking Skills

Reading Text

Document Use

8. Write list of materials needed from hardware store.

Document Use

Writing

Numeracy

Thinking Skills

9. Search Internet for additional warranty information about shingles.

Document Use

Computer Use

Thinking Skills

Reading Text

10. Decide the best location for vents in a new roof.

Reading Text

Thinking Skills

Computer Use

Working with Others

11. Complete daily timesheet.

Thinking Skills

Computer Use

Document Use

Continuous Learning

12. Assess a problem with the power supply to a job site. Conduct tests to find and fix the problem within minutes.

Computer Use

Thinking Skills

Oral Communication

Numeracy

13. Keep in touch with various work crews by walkie-talkie.

Reading Text

Numeracy

Writing

Oral Communication

14. Read a WHMIS label on insulation.

Document Use

Writing

Numeracy

Reading Text

15. Speak to new labourer on site to give instructions.

Thinking Skills

Writing

Computer Use

Oral Communication

16. Measure and stake out where a new house is to be built on a lot.

Working with Others

Numeracy

Thinking Skills

Reading Text

17. Use hand signals to direct driver of front-end loader on job site who is excavating a basement.

Working with Others

Oral Communication

Document Use

Thinking Skills

18. Read a trade flyer about a new product to know what it is used for.

Continuous Learning

Oral Communication

Document Use

Thinking Skills

19. Plan the best order to walk through the large hardware store when purchasing a long list of items needed on the job site. For example, get all the electrical supplies, then all the plumbing supplies.

Thinking Skills

Writing

Numeracy

Reading Text

20. Use the manual to learn how to operate a new piece of equipment.

Document Use

Writing

Numeracy

Continuous Learning

The *Assignments* you will be doing have tasks that use more than one ***Essential Skill*** at a time. What are the ***Essential Skills*** used in the following situations?

1. Juan and Jim arrive at the jobsite on Monday morning and find that over the weekend a storm has damaged some of the previous week's work. They decide that they must clean up the site, make a list of the materials (type and amount) they will need to replace, and phone the site supervisor to request the materials that they need. They will give a copy of the tally sheet they have made to him when he arrives so that he has it for his records.

______________________ ______________________

______________________ ______________________

____

2. Mario is going to be using a new piece of machinery. He is given a copy of the manual and must read it over the weekend so that he is ready to start on Monday morning. He takes some notes of the most important points, which he plans to stick in his pocket to help him for the first few days. There is a use and maintenance log that he must fill in each day, noting the fuel used, the number of hours the machine is running, and the times he adds oil.

______________________ ______________________

______________________ ______________________

______________________ ______________________

Answer Sheet for Part E

Match the following tasks to the ***Essential Skills*** by circling the most correct answer!

1. May write notes to foreman about missing or damaged materials.

Writing

2. Reads label on bag of cement to find out how to mix it and use it.

Reading Text

3. Listen to and/or leave messages.

Oral Communication

4. Decide whether to proceed with scheduled task; for example, may decide the job site is unsafe for using a bulldozer because of the week of heavy rain which has softened the ground.

Thinking Skills

5. Read street signs and lot numbers to identify location of job for the day.

Document Use

6. May call to office to request more supplies to be sent to job site.

Oral Communication

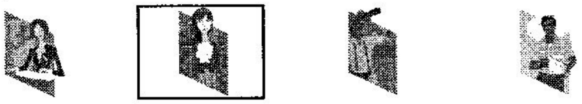
7. Estimate whether a wall is straight by eyeballing it.

Numeracy

8. Write list of materials needed from hardware store.

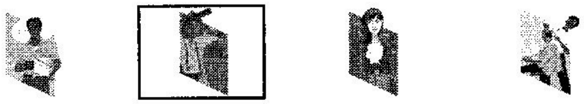
Writing

9. May search in Internet for additional warranty information about shingles.



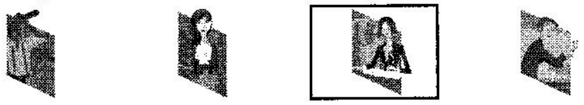
Computer Use

10. Decide the best location for vents in a new roof.



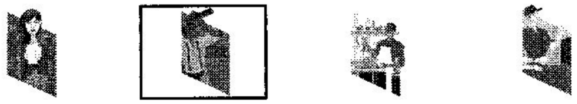
Thinking Skills

11. Complete daily timesheet.



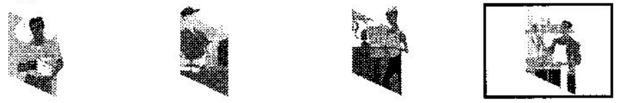
Document Use

12. Assess a problem with the rear lights on a camper going on and off. They conduct tests to find and fix the problem within minutes.



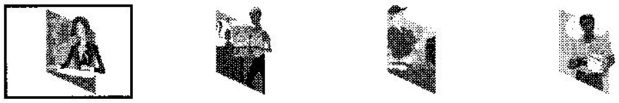
Thinking Skills

13. Keep in touch with various work crews by walkie-talkie.



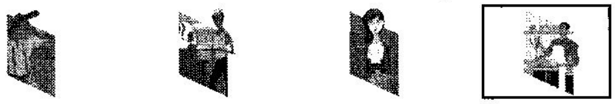
Oral Communication

14. Read a WHMIS label on insulation.



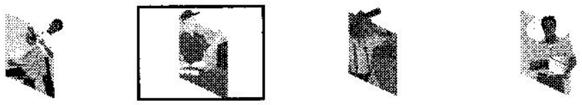
Document Use

15. Speak to new labourer on site to give him instructions.



Oral Communication

16. Measure and stake out where a new house is to be built on a lot.



Numeracy

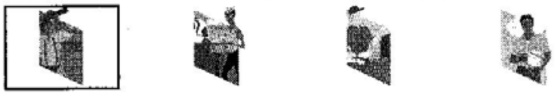
17. Use hand signals to direct driver of front-end loader on job site who is excavating a basement.

Working with Others

18. Read a trade flyer about a new product to know what it is used for.

Continuous Learning

19. Plan the best order to walk through the large hardware store when purchasing a long list of items needed on the job site. For example, get all the electrical supplies, then all the plumbing supplies.



Thinking Skills

20. Use the manual to learn how to operate a new piece of equipment.

Continuous Learning

1. Document use (making a tally sheet)
   Writing (writing the list)
   Numeracy (counting the materials needed)
   Oral Communication (phone call)
   Thinking Skills (finding information, problem solving)
   Working with Others

2. Reading Text (manual)
   Document Use (daily log)
   Writing (notes and log)
   Numeracy (hours, fuel consumption)
   Thinking Skills (problem solving, significant use of memory, finding information)
   Continuous Learning

ESSENTIAL SKILLS AT LEVEL 1

READING TEXT

Reading Text refers to reading material that is written in standard sentence and paragraph form. In order to be successful using this skill, an understanding of the rules of grammar and punctuation are necessary as these give meaning to the words themselves.

At Level 1, a person must

- read a relatively short text in order to locate a single piece of information, or
- follow simple written directions.

This would include reading memos and work orders, directions on product labels, phone messages, simple mail, notes on bulleting boards, and instructions for appliance operation. The purpose for the reading is to locate specific information, to skim for a general idea, and to read carefully to understand or learn.

DOCUMENT USE

Document Use refers to tasks where information is displayed in an organized manner. The spatial arrangement gives added meaning to the words, numbers, icons and other visual characteristics such as color or shape. The document may be a list, a chart, a drawing, a label, a sign, a computer toolbar: the possibilities are numerous.

This is one of the more complex Essential Skills in that various other skills are used within it. Information is found or entered in point form, in sentence/paragraph form, using numbers as well as words, using icons or pictures. Because the form of the document, its structure, gives added meaning to the content, the user must understand the organizing principle and use that in order to locate or enter desired information. Thus, a measure of **Problem Solving** and **Decision Making** is required. Recognition of the structure and how it operates requires **Significant Use of Memory**. **Finding information** is embedded in this skill. Reading may be limited to single words or may extend to reading paragraphs within the document; hence **Reading Text** may be embedded. Entering information is done by **Writing**, again ranging from single words or numbers, to paragraphs, scale drawings, geometric figures, for example. If the document is email, for example, **Computer Use** is another embedded skill.

Document Use is leveled in three dimensions: the complexity of the document itself, the complexity or finding and entering the information, and the complexity of information use. In the assigning of a **Document Use** level to the tasks in the binders, the second dimension, complexity of finding and entering the information, was used.

At Level 1,

- the document itself is very simple with brief text and an uncomplicated structure, such as a road sign, a label or a single list.

- To find information, a limited search using key words, numbers, icons or other visual characteristics is required.
- Only a few pieces of information must be entered into the document, such as name, address, or weight of a parcel.
- Because the information being sought or entered is identical to the information required or given, minimal inference is required making the thinking process simple. The information needed is obvious. The person does not even have to understand the content in order to use the information; the information will be used or entered exactly as it is: a straight copy.

Examples of such tasks at Level 1 are looking up phone numbers, reading and writing lists and labels, reading price tags, SKU codes or model numbers, reading hazardous materials signs and symbols, checking off items on a checklist, and filling in hours worked on a timesheet.

WRITING

Writing includes both handwriting and using a keyboard. The complexity is determined by three dimensions: the length and purpose of the writing, the style and structure of the writing, and the content of the writing.

At Level 1, the writing is

- less than a paragraph long and is intended to organize, remind or inform.
- informal, for a small or familiar audience, oneself, or co-workers, and the format either is not important, or it is pre-set, such as a form being completed.
- The content is concrete and immediate, dealing with day to day matters.

Examples of Level 1 **Writing** in the five sectors considered includes the writing of lists, brief emails or notes, telephone messages, reminder notes, and entering brief information on logs, schedules, invoices or other forms.

NUMERACY

Numeracy, the use of numbers and mathematical operations, is a multi-layered skill. It is initially considered in two dimensions: operations required and translation, which is the turning of the problem into a set of math operations so that an answer may be obtained. The basic recognition, copying or entering of numbers or figures, the use of shapes, the use of tables, schedules or graphs, and the use of scale drawings are included in **Document Use** rather than in **Numeracy** unless some math operation is actually being performed. **At Level 1**, only the simplest of operations, clearly specified, are required. Only one type of operation will be used in the task. All information is provided and only minimal translation, if any, is required.

Within the framework of **Essential Skills**, the understanding and use of numbers is always tied to an application. Four applications of calculation are distinguished: **Money Math, Scheduling or Budgeting and Accounting Math, Measurement and Calculation Math,** and **Data Analysis Math**. As well, **Numerical Estimation** (rather than exact calculation) is a fifth application. Often, a real task involves more than one of these applications; for example, when counting and recording the amount of paper used by each department, **Measurement, Scheduling or Budgeting and Accounting** and **Data Analysis** may all be involved. This task would also include **Document Use** and **Writing.**

Finally, the profiles list and describe the specific math skills or knowledge used in the job (**Mathematical Foundations**), **How Calculations are Performed** (mentally, with pen and paper, using a calculator or computer), and the **Measurement Instruments Used** to measure specific quantities (for example, clock to measure time).

Money Math includes all financial transactions, such as handling cash, calculating and preparing bills, or making payments. Level 1includes

- entering amounts in a cash register,
- totaling simple bills,
- receiving payments and
- making change.

Handling cash is the most common example of this application.

Scheduling or Budgeting and Accounting Math refers to managing both time and money as resources, planning and monitoring their use, comparing and assessing for value, and reducing waste. At Level 1 this typically involves

- recording costs against categories in a budget,
- monitoring schedules and budgets, especially looking for situations that are outside the suggested boundaries, and
- making entries in financial records.

While most of the examples in the profiles focus on the management of money resources, it is clear that managing time according to a schedule would apply at Level 1 (accomplishing tasks in a timely manner, taking correct time for breaks and lunches, etc.)

Measurement and Calculation Math involves the measuring and describing of the physical world. **Measurement** at Level 1 is always a one step process including

- measuring (for example by counting or weighing)and recording the result
- measuring out a quantity, using measuring cups or spoons, etc., or

- setting instruments to specific angles, indicators or numbers.

Specific examples are the weighing of mail in order to calculate postage, weighing or measuring products such as fruit, lumber, fabric, or floor space; measuring height of equipment to ensure safe passage below bridges, reading gauges on equipment before using it to make sure they are within acceptable limits; measuring quantities for recipes and setting oven temperatures; and measuring chemicals to make cleaning solutions, setting of thermostats and other gauges.

Data Analysis Math refers to analyzing numerical data. At Level 1, the focus is on making simple comparisons: bigger or smaller, higher or lower, same or different.

Sample tasks from the sectors include comparing enrolment numbers, phone calls in a specific time period, sales statistics, or readings on gauges.

Numerical Estimation is involved in tasks where a number is the result of the estimation, and this application is rated on five dimensions: whether there is a set procedure to follow, the number of factors comprising the item being estimated, the amount of information available, the consequence of error and the degree of precision required. **Numerical Estimation** at Level 1

- has a set procedure or formula that identifies the variables and how they are to be combined;
- has only one factor, for example, estimating length by stretching out the arms;
- has all the information available, including any complicating factors;
- has little consequence of error, with corrections being easily, cheaply and quickly made; and
- requires little or no precision.

Sample estimations from the targeted sectors include estimating quantities of supplies remaining or needed, size of packaging required, time to perform a task, or product required to stock a shelf or fill a container.

ORAL COMMUNICATION

Oral Communications refers to the use of speech to give and exchange thoughts and information. Listening and speaking skills are examined based on four dimensions, and these levels have been developed to be compatible with those in the *Canadian Language Benchmarks* and with *English as a Second Language, 1996.*

Four dimensions are considered in leveling this skill: the range and complexity of the communication function, the information, and the communication content, and the risk level in failing the communication intent.

The **Oral Communications Summary** in each profile describes in a standardized way, using a table, the types of oral communication and the purposes for the communication. For example, one type of communication is listening with no interaction (say to a loud speaker) and the purpose is to receive information.

Modes of Communication Used, (for example, telephone, face to face), **Environmental Factors Affecting Communication** (such as machinery noise), and **Other Information** (such as the requirement to be bilingual) are also listed and described.

At Level 1,

- basic work related social interaction places a very limited communication demand on the speaker / listener. Examples would be simple greetings, responding to simple daily inquiries, obtaining specific information, following or giving simple instructions, receiving or leaving simple messages, attending routine meetings, and coordinating work with one or two other people;
- there is a narrow range of subject matter on a familiar topic with one main issue. The language used is factual, literal and concrete with little specific or technical vocabulary. The content of the information is simple, limited to a number of details;
- the context is highly predictable, routine and familiar. The contact is with one person at a time, often face to face, with clearly defined roles of speaker and listener. There are established processes, formats and styles to obtaining or giving information, often supported by gestures. The entire communication lasts less than 10 minutes;
- the risk of failure is low, and such failure is of minor significance and results in only minor inefficiency, temporary confusion or discomfort.

Examples of **Oral Communication** include taking and relaying phone or other messages; giving and receiving specific, verbal, factual information; following simple verbal instructions; greeting clients or customers; taking customer orders; placing orders with suppliers by phone; using an intercom; interacting with co-workers and supervisors on routine, day to day matters; and calling out directions to a driver backing up a vehicle.

THINKING SKILLS

Thinking Skills are involved in all aspects of work and overlap with the other **Essential Skills.** There are six components to this skill: Problem Solving, Decision Making, Critical Thinking (not included in any profiles at this point), Job Task Planning and Organization, Significant Use of Memory, and Finding Information.

When working through the binders, the students will be developing as well as using these thinking skills. Thus, while performing a task in the workplace, such as addressing an envelope, may not really involve **Problem Solving** or **Decision Making,** the task of learning how to do that does. Once the task is mastered, it becomes **Significant Use of Memory** in the workplace.

Problem Solving involves problems that need solutions. Most of these problems concern mechanical challenges, people or situations. The complexity is based on four dimensions: the complexity of the problem, the complexity of identifying the problem, the complexity of identifying the solution steps, and the complexity of assessing the solution. The situation may have different levels for each dimension, so a decision was made on the best summary description of level for the tasks in the binders.

At level 1,

- there are a limited number of factors,
- all the appropriate information is provided,
- procedures are given for matching a solution to the identified problem, and
- a check is made that the problem has been solved.

Sample tasks involving **Problem Solving** at this level include having a task take longer than planned and so need to adjust priorities, noticing errors in documents or bills, having to cope with a lost file, mail returned because of an incorrect address, dealing with incorrect pricing of a product, keying in an incorrect amount, finding something left behind by a customer or co-worker, encountering equipment problems, dealing with safety concerns, dealing with miscommunication, or dealing with customer complaints.

Decision Making occurs when a choice must be made among given options. It may be a step in **Problem Solving** (if more than one way to solve the problem is available), but not all decisions are part of **Problem Solving** (choosing whether to use strawberry or raspberry jam in tarts). The complexity level has six dimensions: consequences of error, reversibility of the decision, adequacy of the information available, whether there is a set procedure or decision tree to follow, whether there is a body of similar, past decisions to compare to, and the extent to which judgement is required to make the appropriate decision. Again, in leveling the tasks in the binders, consideration of all these dimensions was used to establish the best summary level description.

At Level 1, the elements of **Decision Making** are as follows:

- there is little or no consequence of error;
- the decision can be easily reversed;
- all the relevant information is available;
- there is a set procedure to follow;
- there are similar past decisions available for comparison; and
- limited or no judgement is needed.

Examples of this skill in the targeted sectors include deciding when to order supplies; deciding whom to transfer a phone call to; deciding whether to put a telephone caller on hold; deciding whether to accept a credit card or personal cheque based on company guidelines; deciding whether to match a price to that of a competitor' deciding whether to offer a discount on damaged merchandise; deciding whether to sell cigarettes to a customer who does not have proof of age; deciding where to place a public litter basket; deciding on the mixture of sand or salt to put on icy roads based on guidelines; deciding which cleaning product to use; deciding what safety precautions to take.

Job Task Planning and Organization refers to the planning and organization of a person's own tasks. Seven dimensions are considered: the extent of variety within the occupation, whether the sequence is given to or determined by the person, whether priorities are given or determined, the amount of disruption to be expected in the work plan, the degree to which the person must integrate his / her work with that of another, the number of sources of work assignments, and the impact that the person's choices of sequence on others.

At Level 1,

- there is little variety, with similar, repetitive tasks;
- there is little or no authority to order the tasks;
- priorities or sequence is either given or not applicable (do as they come);
- there is either no work plan for the day or the plan is rarely disrupted;
- there is no need to integrate work with others because the person is working independently;
- there is a single source for work assignments or instructions;
- there is no impact on others since there is no authority to order the tasks.

Examples of Level 1 Job Task Planning and Organization are few, but include repetitive tasks such as filing, working the cash (although there may be significant interruptions), following a daily work plan set by supervisors, and performing pre-set tasks that must be accomplished on a regular basis.

Significant Use of Memory refers to memory of information or processes that are specific to the task or occupation, rather than the general use of memory. However, since the tasks in the binders are teaching new skills, the foundational skills that must be used are the specifics that must be remembered. For example, when learning new vocabulary, the student is instructed to sound out the word, to look at the initial letter, to compare it with similar words. These require the memory of phonics and other vocabulary, and so **Significant Use of Memory** has been identified as being part of the learning task. It is understood that the development of this **Thinking Skill** will be transferred to the working situation.

This skill is not leveled. Rather, examples are given in each profile of ways in which the skill is used by workers in the occupation. Three types of memory are considered: purposeful memorization, through repetition, of procedures, codes, parts numbers, etc; remembering information for brief periods (minutes or hours); and unique events in which “learning” occurs from one exposure (how a problem was solved last time).

Examples include remembering names and faces or co-workers, clients, suppliers, etc; remembering phone extensions; remembering the location of specific files or supplies; remembering prices and codes; remembering information given verbally until it can be passed on or written down; remembering how to operate equipment; remembering regular routes; remembering the layout of the workplace; remembering the sequence of steps in performing repeated tasks.

Finding Information is described as a separate **Thinking Skill** although it is also referred to within other skills such as **Reading Text, Document Use, Oral Communication** and **Computer Use**. It refers to using any of a variety of sources including text, people, computerized databases or information systems. Two dimensions are considered: the complexity of locating the desired information, and the complexity of extracting and processing the information.

At Level 1, **Finding Information** is characterized by

- the consulting of established sources (such as a phone book or a specific person) where that source is supplied to the person; and
- the information being usable in the form in which it is obtained.

Sample tasks at this level include looking up names, addresses and phone numbers in both the white and yellow pages; retrieving files from an established file system; referring to events calendars; referring to databases to locate information on suppliers, clients or companies; obtaining a price check by asking a floor employee to check the shelf, doing a walking tour of the workplace to become familiar with the layout, contacting other branches by phone to check for availability of a product; consulting with co-workers to get information quickly; use road maps to find the way to a workplace; look up a recipe; consult Material Safety Data Sheets (MSDS) to find out how to use a product safely.

WORKING WITH OTHERS

This skill looks at the ways in which workers interact with each other in order to carry out their tasks. It is unleveled, with a description of what the job entails only. Four work contexts are considered:

- working alone (no one else present)
- working independently (not physically alone, but their work is independent of others’;) they will co-ordinate with others (e.g. Share a photocopier)
- working jointly with a partner or helper (only 2 people at a time)
- working as a member of a team (combined effort and organized co-operation to achieve the team goal)

A second component of this skill is Participation in Supervisory or Leadership Activities. Any of the 12 activities that apply to the occupational group are listed. That does not mean that each person does all the activities, particularly not those with very low level skills.

COMPUTER USE

Technology is part of everyone's life. Communication by email requires more than reading or writing a note: there are skills required to use the electronic pen and paper. Calculations are performed using cash registers or calculators. Remote control devices are used for more than TVs; technicians use computers to diagnose car problems; the Internet is used to look up phone numbers, to research a personal medical condition, to find a recipe, for example.

At Level 1, **Computer Use**

- is limited to a few basic commands with no knowledge of software being required;
- there are a limited number of steps that must be memorized as the sequence to perform the task, and
- these steps do not change from one instance to another.

Examples include entering a product code into a computer, operating a cash register, sending or retrieving email, responding to prompts on a screen when completing a standard document such as a work order, or using computer controlled equipment.

CONTINUOUS LEARNING

Within almost every workplace there is a requirement to learn: new procedures, changes to products, how to use a new tool, for example.

This learning can take place in five ways:

- right on the job, through experience of the job itself, or
- as one worker trains another;
- through training offered in the workplace, or
- through reading or other forms of self study, possibly at home on the worker's own time, such as notices sent to staff, product specifications or manuals; or
- through off-site trainings during working hours.

In order for this to occur, the person must know how to learn, must understand his or her own learning style in order to maximize the learning, and must know how to gain access to a variety of materials and resources.

This is an unleveled skill; instead the skill is described with reference to each occupation. Special attention is given to learning related to safety, to upgrading of credentials, and to learning about new procedures, equipment, policies, etc.

OTHER INFORMATION

This section gives information about three other aspects of the jobs sampled.

- Physical aspects – appreciation of the physical demands, including environmental concerns
- Attitudes – participants were asked what attitudes one would need to do the job well
- Future trends affecting Essential Skills – what the implications might be for skills development and training

The descriptive paragraphs related to these points will help instructors, job coaches, and students decide whether a specific job matches with the person's personality, possible limitations, and ability to learn.

ALIGNMENT CHARTS

This section will enable Ontario Literacy and Basic Skills instructors to compare the Essential Skills and their levels with the Literacy and Basic Skills level descriptions.

Note that the first of the Numeracy charts is only Literacy and Basic Skills. It lists all the Literacy and Basic Skills components in detail. In the comparison charts, the LBS descriptions are summary statements only.

COMMUNICATION

Read with Understanding for Various Purposes (LBS) – Reading Text (ES)

	Read with Understanding for Various Purposes				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Literacy and Basic Skills Levels	The reader locates, understands and responds to simple, concrete ideas and sequential information in graphics, sentences, and very short, simple texts about familiar topics. To do this, the reader uses basic reading strategies, personal experience and familiarity with some common forms and conventions of simple texts.	The reader locates, understands, and begins to interpret concrete and some inferential meaning in short, uncomplicated texts about familiar topics. To do this, the reader uses various common reading strategies, personal experience, and knowledge, as well as familiarity with some forms and conventions of more format texts.	The reader locates, understands, interprets, and makes judgements about ideas and information in a variety of texts that have some complexity of content and form. To do this, the reader uses a variety of more advanced reading strategies, personal experiences and knowledge and a familiarity with a variety of forms and conventions of formal texts.	The reader analyzes, synthesizes, makes reasoned judgements, and draws conclusions about ideas, information and the writer's perspective in texts that are complex in form and content. To do this, the reader uses a wide variety of reading strategies, personal experiences and knowledge as well as familiarity with a wider variety of forms and conventions, including some stylistic elements.	The reader analyzes, synthesizes, makes reasoned judgements, and draws conclusions about ideas and information, including the writer's perspective and bias, and the use and impact of stylistic devices in texts that are complex in form, content, and style. To do this, the reader uses a wide range of appropriate and efficient strategies, including a deeper application of personal experiences and knowledge and a familiarity with complex forms and conventions, including stylistic conventions.

	Reading Text		
	Level 1	**Level 2**	**Level 3**
Essential Skills Complexity Levels	Read relatively short texts to locate a single piece of information. Follow simple written instructions. **Examples:** • *Electrologists* read directions on bottles of sterilant. • *Pet groomers* read items in supply catalogues and purchasing flyers. • *Riggers* read brief notices about changes in regulations or load restrictions.	Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. Make low-level inferences. **Examples:** • *Kitchen helpers* read safety precautions relating to fire hazards in the kitchen. • *Bartenders* read recipes for mixed drinks from a variety of bartenders' guides. • *Security guards* read security incident reports left by the preceding shift.	Choose and integrate information from various sources or from several parts of a single text. Make low-level inferences from multiple sources. Identify relevant and irrelevant information. **Examples:** • *Painters and sanders* refer to manuals on sandblasting and painting procedures to gain information on how to deal with surfaces of differing porosity and hardness. • *Branch managers* may refer to several human resource manuals to locate and integrate information on topics such as pay scales and job descriptions. • *Police dispatchers* read computerized incident reports and relate them to memos and directives form other law enforcement agencies.

COMMUNICATION

Read with Understanding for Various Purposes (LBS) – Use of Documents (ES)

Literacy and Basic Skills Levels

Read with Understanding for Various Purposes				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The reader locates, understands and responds to simple, concrete ideas and sequential information in graphics, sentences, and very short, simple texts about familiar topics. To do this, the reader uses basic reading strategies, personal experience and familiarity with some common forms and conventions of simple texts.	The reader locates, understands, and begins to interpret concrete and some inferential meaning in short, uncomplicated texts about familiar topics. To do this, the reader uses various common reading strategies, personal experience, and knowledge, as well as familiarity with some forms and conventions of more formal texts.	The reader locates, understands, interprets, and makes judgements about ideas and information in a variety of texts that have some complexity of content and form. To do this, the reader uses a variety of more advanced reading strategies, personal experiences and knowledge and a familiarity with a variety of forms and conventions of formal texts.	The reader analyzes, synthesizes, makes reasoned judgements, and draws conclusions about ideas, information and the writer's perspective in texts that are complex in form and content. To do this, the reader uses a wide variety of reading strategies, personal experiences and knowledge as well as familiarity with a wider variety of forms and conventions, including some stylistic elements.	The reader analyzes, synthesizes, makes reasoned judgements, and draws conclusions about ideas and information, including the writer's perspective and bias, and the use and impact of stylistic devices in texts that are complex in form, content, and style. To do this, the reader uses a wide range of appropriate and efficient strategies, including a deeper application of personal experiences and knowledge and a familiarity with complex forms and conventions, including stylistic conventions.

Essential Skills Complexity Levels

Use of Documents					
Level 1			**Level 2**		
Document Document is very simple. Brief text combined with uncomplicated structure. e.g., simple signs, labels, lists. One document and one document type.	**Find and Enter** **Information Search** Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. Information Entry Entering few pieces of information Thinking Process Minimal inference is required. Information found or entered in the document is a literal match (i.e., identical) to the information required. Information needed is immediate and obvious.	**Use** No knowledge of the content (i.e., substance of the document is required to use the information. No analysis required. Information is used in the form it is found. Information is entered in the form it is found	**Document** Document is simple. Multiple pieces of information. E.g., simple tables (i.e., small amount of information, no subparts). One document or multiple documents of the same type.	**Find and Enter** Limited knowledge of the content (i.e., substance) of the document may be required to use the information. Limited analysis required. Information found in the document(s) may be rearranged to make simple comparisons. e.g., preparing a list of the top ten sales representatives each month to compare performance. Information available may be rearranged for entry onto the document. E.g., rearrange alphabetically listed contacts into a listing by province Information found or entered in the document(s) is a synonymous match (i.e. obviously related) to the information required. Information needed is fairly evident.	**Use** Information Search Locating one or more pieces of information using: One or two search criteria (e.g., using menu headings to find vegetarian choices); OR consecutive searches with the same one or two search criteria (e.g., using a phone list to find phone numbers for several people). Entering several pieces of information. Thinking Process A low level of inference is required.
• *Bylaw enforcement officers* read lists of subpoenas and Court dates. • *Truck drivers* fill in drivers' checklists, verifying the safety of various parts of the truck. • *Deck crews* identify flags, such as the Bravo flag, which means that explosives are being unloaded. • *Railwaytrack maintenance workers* may read computer printouts showing the actual and the required grade levels for various tracks. • *Automotive mechanical installers and servicers* identify Workplace Hazardous Materials Information System (WHMIS) icons.			• *Image, social and other personal consultants* may read manufacturers' size charts to match measurements with sizes • *Estheticians, electrologists and workers* in related occupations may read equipment catalogues when purchasing new equipment. • *Visiting homemakers, housekeepers, and workers* in related occupations read work schedules and assignment sheets to determine work locations, times and duties. • *Septic tank cleaners* use scale drawings to determine the location of septic tanks on residential properties. • *Workers in dry cleaning, laundry and finishing occupations* read colour codes to determine the correct amount of chemicals needed to remove stains. • *Truck drivers* read fuel tables indicating fuel consumption over a certain number of kilometers.		

COMMUNICATION

Write Clearly to Express Ideas (LBS) – Writing (ES)

Literacy and Basic Skills Levels

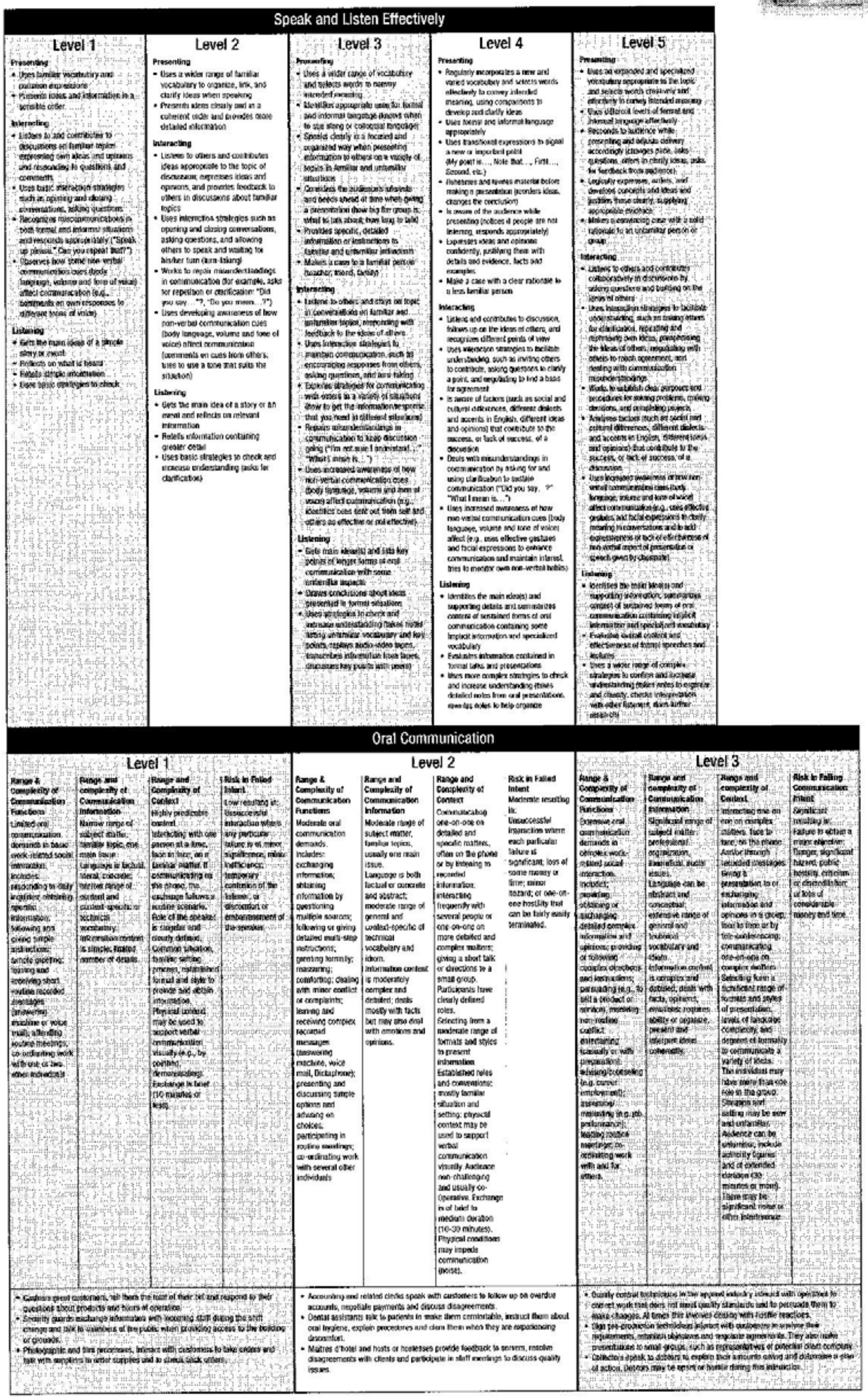
Write Clearly to Express Ideas				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The writer writes for some specific, personally relevant purposes, using a few simple forms and sentences, a familiar vocabulary, and some basic grammer, punctuation, and spelling.	The writer writes for a variety of specific, familiar purposes and audiences, using various simple forms and a basic paragraph structure, with simple support to convey a main idea. The writer uses words and phrases appropriate for the purpose and audience, and basic grammar, punctuation, and spelling.	The writer writes for a variety of specific purposes and audiences, using various forms of some complexity and developed paragraphs to convey a main idea. The writer begins to use an appropriate style for the purpose and audience and common grammar, punctuation, and spelling.	The writer writes for a variety of different purposes and audiences, using complex forms, and well-linked and well-developed paragraphs, with effective supporting details to convey a main idea. The writers uses a style appropriate for the purpose and audience, as well as more complex grammar, punctuation, and spelling.	The writers writes for a wide variety of different purposes and audiences, using a wide variety of complex forms and organizational approaches with appropriate and precise supporting details to convey a main idea creatively and logically. The writer uses a style that reinforces the purpose and engages the audience, as well as complex grammar, punctuation, and spelling.

Essential Skills Complexity Levels

	Writing			
Dimension	**Level 1**	**Level 2**	**Level 3**	**Level 4**
Length and Purpose of the Writing	Writing that is less than a paragraph. Writing is intended to organize, remind, or inform.	Writing brief text that is a paragraph or longer intended to serve a variety of purposes.	Either longer or shorter pieces of writing intended to inform, explain, request information, express opinions or give directions.	Longer pieces of writing which present considerable information and which may feature a comparison or analysis. Writing task may involve making recommendations.
Style and Structure	Informal writing for small familiar audiences—usually coworkers. Writing which uses pre-set formats or writing for which the format is unimportant.	Writing with a more formal style for an audience other than co-workers. The writing sets a tone which is appropriate for the occasion, e.g., friendly, respectful, authoritative, etc. Standard spelling and grammar (syntax) expected Writing tasks for which templates or models exist such as memos and letters in set formats.	Writing task has an established format, such as a contract, lease, financial report, or job description. Writing format may call for structural elements such as headings, a table of contents, footnotes, etc.	Conscious organization of writing for a given purpose. Writing may require modification of an existing format, such as a proposal or a report, to fit the given information. Consideration of the audience may be an important part of the writing task at this level.
Content of the Writing	Concrete, day-to-day, matters of fairly immediate concern.	Content of writing is routine, with little variation from one instance to the next.	Non-routine writing tasks. The content of the writing may be extensive but it is readily available from established sources.	Writing task may involve the gathering and selection of information. Abstract or technical content may demand the use of specialized vocabulary. Re-write or transform written information for a specific audience, e.g., rewrite technical material for a non-specialist audience.
	Writing that is less than a paragraph, intended to organize, remind, or inform. • Informal writing for small familiar audiences—usually co-workers. • Writing which uses pre-set formats or writing for which format is unimportant. • Writing content is concrete, day-to-day, matters of fairly immediate concern. **Sample Tasks** • Write reminders to oneself. • Enter short comments into communications journals and log books. • Write a reminder note to the operator on the next shift. • Complete forms requiring only brief written entries. **Illustrative Examples** • Couriers write short notes to themselves recording changes to delivery routes. • Nurses' aides write brief entries about patient care in the card files. • Side boom operators write daily logs using single words and short phrases to describe the condition of their machines.	Brief text that is a paragraph or longer intended to serve a variety of purposes. • The writing sets a tone which is appropriate for the occasion, e.g., friendly, respectful, authoritative, etc. • Writing has a more formal style for an audience other than co-workers. • Content of the writing is routine, with little variation from one instance to the next. **Sample Tasks** • Single issue letters to suppliers, customers, or agencies involved in company business. • Routine memo advising superior of the budgeted purchase of new equipment. • E-mailed request to foreman asking for more paint. • Writing letters to public library patrons about overdue books. **Illustrative Examples** • Transformer fabricators write memos to suppliers on a weekly basis. • Computer salespersons write short letters to customers making quotes on hardware and software choices. • Ships' pursers on ferries complete accident report forms to explain collisions of vehicles on car decks.	Either longer or shorter pieces of writing intended to inform, explain, request information, express opinions or give directions. • Writing task has an established format, such as a contract, lease, financial report, or job description. • Writing format may call for structural elements such as headings, a table of contents, footnotes, etc. • The content of the writing may be extensive, but it is readily available from established sources. **Sample Tasks** • Non-routine memo to supervisor or to her company office holder. For example, a memo to the HR Director describing a disciplinary situation. • Write letter of understanding which touches on several issues for the caterer at a large wedding. • Write article for the company newsletter covering the introduction of new computers in the accounting department. **Illustrative Examples** • Fashion consultants write taxes and letters to modeling agencies and retailers informing them of new customer services. • Loan officers document records of for closures. • RCMP constables prepare information for search warrants.	Longer pieces of writing which present considerable information and which may feature a comparison or analysis. • Writing task may involve making recommendations. • Writing may require modification of an existing format, such as a proposal or a report, to fit the given information. **Sample Tasks** • Write several sections of gas plan operations manual covering start-up and shut-down procedures for cryogenic turbo-expanders and related equipment. • Write annual operating report for combined construction materials operation with sand & gravel and asphalt divisions. **Illustrative Examples** • Switchboard operators may write evaluations of a number of phone systems and, drawing on their experience, make recommendations to management for purchase options. • Bylaw enforcement officers write options and recommendations for proposed bylaw changes.

COMMUNICATION

Speak and Listen Effectively (LBS) - Oral Communication (ES)



Literacy and Basic Skills Levels

Speak and Listen Effectively

Level 1

Presenting

- Uses familiar vocabulary and common expressions
- Presents ideas and information in a sensible order.

Interacting

- Listens to and contributes to discussions on familiar topics expressing own ideas and opinions and responding to questions and comments
- Uses basic interaction strategies such as opening and closing conversations, asking questions
- Recognizes miscommunications in both formal and informal situations and responds appropriately ("Speak up please." Can you repeat that?")
- Observes how some non-verbal communication cues (body language, volume and tone of voice) affect communication (e.g., comments on own responses to different tones of voice)

Listening

- Gets the main ideas of a simple story or event
- Reflects on what is heard
- Retells simple information
- Uses basic strategies to check

Level 2

Presenting

- Uses a wider range of familiar vocabulary to organize, link, and clarify ideas when speaking
- Presents ideas clearly and in a coherent order and provides more detailed information

Interacting

- Listens to others and contributes ideas appropriate to the topic of discussion; expresses ideas and opinions, and provides feedback to others in discussions about familiar topics
- Uses interaction strategies such as opening and closing conversations, asking questions, and allowing others to speak and waiting for his/her turn (turn-taking)
- Works to repair misunderstandings in communication (for example, asks for repetition or clarification: "Did you say…?", "Do you mean…?")
- Uses developing awareness of how non-verbal communication cues (body language, volume and tone of voice) affect communication (comments on cues from others, tries to use a tone that suits the situation)

Listening

- Gets the main idea of a story or an event and reflects on relevant information
- Retells information containing greater detail
- Uses basic strategies to check and increase understanding (asks for clarification)

Level 3

Presenting

- Uses a wider range of vocabulary and selects words to convey intended meaning
- Identifies appropriate uses for formal and informal language (knows when to use slang or colloquial language)
- Speaks clearly in a focused and organized way when presenting information to others on a variety of topics in familiar and unfamiliar situations
- Considers the audience's interests and needs ahead of time when giving a presentation (how big the group is, what to talk about, how long to talk)
- Provides specific, detailed information or instructions to familiar and unfamiliar individuals
- Makes a case to a familiar person (teacher, friend, family)

Interacting

- Listens to others and stays on topic in conversations on familiar and unfamiliar topics, responding with feedback to the ideas of others
- Uses interaction strategies to maintain communication, such as encouraging responses from others, asking questions, and turn-taking
- Explores strategies for communicating with others in a variety of situations (how to get the information/response that you need in different situations)
- Repairs misunderstandings in communication to keep discussion going ("I'm not sure I understand…" "What I mean is…")
- Uses increased awareness of how non-verbal communication cues (body language, volume and tone of voice) affect communication (e.g., identifies cues sent out from self and others as effective or not effective)

Listening

- Gets main idea(s) and lists key points of longer forms of oral communication with some unfamiliar aspects
- Draws conclusions about ideas presented in formal situations
- Uses strategies to check and increase understanding (takes notes listing unfamiliar vocabulary and key points, replays audio-video tapes, transcribes information from tapes, discusses key points with peers)

Level 4

Presenting

- Regularly incorporates a new and varied vocabulary and selects words effectively to convey intended meaning, using comparisons to develop and clarify ideas
- Uses formal and informal language appropriately
- Uses transitional expressions to signal a new or important point (My point is…, Note that…, First…, Second, etc.)
- Rehearses and revises material before making a presentation (reorders ideas, changes the conclusion)
- Is aware of the audience while presenting (notices if people are not listening, responds appropriately)
- Expresses ideas and opinions confidently, justifying them with details and evidence, facts and examples
- Make a case with a clear rationale to a less familiar person

Interacting

- Listens and contributes to discussion, follows up on the ideas of others, and recognizes different points of view
- Uses interaction strategies to facilitate understanding, such as inviting others to contribute, asking questions to clarify a point, and negotiating to find a basis for agreement
- Is aware of factors (such as social and cultural differences, different dialects and accents in English, different ideas and opinions) that contribute to the success, or lack of success, of a discussion
- Deals with misunderstandings in communication by asking for and using clarification to sustain communication ("Did you say…?" "What I mean is…")
- Uses increased awareness of how non-verbal communication cues (body language, volume and tone of voice) affect (e.g., uses effective gestures and facial expressions to enhance communication and maintain interest, tries to monitor own non-verbal habits)

Listening

- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Evaluates information contained in formal talks and presentations
- Uses more complex strategies to check and increase understanding (takes detailed notes from oral presentations, rewrites notes to help organize

Level 5

Presenting

- Uses an expanded and specialized vocabulary appropriate to the topic and selects words creatively and effectively to convey intended meaning
- Uses different levels of formal and informal language effectively
- Responds to audience while presenting and adjusts delivery accordingly (changes pace, asks questions, offers to clarify ideas, asks for feedback from audience)
- Logically expresses, reflects, and develops concepts and ideas and justifies those clearly, supplying appropriate evidence
- Makes a convincing case with a solid rationale to an unfamiliar person or group

Interacting

- Listens to others and contributes collaboratively in discussions by asking questions and building on the ideas of others
- Uses interaction strategies to facilitate understanding, such as asking others for clarification, repeating and rephrasing own ideas, paraphrasing the ideas of others, negotiating with others to reach agreement, and dealing with communication misunderstandings
- Works to establish clear purposes and procedures for solving problems, making decisions, and completing projects
- Analyzes factors (such as social and cultural differences, different dialects and accents in English, different ideas and opinions) that contribute to the success, or lack of success, of a discussion
- Uses increased awareness of how non-verbal communication cues (body language, volume and tone of voice) affect communication (e.g., uses effective gestures and facial expressions to clarify meaning in conversations and to add expressiveness or lack of effectiveness of non-verbal aspect of presentation or speech given by classmate)

Listening

- Identifies the main idea(s) and supporting information, summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Evaluates overall content and effectiveness of formal speeches and lectures
- Uses a wider range of complex strategies to confirm and increase understanding (takes notes to organize and classify, checks interpretation with other listeners, does further research)

Essential Skills Complexity Levels

Oral Communication

Level 1

Range & Complexity of Communication Functions	Range and complexity of Communication Information	Range and Complexity of Context	Risk in Failed Intent
Limited oral communication demands in basic work-related social interaction. Includes: responding to daily inquiries; obtaining specific information; following and giving simple instructions; simple greeting; leaving and receiving short routine recorded messages (answering machine or voice mail); attending routine meetings; co-ordinating work with one or two other individuals	Narrow range of subject matter; familiar topic, one main issue. Language is factual, literal, concrete; narrow range of content and context-specific or technical vocabulary. Information content is simple, limited number of details.	Highly predictable context. Interacting with one person at a time, face to face, on a familiar matter. If communicating on the phone, the exchange follows a routine scenario. Role of the speaker is singular and clearly defined. Common situation, familiar setting, process, established format and style to provide and obtain information. Physical context may be used to support verbal communication visually (e.g., by pointing, demonstrating). Exchange is brief (10 minutes or less).	Low resulting in: Unsuccessful interaction where any particular failure is of minor significance; minor inefficiency; temporary confusion of the listener; or discomfort or embarrassment of the speaker.

- Cashiers greet customers, tell them the total of their bill and respond to their questions about products and hours of operation.
- Security guards exchange information with incoming staff during the shift change and talk to members of the public when providing access to the building or grounds.
- Photographic and film processors interact with customers to take orders and talk with suppliers to order supplies and to check back orders.

Level 2

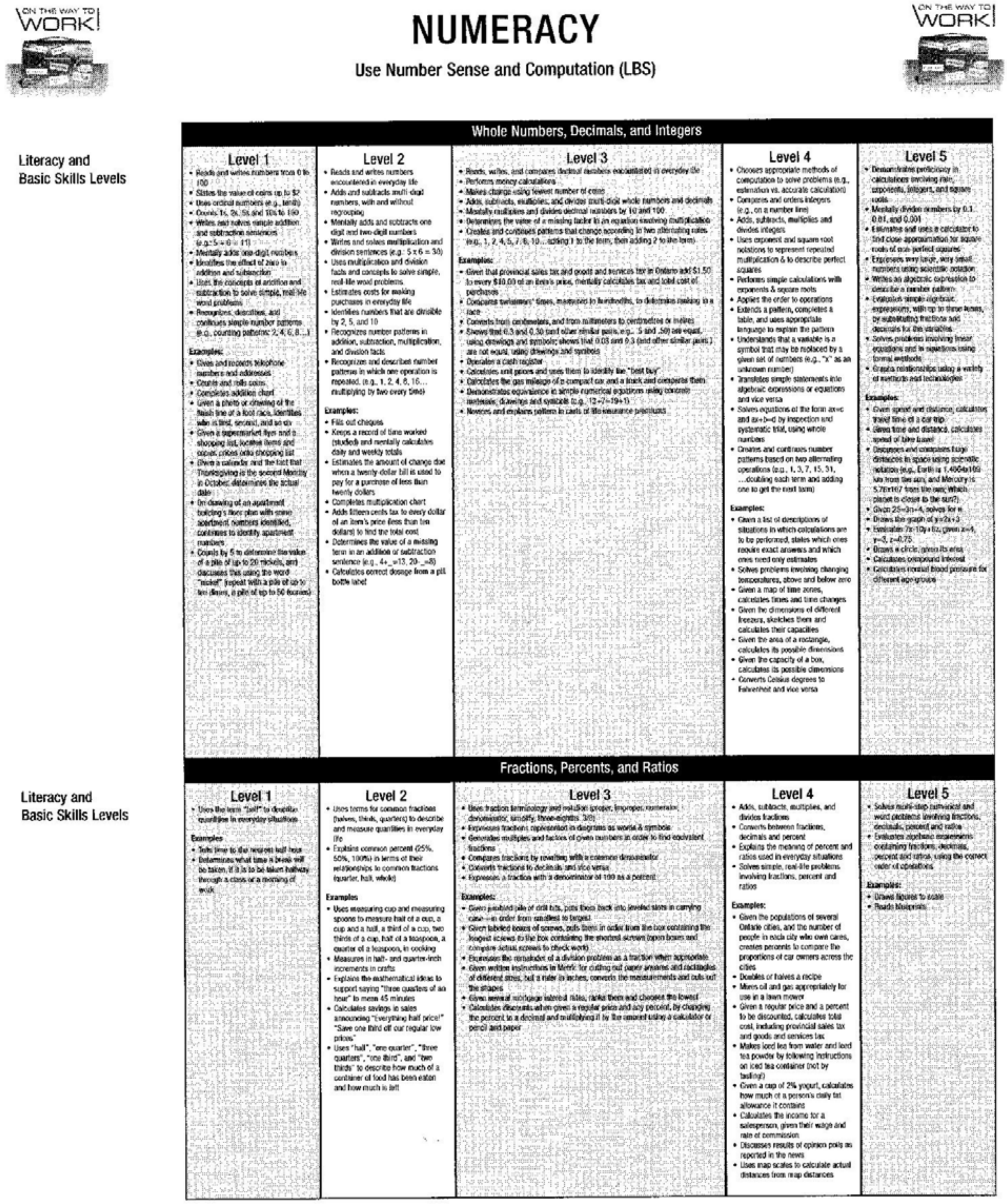
Range & Complexity of Communication Functions	Range and Complexity of Communication Information	Range and Complexity of Context	Risk in Failed Intent
Moderate oral communication demands. Includes: exchanging information; obtaining information by questioning multiple sources; following or giving detailed multi-step instructions; greeting formally; reassuring; comforting; dealing with minor conflict or complaints; leaving and receiving complex recorded messages (answering machine, voice mail, Dictaphone); presenting and discussing simple options and advising on choices; participating in routine meetings; co-ordinating work with several other individuals	Moderate range of subject matter, familiar topics, usually one main issue. Language is both factual or concrete and abstract; moderate range of general and context-specific of technical vocabulary and idiom. Information content is moderately complex and detailed; deals mostly with facts but may also deal with emotions and opinions.	Communicating one-on-one on detailed and specific matters, often on the phone or by listening to recorded information; interacting frequently with several people or one-on-one on more detailed and complex matters; giving a short talk or directions to a small group. Participants have clearly defined roles. Selecting from a moderate range of formats and styles to present information. Established rules and conventions; mostly familiar situation and setting; physical context may be used to support verbal communication visually. Audience non-challenging and usually co-operative. Exchange is of brief to medium duration (10-30 minutes). Physical conditions may impede communication (noise).	Moderate resulting in: Unsuccessful interaction where each particular failure is significant; loss of some money or time; minor hazard; or one-on-one hostility that can be fairly easily terminated.

- Accounting and related clerks speak with customers to follow up on overdue accounts, negotiate payments and discuss disagreements.
- Dental assistants talk to patients to make them comfortable, instruct them about oral hygiene, explain procedures and calm them when they are experiencing discomfort.
- Maitres d'hotel and hosts or hostesses provide feedback to servers, resolve disagreements with clients and participate in staff meetings to discuss quality issues.

Level 3

Range & Complexity of Communication Functions	Range and complexity of Communication Information	Range and complexity of Context	Risk in Failing Communication Intent
Extensive oral communication demands in complex work-related social interaction. Includes: providing, obtaining or exchanging detailed complex information and opinions; providing or following complex directions and instructions; persuading (e.g., to sell a product or opinion); managing non-routine conflict; entertaining (casually or with preparation); advising/counseling (e.g. career, employment); assessing/evaluating (e.g. job performance); leading routine meetings; co-ordinating work with and for others.	Significant range of subject matter; professional, organization, financial, social issues. Language can be abstract and conceptual; extensive range of general and technical vocabulary and idiom. Information content is complex and detailed, deals with facts, opinions, emotions; requires ability to organize, present and interpret ideas coherently.	Interacting one on one on complex matters, face to face, on the phone and/or through recorded messages. Giving a presentation to or exchanging information and opinions in a group; face to face or by tele-conferencing; communicating one-on-one on complex matters. Selecting from a significant range of formats and styles of presentation, levels of language complexity, and degrees of formality to communicate a variety of ideas. The individual may have more than one role in the group. Situation and setting may be new and unfamiliar. Audience can be unfamiliar, include authority figures and of extended duration (30 minutes or more). There may be significant noise or other interference.	Significant resulting in: Failure to obtain a major objective; danger, significant hazard; public hostility, criticism or discreditation; or loss of considerable money and time.

- Quality control technicians in the apparel industry interact with operators to correct work that does not meet quality standards and to persuade them to make changes. At times this involves dealing with hostile reactions.
- Sign pre-production technicians interact with customers to analyze their requirements, establish objectives and negotiate agreements. They also make presentations to small groups, such as representatives of potential client company.
- Collectors speak to debtors to explain their amounts owing and determine a plan of action. Debtors may be upset or hostile during this interaction.



NUMERACY

Use Number Sense and Computation (LBS)

Whole Numbers, Decimals, and Integers

	Level 1	Level 2	Level 3	Level 4	Level 5
Literacy and Basic Skills Levels	• Reads and writes numbers from 0 to 100 • States the value of coins up to $2 • Uses ordinal numbers (e.g., tenth) • Counts 1s, 2s, 5s and 10s to 100 • Writes and solves simple addition and subtraction sentences (e.g.: 5 + 6 = 11) • Mentally adds one-digit numbers • Identifies the effect of zero in addition and subtraction • Uses the concepts of addition and subtraction to solve simple, real-life word problems • Recognizes, describes, and continues simple number patterns (e.g., counting patterns: 2, 4, 6, 8...) **Examples:** • Gives and records telephone numbers and addresses • Counts and rolls coins • Completes addition chart • Given a photo or drawing of the finish line of a foot race, identifies who is first, second, and so on • Given a supermarket flyer and a shopping list, locates items and copies prices onto shopping list • Given a calendar and the fact that Thanksgiving is the second Monday in October, determines the actual date • On drawing of an apartment building's floor plan with some apartment numbers identified, continues to identify apartment numbers • Counts by 5 to determine the value of a pile of up to 20 nickels, and discusses this using the word "nickel" (repeat with a pile of up to ten dimes, a pile of up to 50 loonies)	• Reads and writes numbers encountered in everyday life • Adds and subtracts multi-digit numbers, with and without regrouping • Mentally adds and subtracts one digit and two-digit numbers • Writes and solves multiplication and division sentences (e.g.: 5 x 6 = 30) • Uses multiplication and division facts and concepts to solve simple, real-life word problems • Estimates costs for making purchases in everyday life • Identifies numbers that are divisible by 2, 5, and 10 • Recognizes number patterns in addition, subtraction, multiplication, and division facts • Recognizes and describes number patterns in which one operation is repeated. (e.g., 1, 2, 4, 8, 16... multiplying by two every time) **Examples:** • Fills out cheques • Keeps a record of time worked (studied) and mentally calculates daily and weekly totals • Estimates the amount of change due when a twenty-dollar bill is used to pay for a purchase of less than twenty dollars • Completes multiplication chart • Adds fifteen cents tax to every dollar of an item's price (less than ten dollars) to find the total cost • Determines the value of a missing term in an addition or subtraction sentence (e.g., 4+_=13, 20-_=8) • Calculates correct dosage from a pill bottle label	• Reads, writes, and compares decimal numbers encountered in everyday life • Performs money calculations • Makes change using fewest number of coins • Adds, subtracts, multiplies, and divides multi-digit whole numbers and decimals • Mentally multiplies and divides decimal numbers by 10 and 100 • Determines the value of a missing factor in an equation involving multiplication • Creates and continues patterns that change according to two alternating rules (e.g., 1, 2, 4, 5, 7, 8, 10... adding 1 to the term, then adding 2 to the term) **Examples:** • Given that provincial sales tax and goods and services tax in Ontario add $1.50 to every $10.00 of an item's price, mentally calculates tax and total cost of purchases • Compares swimmers' times, measured to hundredths, to determine ranking in a race • Converts from centimeters, and from millimeters to centimetres or metres • Shows that 0.3 and 0.30 (and other similar pairs, e.g., .5 and .50) are equal, using drawings and symbols; shows that 0.03 and 0.3 (and other similar pairs) are not equal, using drawings and symbols • Operates a cash register • Calculates unit prices and uses them to identify the "best buy" • Calculates the gas mileage of a compact car and a truck and compares them • Demonstrates equivalence in simple numerical equations using concrete materials, drawings and symbols (e.g., 12+7=19+1) • Notices and explains pattern in costs of life insurance premiums	• Chooses appropriate methods of computation to solve problems (e.g., estimation vs. accurate calculation) • Compares and orders integers (e.g., on a number line) • Adds, subtracts, multiplies and divides integers • Uses exponent and square root notations to represent repeated multiplication & to describe perfect squares • Performs simple calculations with exponents & square roots • Applies the order to operations • Extends a pattern, completes a table, and uses appropriate language to explain the pattern • Understands that a variable is a symbol that may be replaced by a given set of numbers (e.g., "x" as an unknown number) • Translates simple statements into algebraic expressions or equations and vice versa • Solves equations of the form ax=c and ax+b=d by inspection and systematic trial, using whole numbers • Creates and continues number patterns based on two alternating operations (e.g., 1, 3, 7, 15, 31, ...doubling each term and adding one to get the next term) **Examples:** • Given a list of descriptions of situations in which calculations are to be performed, states which ones require exact answers and which ones need only estimates • Solves problems involving changing temperatures, above and below zero • Given a map of time zones, calculates times and time changes • Given the dimensions of different freezers, sketches them and calculates their capacities • Given the area of a rectangle, calculates its possible dimensions • Given the capacity of a box, calculates its possible dimensions • Converts Celsius degrees to Fahrenheit and vice versa	• Demonstrates proficiency in calculations involving rate, exponents, integers, and square roots • Mentally divides numbers by 0.1, 0.01, and 0.001 • Estimates and uses a calculator to find close approximation for square roots of non-perfect squares • Expresses very large, very small numbers using scientific notation • Writes an algebraic expression to describe a number pattern • Evaluates simple algebraic expressions, with up to three terms, by substituting fractions and decimals for the variables • Solves problems involving linear equations and inequations using formal methods • Graphs relationships using a variety of methods and technologies **Examples:** • Given speed and distance, calculates travel time of a car trip • Given time and distance, calculates speed of bike travel • Discusses and compares huge distances in space using scientific notation (e.g., Earth is 1.4964×10^8 km from the sun, and Mercury is 5.76×10^7 from the sun; Which planet is closer to the sun?) • Given 25=3n+4, solves for n • Draws the graph of y=2x+3 • Evaluates 7x-10y+6z, given x=4, y=3, z=0.75 • Draws a circle, given its area • Calculates compound interest • Calculates normal blood pressure for different age groups

Fractions, Percents, and Ratios

	Level 1	Level 2	Level 3	Level 4	Level 5
Literacy and Basic Skills Levels	• Uses the term "half" to describe quantities in everyday situations **Examples** • Tells time to the nearest half hour • Determines what time a break will be taken, if it is to be taken halfway through a class or a morning of work	• Uses terms for common fractions (halves, thirds, quarters) to describe and measure quantities in everyday life • Explains common percent (25%, 50%, 100%) in terms of their relationships to common fractions (quarter, half, whole) **Examples** • Uses measuring cup and measuring spoons to measure half of a cup, a cup and a half, a third of a cup, two thirds of a cup, half of a teaspoon, a quarter of a teaspoon, in cooking • Measures in half- and quarter-inch increments in crafts • Explains the mathematical ideas to support saying "three quarters of an hour" to mean 45 minutes • Calculates savings in sales announcing "Everything half price!" "Save one third off our regular low prices" • Uses "half", "one quarter", "three quarters", "one third", and "two thirds" to describe how much of a container of food has been eaten and how much is left	• Uses fraction terminology and notation (proper, improper, numerator, denominator, simplify, three-eighths, 3/8) • Expresses fractions represented in diagrams as words & symbols • Generates multiples and factors of given numbers in order to find equivalent fractions • Compares fractions by rewriting with a common denominator • Converts fractions to decimals and vice versa • Expresses a fraction with a denominator of 100 as a percent **Examples:** • Given jumbled pile of drill bits, puts them back into leveled slots in carrying case—in order from smallest to largest • Given labeled boxes of screws, puts them in order from the box containing the longest screws to the box containing the shortest screws (open boxes and compare actual screws to check work) • Expresses the remainder of a division problem as a fraction when appropriate • Given written instructions in Metric for cutting out paper squares and rectangles of different sizes, but a ruler in inches, converts the measurements and cuts out the shapes • Given several mortgage interest rates, ranks them and chooses the lowest • Calculates discounts when given a regular price and any percent, by changing the percent to a decimal and multiplying it by the amount using a calculator or pencil and paper	• Adds, subtracts, multiplies, and divides fractions • Converts between fractions, decimals and percent • Explains the meaning of percent and ratios used in everyday situations • Solves simple, real-life problems involving fractions, percent and ratios **Examples:** • Given the populations of several Ontario cities, and the number of people in each city who own cars, creates percents to compare the proportions of car owners across the cities • Doubles or halves a recipe • Mixes oil and gas appropriately for use in a lawn mower • Given a regular price and a percent to be discounted, calculates total cost, including provincial sales tax and goods and services tax • Makes iced tea from water and iced tea powder by following instructions on iced tea container (not by tasting!) • Given a cup of 2% yogurt, calculates how much of a person's daily fat allowance it contains • Calculates the income for a salesperson, given their wage and rate of commission • Discusses results of opinion polls as reported in the news • Uses map scales to calculate actual distances from map distances	• Solves multi-step numerical and word problems involving fractions, decimals, percent and ratios • Evaluates algebraic expressions containing fractions, decimals, percent and ratios, using the correct order of operations **Examples:** • Draws figures to scale • Reads blueprints

NUMERACY

Use Number Sense and Computation (LBS) – Money Math (ES)

	Use Number Sense and Computation				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Literacy and Basic Skills Levels	The learner reads and writes whole numbers to 100, adds and subtracts single-digit whole numbers, and understands the concept of "half". The learner names and states the value of Canadian coins and recognizes, describes, and continues simple number patterns.	The learner reads and writes whole numbers encountered in everyday life and handles money for daily tasks. The learner adds and subtracts multi-digit numbers, multiplies and divides numbers, and uses common fractions to measure and describe. The learner recognizes and describes number patterns in which one operation is repeated.	The learners adds, subtracts, multiplies and divides whole numbers and decimals; understands the relationship between decimals and fractions, and creates and continues number patterns based on two alternating rules.	The learner adds, subtracts, multiplies and divides fractions and integers, and performs simple calculations with percent, ratio, exponents, and square roots. The learner uses a variable to represent an unknown quantity. The learner creates and continues number patterns based on two alternating operations.	The learner performs a variety of computations in which fractions, decimals, integers, percent exponents, and square roots may be integrated. The learner creates and solves algebraic equations.

	Money Math		
	Level 1	**Level 2**	**Level 3**
Essential Skills Complexity Levels	Enter amounts in a cash register. Total simple bills. Make change. Receive payments. **Examples:** • *Chip stand operators* enter the costs of their customers' orders in cash registers, receive payments and make change. • *Clam diggers* receive payments upon delivering clams and verify that the distributors' calculations are correct.	Total accounts/bills including calculations of one of the following: a simple discount, taxes, interest, etc., or including calculations of components charged by a rate, e.g., mileage charge. Approve such bills for payment. Handle foreign currency in a cash transaction. Exchange between currencies, deducting fee. Calculate prices using a formula, e.g., cost price plus % mark up or regular price minus % mark down. **Examples:** • *Sewing machine technicians* calculate labour charges by multiplying their hourly rate by the number of hours required to repair each sewing machine and finding a total. • *Tour directors* verify and authorize payments of invoices directly billed to the company for hotel accommodations, food, etc. This involves multiplying the number of people by the unit cost of the room or meal, calculating the applicable taxes and adding up the total.	Total bill/accounts including calculation of two or more of the following discounts, taxes, interest, etc. or components charged by a rate, e.g., mileage charge. Approve such bills for payment. Prepare pay cheques using rates of pay. **Examples:** • *Bank tellers* selling safety deposit boxes to senior citizens prorate yearly fees and apply seniors' discounts. • *Ticket cargo agents* calculate cargo fares of packages that exceed the price scale by considering taxes, insurance rates and discount rates where applicable.

ON THE WAY TO WORK!

NUMERACY

Use Number Sense and Computation (LBS) – Scheduling or Budgeting and Accounting (ES)

Literacy and Basic Skills Levels

Use Number Sense and Computation				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The learner reads and writes whole numbers to 100, adds and subtracts single-digit whole numbers, and understands the concept of "half". The learner names and states the value of Canadian coins and recognizes, describes, and continues simple number patterns.	The learner reads and writes whole numbers encountered in everyday life and handles money for daily tasks. The learner adds and subtracts multi-digit numbers, multiplies and divides numbers, and uses common fractions to measure and describe. The learner recognizes and describes number patterns in which one operation is repeated.	The learners adds, subtracts, multiplies, and divides whole numbers and decimals; understands the relationship between decimals and fractions; and creates and continues number patterns based on two alternating rules.	The learner adds, subtracts, multiplies and divides fractions and integers, and performs simple calculations with percent, ratio, exponents, and square roots. The learner uses a variable to represent an unknown quantity. The learner creates and continues number patterns based on two alternating operations.	The learner performs a variety of computations in which fractions, decimals, integers, percent, exponents, and square roots may be integrated. The learner creates and solves algebraic equations.

Essential Skills Complexity Levels

Scheduling or Budgeting and Accounting		
Level 1	**Level 2 and 3**	**Level 4**
Record costs against categories of budgets. Monitor schedules or budgets reporting overruns and surpluses. Make entries in financial records. **Examples:** • *Sales associates* prepare daily bank deposits and make financial entries in bank deposit forms. • *Cashiers* reconcile the cash at the end of each shift and report any surpluses or shortfalls.	Determine number of packages to buy, based on the number of units required, e.g., how many packages of 30 tiles should be purchased if 196 tiles are needed. Determine sizes of work crews required and schedule length of a specific job using established production rates per person. Prepare simple financial summaries. **Examples:** • *Accounting clerks* determine staffing requirements and set staffing schedules using full-time, part-time and relief staff. • *Restaurant hostesses* prepare revenue counts - financial summaries of the total revenue, number of people served and average bill, and file them with food and beverage managers. --- Adjust established budgets and schedules to incorporate new information. Compare two options with differing cost structures, e.g., determine the long distance phone service with the best cost for a given phone usage pattern. **Examples:** • *Riggers* schedule crews and equipment at 15 minute intervals, and adjust schedules to accommodate unforeseen lifts and delays. • *Maintenance and event technicians* review tenders for services and supplies worth over $150 to determine best values based on prices and quality.	Plan and monitor schedules and budgets for small or short-term projects. Audit financial records to determine accuracy and adherence to financial procedures. **Examples:** • *Senior plant operators* plan for annual shutdowns that require co-ordinating work schedules for regular staff and contractors. Three months of planning is required for one week of shutdown. • *Chefs* establish weekly budgets including costs for food, planning for kitchen staff requirements and costs for special events.

NUMERACY

NUMERACY: Use Measurement for Various Purposes (LBS) – NUMERICAL CALCULATION: Measurement and Calculation Math (ES)

	Use Measurement for Various Purposes				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Literacy and Basic Skills Levels	The learner measures length, perimeter, area, capacity, mass, time and temperature using non-standard units, and describes measurement attributes using everyday language.	The learner measures length, perimeter, area, capacity, mass, time and temperature using common standard units and describes the relationships among units of measure.	The learner calculates the surface area of prisms, pyramids and cylinders, the volume and surface area of prisms, and the radius, diameter, circumference and area of a circle using formulas.	The learner measures length, capacity, volume, mass, time and temperature with precision using appropriate standard units, and calculates the perimeter and area of rectangles and squares using formulas.	The learner calculates the area of parallelograms, triangles and trapezoids, and the volume and surface area of rectangular prisms using formulas.

	Measurement and Calculation Math		
	Level 1	**Level 2**	**Level 3**
Essential Skills Complexity Levels	Take measurements through a one-step process and record the results, e.g., clerk weighs mail and records the results in the mailbook. Measure out quantities, e.g., four gallons of paint. Set instruments to particular angles and other numeric settings. **Examples:** *Postal workers* weigh and measure parcels to determine postal rates. *Physiotherapy* aides adjust settings on physiotherapy equipment when preparing treatment areas for incoming patients. *Labourers* measure out lengths of pipe using tape measures.	Calculate areas and volumes of simple, familiar shapes. Convert between measurement systems or between units in one system, e.g., inches to millimeters. Calculate and weigh out or measure out quantities or volumes involving doubling, quadrupling, halving, quartering, etc. some given amount or sets of amounts. **Examples:** *Child caregivers* measure ingredients when cooking and may have to double or half recipes. *Shippers* calculate the number of items on skids by counting the items in a row and multiplying by the total number of rows.	Measure curved and irregular lengths or other dimensions. Calculate areas of shapes that are simple composites of simple, familiar shapes, e.g., composites of rectangles, or rectangles and triangles. Make scale drawings. Take precise measurements using specialized measurement equipment, e.g., depth. **Examples:** *Sewing machine technicians* use special gauges to take precise measures of sewing machine components in diagnosing the cause of equipment failure. *Maintenance personnel* calculate areas of walls, taking account of windows and doors, to ensure that they obtain correct amounts of paint.

ON THE WAY TO WORK!

NUMERACY

Solve Geometric Problems (LBS) – Numeracy (ES)

ON THE WAY TO WORK!

	Geometry				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Literacy and Basic Skills Levels	The learner identifies, describes, compares and classifies basic two- and three-dimensional figures, and recognizes and creates symmetrical figures	The learner identifies, describes, compares and classifies various polygons. prisms and pyramids, and determines lines of symmetry for two-dimensional shapes. The learner identifies and performs transformations.	The learner identifies, describes, compares and classifies quadrilaterals and triangles, and identifies and constructs similar, congruent and symmetrical figures. The learner identifies and applies transformations. The learner locates points on maps and grids using a coordinate system.	The learner designs nets for three-dimensional figures, and identifies and constructs two-dimensional shapes that meet certain criteria. The learner applies transformations to create and analyze designs and tiling patterns. The learner locates coordinate points in the first quadrant of a Cartesian plane.	The learner describes and applies the angle properties of triangles, and intersecting, parallel and perpendicular lines. The learner constructs circles given center points and points on the circle. The learner solves problems using the Pythagorean relation
Essential Skills Complexity Levels		Not Specified			

NUMERACY

Manage Data and Probability (LBS) – Data Analysis Math (ES)

Literacy and Basic Skills Levels

Manage Data and Probability				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The learner collects and sorts a small number of simple data, displays these data on given charts and pictographs, and discusses these displays of data. The learner uses everyday language to discuss probability as part of familiar experience.	The learner conducts surveys using self-generated questions, selects appropriate graphic organizers to sort data, and constructs simple bar graphs to display data. The learner interprets data on graphs and tables, and expresses understanding in a variety of ways. The learner predicts the results of simple probability experiments and carries them out.	The learner designs and carries out experiments to test hypotheses and uses data in databases and spreadsheets to solve problems. The learner explains sampling techniques, and recognizes misuse of data in advertising and news reports. The learner calculates complex probabilities and applies probability in a variety of contexts.	The learner designs and conducts surveys, records results on tally charts and spreadsheets, and displays data on labeled graphs. The learner calculates the mean and mode of a set of data, and identifies the important features of data collected by others. The learner conducts simple probability experiments and uses the results to make decisions.	The learner collects and organizes data from primary and secondary sources, and decides on the best method of display. The learner identifies trends, calculates measures of central tendency, and makes inferences, and convincing arguments based on a variety of displays of data. The learner conducts probability experiments, compares theoretical and actual results, and applies probability in familiar contexts.

Essential Skills Complexity Levels

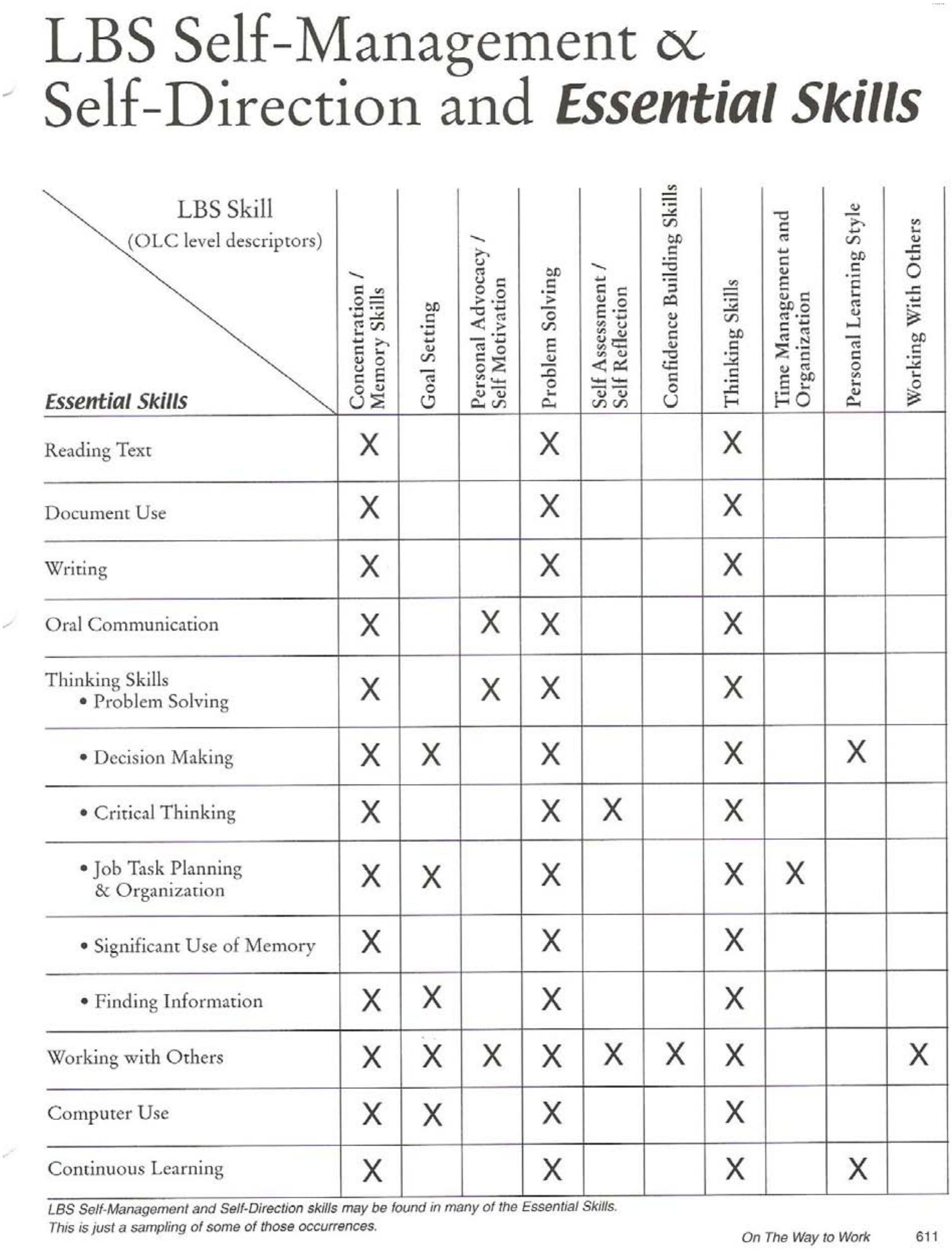
Data Analysis Math		
Level 1	**Level 2**	**Level 3**
Make simple comparisons such as identifying what is higher or lower, bigger or smaller. **Examples:** • *Gas utility maintenance workers* determine locations of leaks by comparing variations in gas readings at different points. • *Post office clerks* record transactions daily and compare the monthly volume of various kinds of transactions.	Calculate basic summary measures, e.g., averages. **Examples:** • *Ferry operators* count different kinds of vehicles using the ferry and calculate monthly averages by user group/ • *Financial advisors* calculate average rates of return on investments to prepare financial plans for clients.	Calculate averages across sets of readings, compare them to acceptable ranges and draw conclusions for such activities as statistical quality control and applying principles of probability. **Examples:** • *Dieticians* calculate average fluids consumed by patients over seven-day periods to recommend adaptations to diets. • *Bolt machine operators* perform Statistical Process Control calculations and make adjustments to machines if the data are outside acceptable ranges. They also graph the data each hour.

NUMERACY

Numeracy (LBS) – Numeracy: Estimation (ES)

Literacy and Basic Skills Levels	Numeracy Level 1	Level 2	Level 3	Level 4	Level 5
Solve Geometric Problems		Estimation is included in all levels			
Use Measurement for Various Purposes					
Manage Data and Probability					
Use Number Sense and Computation					

Essential Skills Complexity Levels	Estimation Level 1	Level 2
Whether there is a set procedure	There is a formula. It identifies the variables and how they are to be combined.	There is a formula, but it does not incorporate all of the variables.
Number of factors comprising the item being estimated	One factor, e.g., estimating a dimension by eyeballing; estimating weight by lifting objects.	A small number of factors.
Amount of information available	All information about the factors that make up the estimate and how to combine them is known. Any complicating factors are known.	Most information is known, but there are factors that could throw an estimate off.
Consequence of error	Little or no consequence of error; estimation errors can be easily and quickly rectified with little or no work plan required or costs incurred.	Estimation errors have some minor consequence, e.g., some loss of money or time, but can be rectified with some minor work plan, inconvenience or cost.
Degree of precision required	Little or no precision required.	Precision required within relatively wide range of values.



LBS Self-Management & Self-Direction and *Essential Skills*

LBS Skill (OLC level descriptors) **Essential Skills**	Concentration / Memory Skills	Goal Setting	Personal Advocacy / Self Motivation	Problem Solving	Self Assessment / Self Reflection	Confidence Building Skills	Thinking Skills	Time Management and Organization	Personal Learning Style	Working With Others
Reading Text	X			X			X			
Document Use	X			X			X			
Writing	X			X			X			
Oral Communication	X		X	X			X			
Thinking Skills • Problem Solving	X		X	X			X			
• Decision Making	X	X		X			X		X	
• Critical Thinking	X			X	X		X			
• Job Task Planning & Organization	X	X		X			X	X		
• Significant Use of Memory	X			X			X			
• Finding Information	X	X		X			X			
Working with Others	X	X	X	X	X	X	X			X
Computer Use	X	X		X			X			
Continuous Learning	X			X			X		X	

LBS Self-Management and Self-Direction skills may be found in many of the Essential Skills. This is just a sampling of some of those occurrences.

On The Way to Work 611

Using the Ontario Skills Passport

PART A: SITE OVERVIEW

Go to http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp or enter “Ontario Skills Passport” in a search engine.

1. List the 12 choices from the toolbar at the top of the page. As you explore the website, jot notes for future reference

TOOLBAR	NOTES

2. 9 of these options are shown as resources with “buttons”. Highlight these on your chart.

3. Click on each of the links in the opening paragraph. Note where they take you. (What kind of information is available?)

4. Select “Getting Started”.

5. Take time to view the OSP Webcast and OSP flow chart.
   - Print the flow chart for future reference. This will complement the written notes you made earlier.

6. Select “News”. The content changes, naturally, as the site is further developed. This is a good place to keep up with new tools.

PART B: ESSENTIAL SKILLS AND WORK HABITS

Go to http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp or enter “Ontario Skills Passport” in a search engine.

- Select **Essential Skills and Work Habits in the OSP.**

7. Click “Compare” in the opening paragraph.

8. Why does the OSP count more skills than the Essential Skills? Are there really more?

9. Which Essential Skills are not included in the OSP? Why not? (HINT: The OSP only included skills for which there are _______________________________.

10. Where is *Working With Others* located on the OSP?

11. Select any of the Essential Skills listed and click on the link. What information is presented? What level of language is used?

12. Scroll down to the *Work Habits.* List the 9 work habits.

- ___________________________________
- ___________________________________
- ___________________________________
- ___________________________________
- ___________________________________
- ___________________________________
- ___________________________________
- ___________________________________
- ___________________________________

PART C: OCCUPATIONS AND TASKS

Go to http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp or enter "Ontario Skills Passport" in a search engine.

- Select **Occupations and Tasks.**

13. Are all occupations included in the OSP? Which ones are?

14. Select an occupation, using either the title of the occupation or a NOC code, if you know it.

15. Click "Print Occupational Profile" and save this as a sample.

16. Note the chart presentation:
    - Discuss with colleagues, or in a journal, how this could be helpful to you or your students, a job coach/job developer, or an employer.
    - What does the asterisk (*) indicate?
    - Why is the statement at the bottom of the chart in bold type important? Would it change how you use the profile?

17. Note the box of links that is inserted here. You may wish to check these out later.

18. Finally, you will notice the list of sample tasks given for each Essential Skill, including the complexity level.

PART D: ON-LINE TUTORIALS

Go to http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp or enter “Ontario Skills Passport” in a search engine.

- Select **Resources.**

This part of the website offers samples of many of the tools contained in the website. You might wish to view and print some of these for future reference.

As well, there are two on-line tutorials offered. These explain the history of the OSP and NOC, how they were developed, how to understand their organization, as well as a guided exploration of the tools. You may take these tutorials now, or after finishing this unit, to further enhance your understanding.

19. Take the OSP Tutorial.

20. Take the NOC Tutorial.

PART E: CREATE A WORK PLAN and CREATE A TRANSITION PLAN

Go to http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp or enter “Ontario Skills Passport” in a search engine.

- Select **Create a Work Plan**

21. Select Option A:
    - What helps are listed?
    - Are you familiar with any of these?
    - Are any of these available at your location?
    - Do you use some other Job Interest Questionnaire?
    - Have you used the services of an Employment Resource Centre, Job Connect or other employment counselor?
    - Discuss how you could direct students to exploring their job interests. Perhaps someone could come to your class to make a presentation, conduct a job interest questionnaire or personality profile.

22. Select Option B and use the NOC code for which you printed the profile.

23. Use the standard work plan.
    - Which Essential Skills are included in this work plan?
    - Compare these to the chart you printed earlier. Which are these three?

24. Use the custom work plan.
    - Click on any Essential Skill you want to focus on in your work plan.

25. Go to the next page.
    - You will need to enter your name (the only mandatory part). This information is not stored anywhere.

26. Print the work plan. Notice what is included at the end of the plan, after the Essential Skills.

27. Discuss how you could use this plan in your situation,

- Adding new pieces as learning progresses,
- Tailoring it to match a specific job,
- As a record of achievement,
- As an assessment tool for a job developer/job coach or even an employer,
- Etc.

28. Select " Create a Transition Plan".

29. What is the purpose of this section of the website?

30. What are the 4 steps?

- ___________________________________
- ___________________________________
- ___________________________________
- ___________________________________

31. View the samples.

32. Discuss how you could use this in your setting. Perhaps you already have access to a job developer / employment counsellor who works on résumés and cover letters. Even if that is the case, the organization of the transition process can be useful.

PART F: CHECK-UP AND CHECK-IN

Go to http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp or enter "Ontario Skills Passport" in a search engine.

- Select "**Check-up Tools**".
- Select the "**Essential Skills and Work Habits**" tool.

33. What is this tool designed to do?

34. Who would use this tool? When?

35. Try some of the tasks to get a flavor of the tool.

- Select the "**Facilitated Essential Skills**" tool.

36. What is this tool designed to do?

37. Choose the "**occupation**" option.

38. Use the NOC code from before to try some tasks based on authentic work documents.

39. Choose the "**Essential Skill**" option.

40. Use any Essential Skill to explore its application in the workplace.

41. Discuss with colleagues the usefulness of the Check-up tool.

- Select "**Check-in Tool**"

42. What is the purpose of the Check-in tool?

43. Print a copy of the assessment for possible future use.

44. Discuss with colleagues the usefulness of this tool in your intake assessment process.

STUDENT UNITS:

BEFORE APPLYING FOR THE JOB

Choosing a Job

Choosing a Job

This unit encourages the student to examine his/her job preferences. He/ She will use a questionnaire to establish likes and dislikes. Past job experiences will be discussed and the student will be asked to rate several jobs on a scale of 1 to 3.

The questionnaire completed in the Demonstration should be taken to the job developer / coach. It will help in writing the résumé and in narrowing the job choices.

PRE-REQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Simple form filling
- Being able to discuss feelings about jobs with others, using appropriate language
- Some sight vocabulary
- Some computer skills – using an Internet site

OBJECTIVES

Students will

- Identify their interests, likes and dislikes, abilities as relates to selecting a job
- Explore job possibilities

MATERIALS

- Computer with Internet access
- Chart paper, markers, glue
- Magazines or flyers with pictures of people working in different jobs (could find some pictures on Internet)

VOCABULARY

- Clerical
- Collate
- Food preparation
- Hobbies
- Janitorial
- Preference
- Questionnaire
- Rate
- Retail

- Check all vocabulary on question 5 list (from demonstration)

RESOURCES

- www.jobfutures.ca-interestquiz You may want to have the student do this online if the student is computer skilled; otherwise, download and print the quiz and let the student complete it with a pencil.
- Job Connect, Employment Resource Centres, or other community placed job links may have job interest questionnaires or other resources to help students identify what would be good job opportunities for them
- The Ontario Skills Passport website has a number of Internet resource links such as Career Matters, Career Cruising, etc. This website is kept up-to-date, so check it. http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Previous job experience									**2**	**2**	**2**		*	**1**			
2.	What do you like to do?									**2**	**2**	**3**		*				*
3.	Take the quiz	**1**	**1**	**1**						**2**		**1**					**2**	*
4.	Exploring new possibilities		**1**							**3**	**2**	**3**						*
D	Is This a Fit?	**1**	**1**	**1**						**2**	**2**	**2**		*				

LEARNING ACTIVITIES

<table>
<tr><td>**1. PREVIOUS JOB EXPERIENCES**
• **Oral Communication 2**
• **Thinking Skills**
◦ Problem Solving 2
◦ Decision Making 1
◦ Significant Use of Memory
◦ Finding Information 1</td><td>**Materials:**
• Chart paper
• Markers
• Magazines
• Glue or tape</td></tr>
<tr><td colspan="2">Discuss the different kinds of jobs that your students have had. Have them describe what they did, not just name the jobs.

Print them on chart paper.

Ask students to find a picture to match each job from the magazines you have provided. Post on the chart paper.

Ask the individual students to tell what they liked or did not like about the job. Would they like to do this job for the rest of their lives? Why? Or why not?</td></tr>
</table>

2. WHAT DO YOU LIKE TO DO?

- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 3
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Teaching Aid: *Consider the Sectors*

Suggest that a good idea before job hunting is to put down what you like to do or what you don't like to do. For example,

- Would you take a job stocking a stock room if you can't lift heavy weights?
- Would you wait on tables if you don't like working with people?

Discuss these and other ideas.

Discuss the sector titles to make sure that they know what each heading means.

- Ask students to put their names in the sections of the chart that they would consider working in using the Teaching Aid: *Consider the Sectors.*
- Discuss the reasons for each choice.
- Have they considered the job requirements?
- Have they considered their skills or limitations?
- Emphasize the consequences of errors in job choice: lose the job and get a bad reference, risk injury, frustration or boredom, etc.

3. TAKE THE QUIZ

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Decision Making 1
- **Computer Use 2**
- **Continuous Learning**

Materials:

- Access to computer, or printed quiz from www.jobfutures.ca-interestquiz

Sometimes we don't know what we would like to do, so we do a quiz to find out where we would fit. (Match student with a volunteer if oral reading to the student is necessary.)

Talk about how to take a quiz: given a situation or question, they answer as guided by the quiz. Some are Yes/No; some are number scores, etc.

Try this quiz –*Job Futures* – www.jobfutures.ca-interestquiz

**Check website availability before asking students to do so. You could have the student do the quiz on line, or print the page and give it as hard copy to the student.

You may wish to use a community resource for this part of the unit: Job Connect, Employment Resources Centres, etc. Check the "Resources" list at the beginning of this unit.

4. EXPLORING NEW POSSIBILITIES

- **Document Use 1**
- **Oral Communication 3**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 3
- **Continuous Learning**

Materials

- Student Activity Sheet: *Making Choices*
- Completed Teaching Aid: *Consider the Sectors*

Discuss with students how in everyday life we make choices about what we want and do not want to do.

- Emphasize that it is not a good idea to close doors to new ideas before thinking about them or exploring them.

Use Student Activity Sheet: *Making Choices.* Have students put a check mark in the appropriate column.

- Show students how to rate ideas : 1 = would like to
  2 = don't know, no preference
  3 = would not like to

Sometimes we have not given enough thought to other job possibilities. Sometimes we know for sure that we don't want to do something; other times we are not sure; still other times we have no experience on which to base a decision.

Go back to the Teaching Aid: *Consider the Sectors.*

- Would they change any of their choices?
- Have them think about, and express their thoughts around this decision.

Suggest that job shadowing, or co-op job placement can be a good way to learn about a job they don't know much about before actually committing to training for that job or actually taking it.

Consider the Sectors

Put your name in the sectors where you might want to work .

1. Retail	**2. Clerical**
3. Outside Work	**4. Kitchen Help**
5. Janitorial	**6. Home Support or Care Giver**
7. Apprenticeship	**8. Other**

Making Choices

1 **=** would like to
2 = don’t know; no preference
3 = would not like to

	1	2	3
I would like to go to a ball game.			
I would like apple pie for dessert.			
I would like to clean offices.			
I would like to colour my hair pink.			
I would like to stay home and not work.			
I would like to have a cell phone.			
I would like to go to Disney World.			
I would like to own a car.			

DEMONSTRATION: INSTRUCTOR PAGE

Is This A Fit?

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 2
    - Significant Use of Memory

DEMO DESCRIPTION

Students will complete a job interest questionnaire, which they can then take in a portfolio to a job counselor as an aid to making job choices.

INSTRUCTOR PLANNING NOTES

- The questionnaire may be read by the student, or read to the student by a volunteer
- The student may dictate answers to a volunteer scribe – the goal is to get good information and insight from the student as this will assist in career planning and choice; focus is not on writing skills here
- Provide *What I Have Learned and Skills Practised* from Evaluation section of this resource to link demonstration tasks with the Essential Skills.

With student

- Review what the tasks in question 5 are; discuss duties if needed.

ACHIEVEMENT INDICATORS

- Filled in a job interest questionnaire
- Expressed a job likes and dislikes in a verbal or written form
- Used a scale to rate job preferences
- Indicated computer familiarity and experience
- Assessed own performance

Is This a Fit?
TASK 1

Job Interest Questionnaire

1. List your hobbies and interests.

2. What is the job you would like to do? Why?

3. What jobs, that you have done in the past, did you enjoy? Why?

Is This a Fit?

TASK 1, cont.

4. What job did you not enjoy? Why?

5. Rate these tasks according to preference.

1 = would like to do 2 = no preference 3 = would not like to

Chopping and washing food ___________
Preparing food for customers ___________
Dishwashing ___________
Cutlery Rolling ___________
Sweeping ___________
Vacuuming ___________
Dusting ___________
Mopping ___________
Doing Laundry ___________
Filing ___________
Photocopying ___________
Shredding paper ___________
Answering telephones ___________
Sorting & distributing mail ___________
Collating, stuffing, labeling
Envelopes ___________
Working with children ___________

Is This a Fit?

TASK 1, cont.

Friendly visiting __________
Portering wheelchairs __________
Assembly line work __________
Hanging clothes __________
Collecting/sorting recycling __________
Breaking down boxes __________
Stocking shelves __________
Pricing items __________
Packaging __________
Cart Collection __________
Shoveling Snow __________
Cutting grass __________

6. Do you own or have consistent access to a computer? What are some of the things you use it for?

Is This a Fit?

TASK 1, cont.

7. How would you rate your computer skills?
   Colour in the box that fits your skills.

1 Excellent

2 Very Good

3 Good

4 Need some help

2 Have never used a computer

DEMONSTRATION ASSESSMENT

Is This a Fit?

Student:____________________________

Instructor:__________________________

Date:______________________________

Total Time for Demonstration:_______

Help Given? _____Yes _____No
Details:___________________________

Accommodations?: _____Yes ____No
Details:___________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Filled in a job interest questionnaire			
• Expressed job likes and dislikes orally or written			
• Used a scale to rate job tasks			
• Indicated computer familiarity and experience			
• Assessed own performance			

ADDITIONAL COMMENTS

Fit for the Job

Fit For the Job

In this unit, the student will participate in a Physical Activity Event to determine suitability for certain jobs. This unit should follow the "Choosing a Job" unit in which the student is asked to fill out a job interest questionnaire. It is also suggested that the student has worked through the "Keep Fit" unit in the manual. This will have familiarized him / her with the need to maintain a healthy body in order to achieve optimum success in the job of choice.

The results of the demonstrations should be taken to the job developer / coach as a help in finding an appropriate job.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Using checklists

OBJECTIVES

Students will

- Have an accurate assessment of their own physical abilities as they relate to job requirements
- Be able to talk with an employer about their abilities and be able to say how they would accomplish specific tasks (if an employer has doubts about student's limitations) – what accommodations might be needed

MATERIALS

- Bags or bins weighing 5 – 10 lbs., 20 – 40 lbs.
- Snow shovel
- Broom
- Wheelchair, moving dolly, etc.
- Multiple boxes for lifting and stacking

VOCABULARY

- Chemicals
- Communication
- Demonstrate
- Fumes
- Gripping
- Hazardous
- Health
- Independently
- Lifting
- Machinery
- Noise
- Odours
- Operate
- Physical
- Safety
- Shoveling
- Stacking
- Vacuuming

RESOURCES

	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Healthy & fit for a job									**2**	**2**			*****				*****
2.	Physical demands		**1**	**1**						**1**		**1**				*****		*****
3.	Health & safety	**1**	**1**	**1**						**1**		**2**		*****	**1**			*****
4.	Working environment	**1**	**1**	**1**						**2**		**2**		*****				*****
5.	Job accommodations required									**2**	**2**	**2**		*****		*****		*****
D	I Can Do This	**1**	**1**	**1**						**2**	**2**	**2**		*****	**1**			

LEARNING ACTIVITIES

1. HEALTHY AND FIT FOR A JOB

- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Job Interest Questionnaire findings from *Choosing a Job* unit

Explain that most places of employment may require some form of physical activity.

Discuss the Job Questionnaire findings, from the previous section, with the student, looking for the physical requirements that pertain to different jobs.

Discuss the employee's need to keep his or her body healthy by eating and exercising in a proper fashion [Refer to the unit *Keep Fit* in this manual].

- Have students give ideas for a simple daily exercise routine.

2. PHYSICAL DEMANDS

- **Document Use 1**
- **Writing 1**
- **Oral communication 1**
- **Thinking Skills**
  - Decision Making 1
- **Working With Others**
- **Continuous Learning**

Materials

- Bags/bins weighing 5-10 lbs and 20-40 lbs.
- Snow shovel, broom, cart or wheelchair
- Other physical situations as indicated
- Student Activity Sheet: *Working Conditions – Physical Demands*

Use the "Physical Demands" section of the Student Activity Sheet: *Working Conditions*.

- The student will participate in several activities.
- A volunteer, or co-worker, would be an asset for this section as timed activities are required in some situations.
- Set up a circuit situation, either indoors or outdoors.
- This could be part of an "Activity/Sports Event." for many students. This event is a "try it" situation. THE GOAL IS SEEKING INFORMATION.
- For the demonstration, the student must prove that he / she CAN do the activities on his / her personal list.

3. HEALTH AND SAFETY

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Decision Making 2
  - Significant Use of Information
  - Finding Information 1
- **Continuous Learning**

Materials:

- Student Activity Sheet: *Working Conditions – Health and Safety checklist.*
- Machine manuals

Use the “Health and Safety” section of the *Working Conditions* checklist.

Ask students what “safety” means?

- Why is safety important on the job-site?

The form asks if the student has experience handling hazardous machinery. Make a list of the machinery that may be on location at the work place of choice. For example:

lawn mower
saw
weed eater
shredder
meat slicer
floor polisher

Ask students which item of machinery they have used before.

- If students have no experience with any type of machinery, to whom could they go for help?
- What could they read to help them?

Look at some machine manuals as they could relate to the job choice, looking for safety precautions.

- Make sure the student knows to look for warnings on machine labels, in the instructions, or on the box.
- They should know to ask for training when given a new piece of machinery to operate. (Self-advocacy, WHMIS)

4. WORKING ENVIRONMENT

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
    - Decision Making 2
    - Significant Use of Memory
- **Continuous Learning**

Materials:

- Student Activity Sheet: *Working Conditions- Can You Work in These Conditions?* checklist.

Use the “Can You Work in These Conditions” section of the checklist.

Discuss each situation.

- What might be the problems associated with the working environment?
- Explain that there may be the need to accept some lack of total comfort in a workplace; this is asking about actual limitations to working in certain environments.
- Are there safety precautions that would be needed (for example, earphones in a very noisy environment)?

5. JOB ACCOMMODATIONS

- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Student Activity Sheet: *Working Conditions- Job Accommodations Required*

Discuss with the students that they have may have personal limitations or disabilities that might need accommodations on the job.

- Stress that accommodations are changes to HOW a job CAN be done, not changes to the job itself. These are things that can be done by either the employer or employee to make job performance possible.
  - For example, a back support might be needed by someone who will be sitting for long periods who has some back problems.
- Some students may need to have instructions read aloud rather than just given in print form. This information will go to the job coach / job developer who will discuss privacy and disclosure issues with regard to current legislation standards.

The instructor should complete the *Job Accommodations Required* section of the Student Activity Sheet: *Working Conditions* checklist with full participation and understanding of the student.

WORKING CONDITIONS

NAME: ________________________ DATE: ____________

YES	NO	CAN YOU MEET THESE PHYSICAL DEMANDS?
		Lifting / carrying __ 5 – 10 lbs. ___ 20 – 40 lbs (i.e. bag of potatoes, bin of dishes)
		Pushing / pulling (i.e. wheelchairs, shoveling, sweeping)
		Reaching (i.e. for something on a shelf, vacuuming
		Fine finger movements (i.e. assembly, collating)
		Gripping
		Handling
		Balancing – steady on feet (i.e. dishwashing)
		Bending / crouching (i.e. shoveling snow, stocking shelves)
		Climbing (i.e. stairs, ladders)
		Walking
		Standing __ 15 – 30 min.__ 30 min. – 1 hr. __ 1 – 4 hr.
		Kneeling (i.e. cleaning behind a toilet)
		Vision
		Colour recognition
		Hearing
		Noise / vibrations (i.e. factory work, dishwasher, day care)
		Clear communication

Courtesy of KW Habilitation Services, Community Initiatives

WORKING CONDITIONS

YES	NO	HEALTH AND SAFETY
		Hazardous machinery (i.e. saw)
		Ability to operate basic equipment / machinery (i.e. law mower)
		Do you demonstrate safety awareness

Courtesy of KW Habilitation Services, Community Initiatives

WORKING CONDITIONS

YES	NO	CAN YOU WORK IN THESE CONDITIONS?
		Cold temperatures (i.e. outdoor, cooled room)
		Damp, wet conditions (i.e. outdoors, car wash, greenhouse)
		Dirty conditions (i.e. outdoors, factories)
		Dusty conditions (i.e. wood working shop, cleaning)
		Fumes / odours (i.e. gas station, garlic, cleaning chemicals)
		Heights
		Hot temperatures
		Inside work
		Outside work
		Working independently
		Working with a partner

Courtesy of KW Habilitation Services, Community Initiatives

WORKING CONDITIONS

YES	NO	JOB ACCOMMODATIONS REQUIRED
		Physical (i.e. devices, aids) Comments
		Medical (i.e self-medicated, limited amount of time able to stand) Comments
		Other types of supports (i.e. behavioural, reading / writing) Comments
		Personal Comments

Individual's Signature: ________________________________

Instructor's Signature:_________________________________

Advocate:____

Courtesy of KW Habilitation Services, Community Initiatives

DEMONSTRATION: INSTRUCTOR PAGE

I Can Do This!

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Working With Others**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 2
    - Significant Use of Memory
    - Finding Information 1

DEMO DESCRIPTION

Students will transfer information from previously completed checklists of their own personal abilities. They will be asked to perform specific physical tasks to prove they can do what they have said they can do. They will be assessing and describing their personal requirements for support or accommodation in a job situation. The results of this demonstration will go in the portfolio to take to a job counselor.

INSTRUCTOR PLANNING NOTES

- From the Physical Demands section of the checklist, select the ones the student has identified as being able to perform, and prepare a "circuit" just of those tasks (these should be different from the ones done in the learning activity, but requiring the same physical effort)
- Provide *What I Have Learned and Skills Practised* from Evaluation section of this resource to link demonstration tasks with the Essential Skills.

With student

- Review transferring results from one form to another

ACHIEVEMENT INDICATORS

- Completed a brief form summarizing the job accommodations required
- Listed the physical aspects of a job that he/she is able to perform, and understanding of which he/she is unable to perform
- Practised telling a job coach or employer how he/she will be able to accomplish job tasks (self-awareness and self-advocacy)
- Assessed own performance

I Can Do This!
TASK 1

Use the checklist you completed on Working Conditions to make your own information sheet.

1. On the "Things I Can Do" sheet, list the physical demands that you met.
   Demonstrate that you can do each of these.

2. List any machines or tools that you have used before.
   Tell your instructor how to use each safely.

3. List the working conditions (environments) that you could work in.
   Name any accommodations or safety equipment you would need.

I Can Do This!
TASK 1, cont.

4. Make a list of anything else your job coach or employer would need to know about any health limitations or disabilities, along with how you will be able to work at a job with those limitations. (Be positive!)

5. Review with your instructor what he/she has written in the "Job Accommodations Required" section of the checklist you did. Be able to retell each set of comments, so that when you come to make a résumé or go for an interview, you can answer the questions you will be asked, and you can choose a job that is appropriate.

I Can Do This

TASK 1 cont.

Things I Can Do

PHYSICAL DEMANDS

-
-
-
-
-
-
-
-
-
-

MACHINERY USED	SAFELY?	
•	Y	N
•	Y	N
•	Y	N
•	Y	N
•	Y	N

I Can Do This

TASK 1 cont.

WORKING CONDITIONS	I NEED
●	_______________
●	_______________
●	_______________
●	_______________
●	_______________

MY LIMITATIONS	HOW I CAN DO IT
●	●
●	●
●	●
●	●

OTHER IMPORTANT INFORMATION

●

●

●

DEMONSTRATION ASSESSMENT

I Can Do This

Student:___________________________

Instructor:_________________________

Date:_____________________________

Total Time for Demonstration:_______

Help Given? _____**Yes** _____**No**
Details:__________________________

Accommodations?: _____**Yes** ____**No**
Details:__________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Working With Others**

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Completed a brief form summarizing the job accommodations required			
• Listed the physical aspects of a job that he/she is able to perform, and understanding of which he/she is unable to perform			
• Practised telling a job coach or employer how he/she will be able to accomplish job tasks (self-awareness and self-advocacy)			
• Assessed own performance			

ADDITIONAL COMMENTS

Keep Fit

Keep Fit

No employer wants to hire an employee who is not physically fit for the job. An employer also wants a healthy workforce. This unit contains tasks which will increase awareness for healthy eating and living. Using the Canada's Food Guide, the student will be encouraged to eat a healthy diet and incorporate physical exercise into daily routines.

There is an opportunity to go on a field trip to a grocery store, and to practise comparing sizes and prices as they buy healthy food on a budget.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Measurement skills using standard cup measure: ¼, ½, ¾; ml.
- Metric and Imperial measurement
- Weight measurement using scales: oz, g.
- Addition
- How to read a chart with multiple columns and rows
- How to find a website and explore that site (simple)
- How to calculate elapsed time (see activities in *Time* unit in this resource.)

OBJECTIVES

Students will

- Use Canada's Food Guide to plan meals
- Use variety of strategies to eat well on a budget
- Incorporate physical fitness activities into their daily routine
- Understand the importance of a healthy lifestyle for themselves and for their employer

MATERIALS

- Eating Well with Canada's Food Guide (available from local health unit or as a pdf download on-line at www.healthcanada.gc.ca/foodguide)
- Grocery flyers
- Scissors, glue, etc.
- Chart paper & markers
- Variety of foods to weigh and measure
- Measuring cups and spoons
- Kitchen scales
- Nutrition labels from a variety of foods

VOCABULARY

- Activity / inactivity
- Alternative
- Benefit
- Calorie
- Canada's Food Guide
- Carbohydrate
- Cholesterol
- Dairy
- Effort
- Endurance
- Flexibility
- Fruit
- Gender
- Grain
- Increase
- Light
- Maximum / minimum
- Meat
- Milk
- Moderate
- Nutrient
- Nutrition
- Physical
- Portion
- Protein
- Reduce
- Risk
- Saturated / unsaturated
- Serving
- Skim
- Sodium
- Strength
- Trans fat
- Vegetable
- Vigorous
- Vitamin

RESOURCES

- www.healthcanada.gc.ca : This is a very useful site not only for this unit on healthy eating and physical activity. Many health related topics, including health in the workplace are covered. Explore this site for other ideas. Many publications are available free, in both hard copy and by download.
- www.healthcanada.gc.ca/foodguide The flyer used in this unit is available both on line and as a free pdf download. As well, there is a "guided tour" of the pamphlet (flash player)
- www.canadian_health-network.ca for other resources and ideas
- Your local regional health network will have copies of many useful pamphlets. They might also come for a visit and presentation.
- Local high schools may have family studies teachers with ideas and resources to share.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1	Canada's Food Guide		1							2		1		*			2	*
2	Individual requirements		1	1						1	2	1		*	1		2	*
3	How much is a serving?		1				1	1	1	2	1	1		*	1		2	*
4	Nutrition		1			1		1		2	2	1		*	1			*
5	Planning a lunch		1	1		2			1	1	1	1		*	1			*
6	Shopping on a budget		1					1		2	2	1			1			*
7	Trip to the grocery store		1	1		1		1		1	2	1		*	1			*
8	Get active	1	1							1	1	1		*	1			*
9	Endurance, flexibility, strength	1	1							1	1	1		*	1			*
10	Exercise									1								*
11	Personal fitness plan		1	1						1	2	1		*	1			*
D	Healthy Living	1	1	1		1			1	2	2	1		*	1			

LEARNING ACTIVITIES

1. CANADA’S FOOD GUIDE

- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
    - Decision Making 1
    - Significant Use of Memory
    - Computer Use 2
- **Continuous Learning**

Materials:

- *Eating Well with Canada’s Food Guide* Obtain from local health unit or on-line www.healthcanada.gc.ca/foodguide

Refer to *Eating Well with Canada’s Food Guide* (hard copy or on-line).

- Open the food guide.
- Talk about the foods pictured in the middle fold.
- Ask student if he/she is familiar with these foods?
- Do they have preferences?
- Are there any on the page they don’t like?
- Are there any they haven’t eaten?

2. INDIVIDUAL REQUIREMENTS

- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
- **Problem Solving 2**
    - Decision Making 1
    - Significant Use of Memory
    - Finding Information 1
- **Computer Use 2**
- **Continuous Learning**

Materials:

- *Eating Well with Canada's Food Guide*
- Student Activity Sheet: *My Personal Food Guide*
- Flyers, magazines with pictures of foods
- Scissors, glue

Use the *Eating Well with Canada's Food Guide.*

- Discuss coloured layout with student.
- Observe that the vegetable and fruit section is coloured green, grain yellow, etc.
- Ask why those colours were chosen.

Look at the top pale green section.

- Using the age ranges and the gender columns, have each student identify his / her appropriate column.

Look at the green (vegetable) row.

- Ask how many vegetables and fruits should be eaten by the student each day?

Note the "Oils and Fats" box at the bottom.

Discuss the suggestions made on the right hand panel. (You will probably need to read the information aloud, but all can discuss the meaning and apply it to their own eating habits.)

Have each student begin to create a personal chart based on this information.

- Use Student Activity Sheet: *My Personal Food Guide.*
- Fill in the column "Servings per day".
- Have students find pictures of vegetables and fruits. Ask them to choose the ones they might eat daily. Have student draw / cut out items and glue them on their personal food guide.
- Repeat with other food groups. Have extra pictures from each food group in a foods folder.

Use this as an opportunity to learn food vocabulary, and to work towards writing a shopping list. (Students could just write the words rather than use pictures on their food guide if they are able.)

3. HOW MUCH IS A SERVING?

- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation 1
  - Data Analysis 1
  - Numerical Estimation 1
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Computer Use 2**
- **Continuous Learning**

Materials:

- *Eating Well with Canada's Food Guide*
- Measuring cups, tablespoons, kitchen scale
- Variety of foods to weigh and measure

Open *Eating Well with Canada's Food Guide* (hard copy or on line).

Read the heading in the centre of the flyer.

- Ask students to find one food in each row that they might eat, and to locate the amount that is one serving.
- Explain that it is given 2 ways: in metric (ml or g) and in Imperial (cups or oz).

Have sample measuring cups and a kitchen scale available. Have them find the measurement tool that would be appropriate for the chosen food. (if cups is used, choose a cup measure, if oz or g, then the scale.)

Bring an assortment of fruits or other foods to practise measuring and weighing. (Students may need extra help learning how to read a measuring cup or scale.

- Have them focus on matching the serving size to the lines on the cup measure.
- Very few of the examples require weighing only: most have a volume measurement as well.)
- Ask if this is the portion they would normally eat. More? Or Less?
- Reassure them that actual measurement at each meal is not the goal: being able to estimate the size of a portion is.

Close the right hand panel of the flyer. Ask them to find the words "Food Guide Servings".

- Discuss the way the meal (on left) is counted for servings (on right).
- This will be too difficult for some students, but most should be able to see, by having actually measured quantities above, what size meal is appropriate for a healthy diet. Emphasize that portion control is a key factor in managing weight.

4. NUTRITION

- **Document use 1**
- **Numeracy**
    - Scheduling or Budgeting & Accounting 1
    - Data Analysis 1
- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
    - Significant Use of memory
    - Finding Information 1
- **Continuous Learning**

Materials

- *Eating Well with Canada's Food Guide*
- Nutrition labels from a variety of foods: cereal, can of soup, salad dressing, ketchup, etc.

Use *Eating Well with Canada's Food Guide*.

- Locate the nutrition label the back side of the flyer.

Discuss the Nutrition Label. The level of discussion will depend on the ability of the student.

- Have several food items with labels on them for comparison purposes.
- Using percentage to determine how much of something to eat to reach a target is a level 2 skill; however, comparing percentages on labels is level 1, so students can begin to see how to use this information.
- As well, notice how much fat, especially trans fat, is in a product.

5. PLANNING A LUNCH

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Scheduling or Budgeting & Accounting 2
  - Numerical Estimation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials

- Assorted pictures of foods (in students' own food folders, plus extra flyers)
- Student Activity Sheet: *Packing Lunch*
- Glue

Using the pictures in their food folders,(or from extra flyers) ask students to plan a lunch that he/ she might take to work. Remind the student to balance the lunch:

- Grain group
- Meat group
- Vegetable & fruit group
- Milk & alternatives

Glue pictures into "lunch bag" on Student Activity Sheet: *Packing Lunch*.

* Don't forget to take some water!

## 6. SHOPPING ON A BUDGET	**Materials**

• **Document Use 1**
• **Numeracy**
  ◦ Data Analysis 1
• **Oral Communication 2**
• **Thinking Skills**
  ◦ Problem Solving 2
  ◦ Decision Making 1
  ◦ Finding Information 1
• **Continuous Learning**
	• Grocery store flyers from different stores for comparison
	• Chart paper and markers

Eating well need not be too expensive. When they shop wisely, they can purchase bargains.

Ask student how he/ she can save money when planning what food to buy and when food shopping.

Write ideas on a chart and display. For example,

- Look at flyers
- Look for soup recipes
- Look for in-store specials
- Cook in bulk and freeze
- Buy day old veggies or breads
- Cook with a friend and share

Bring in flyers and compare prices (e.g. bread prices, milk prices, apple prices, etc.)

7. TRIP TO THE GROCERY STORE

- **Document Use 1**
- **Writing 1**
- **Numeracy**
    - Scheduling or Budgeting & Accounting 1
    - Data Analysis 1
- **Oral Communication 1**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
    - Significant Use of Memory
    - Finding Information 1
- **Continuous Learning**

Materials

- Student Activity Sheet: *Taking a Trip to the Grocery Store*

Take a trip to a grocery store with the students.

Before going, look together at Student Activity Sheet: *Taking a Trip to the Grocery Store.*

Discuss the need to check product size when comparing prices: smaller packages will be less expensive than larger ones, but the price per 100 g (for example) is higher.

Discuss how to use price comparison:

- The larger quantity may be better value, but only if it will be all used. For example, buying 3 bags of milk, if one person living alone only uses it in tea, is not a good idea.

Discuss the general layout of a grocery store

- Departments such as Meat, Dairy, Produce, Frozen Foods, packaged groceries.
- Ask where will they find eggs, granola bars, etc?

After the trip, compare the students' findings on their activity sheets.

8. GET ACTIVE

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 1**
- **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Significant Use of Memory
    - Finding Information 1
- **Continuous Learning**

Materials

- Teaching Aid*: Get Active* (3 pages)

Refer to Teaching Aid: *Get Active* (3 pages).

Look at page 1 on the left. Read the title. Discuss what they think getting active means.

Look at the short paragraph at the top of this page.

- Read it aloud.
- How many minutes?
- What level of physical activity?
- How many minutes at least in a period?

Look at the table at the bottom of the page.

- Read the headings, explaining the meaning of each, and the examples for each.
- Ask which ones they participate in.
- Make sure they understand the differences between strolling, light walking, brisk walking jogging and sprinting.
- Note the times attached to some of the columns.
- How long do they do each activity?
- What range does the page show is needed to stay healthy?
- Why is the wedge larger at the light effort column and smaller in the moderate effort, and then smaller yet again in the vigorous effort column?
- How many minutes at least per period of exercise?

Finally, ask what they think they could do to get more active?

Now look at the suggestions in the green box. This could be an opportunity to make a fitness goal (tied to the goal of being employable, since health is important to keeping a job.)

9. ENDURANCE, FLEXIBILITY, STRENGTH

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials

- Teaching Aid: *Get Active*(3 pages)

Refer to Teaching Aid: *Get Active* (3 pages)

Open pamphlet to show the Physical Activity section (3 panels).

Look at the middle panel.

- Read and discuss the 3 types of physical activity.
- Look at the pictures to get examples of each type.
- Ask if they participate in any of these activities already.
- How many times should you do Endurance Activities in a week?
  - List some activities.
- How many times should you do Flexibility Activities in a week?
  - What does flexibility mean?
- How many times should you do Strength Activities in a week?
  - Why is building strength important?

Look at the two lists at the bottom of the page.

- Why do they think the colours of the headings are in the colours they are?
- Now read the lists and see if their idea was right.

Finally, look at the red arch on the third page.

- What does it show?
- What is it linked to on the middle panel?
- Note that three of the arches have the same word at the base. What is it?

Suggest that they can use this information to make a fitness plan. (Learning Activity 12)

10. EXERCISE • **Oral Communication 1** • **Continuous Learning**	**Materials:** None

Discuss student habits when it comes to exercise.

- What does he/she do for exercise?
- Does he/she play on a sports team?
- Work out alone?
- Clean house?
- Shop?
- Walk to school?

Discuss why exercise is important.

Make up a daily flexibility routine for students in class. Stretch arms, neck, shoulders, legs, etc.

11. PERSONAL FITNESS PLAN

- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials

- Student Activity Sheet: *Bob's Fitness Schedule*
- Student Activity Sheet: *What Could I Do?*
- Student Activity Sheet: *My Personal Fitness Plan*
- Teaching Aid: *Get Active* (3rd page)

Use Student Activity Sheet: *Bob's Fitness Schedule*.

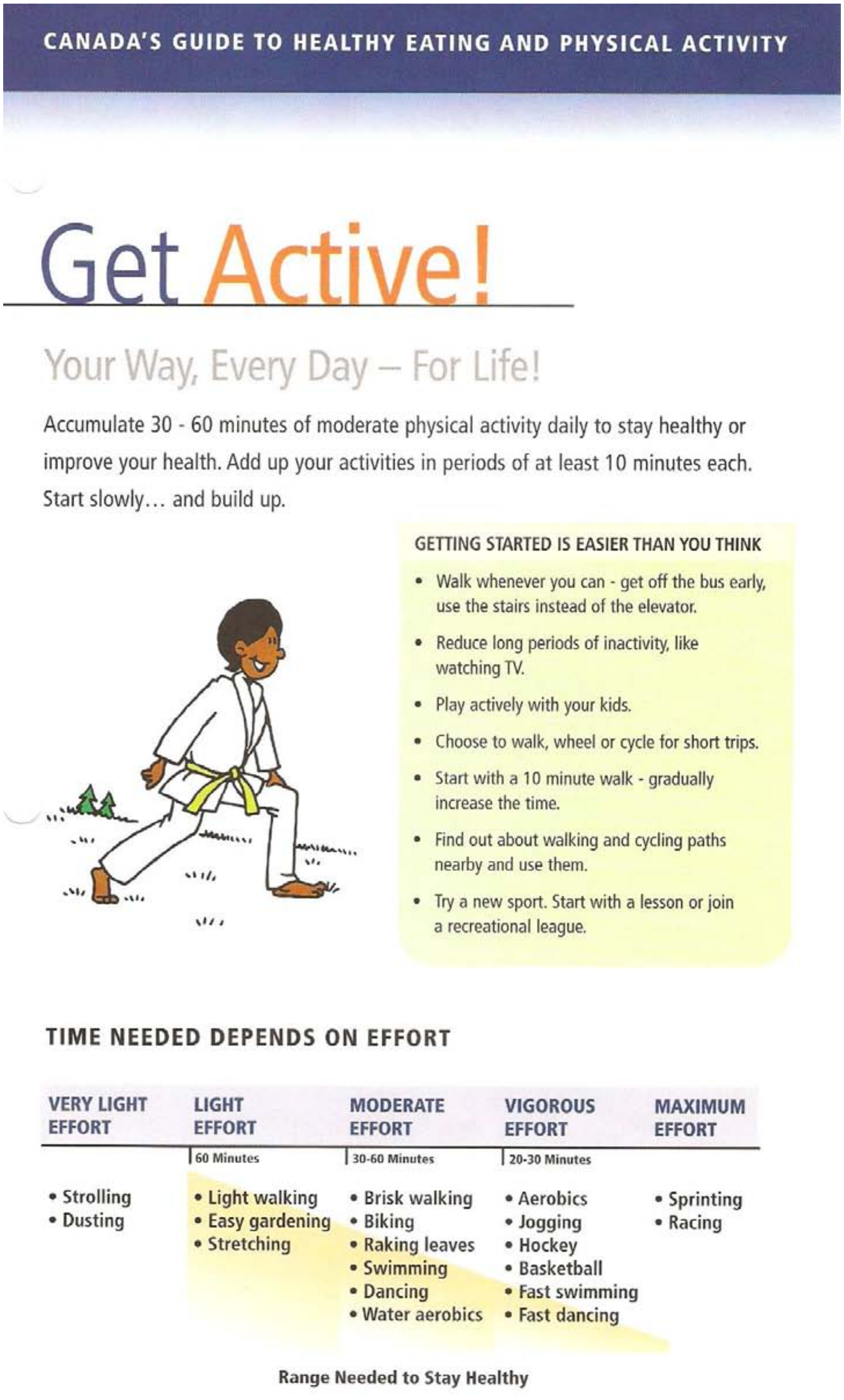
- How does he fit in exercise to his week?
- What does he do?
- Ask students to highlight the words which indicate a physical activity (walk, swim, baseball).
- Ask if there are some activities that would include exercise even though they are not the goal (clean house, help in garden, etc)
- How will they know if Bob's work is a physical activity?

Now have them write (copy) the physical exercise activities that Bob has done this week on the lines provided.

Ask students to complete Student Activity Sheet: *What Could I Do?*

Finally, have students make up a physical activity timetable for a week.

- Use Student Activity Sheet: *My Personal Fitness Plan.*
- Use ideas from *What Could I Do?*
- Refer back to the pictures in Teaching Aid: *Get Active* (3rd page) (Activity 10).
- Remind them to include sports, household work and their jobs.
- Use Bob's Fitness Schedule as a sample.
- This plan will be used in the final Demonstration.



CANADA'S GUIDE TO HEALTHY EATING AND PHYSICAL ACTIVITY

Get Active!

Your Way, Every Day – For Life!

Accumulate 30 - 60 minutes of moderate physical activity daily to stay healthy or improve your health. Add up your activities in periods of at least 10 minutes each. Start slowly… and build up.

GETTING STARTED IS EASIER THAN YOU THINK

- Walk whenever you can - get off the bus early, use the stairs instead of the elevator.
- Reduce long periods of inactivity, like watching TV.
- Play actively with your kids.
- Choose to walk, wheel or cycle for short trips.
- Start with a 10 minute walk - gradually increase the time.
- Find out about walking and cycling paths nearby and use them.
- Try a new sport. Start with a lesson or join a recreational league.

TIME NEEDED DEPENDS ON EFFORT

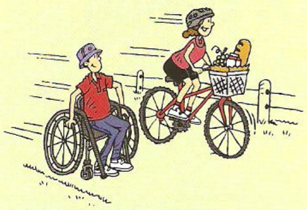
VERY LIGHT EFFORT	LIGHT EFFORT	MODERATE EFFORT	VIGOROUS EFFORT	MAXIMUM EFFORT
	60 Minutes	30-60 Minutes	20-30 Minutes	
• Strolling • Dusting	• Light walking • Easy gardening • Stretching	• Brisk walking • Biking • Raking leaves • Swimming • Dancing • Water aerobics	• Aerobics • Jogging • Hockey • Basketball • Fast swimming • Fast dancing	• Sprinting • Racing

Range Needed to Stay Healthy

Used with permission of Health Canada

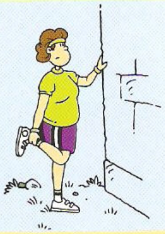
Starting slowly is very safe for most people.
Not sure? Consult your health professional.

Choose a variety of activities from these groups:



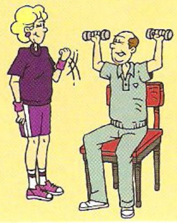
endurance

4 - 7 DAYS A WEEK
Continuous activities for your heart, lungs and circulatory system.



flexibility

4 - 7 DAYS A WEEK
Gentle reaching, bending and stretching activities to keep your muscles relaxed and joints mobile.



strength

2 - 4 DAYS A WEEK
Activities against resistance to strengthen muscles and bones and improve posture.

Benefits of regular physical activity and healthy eating:

- better health
- look, feel and perform better
- stronger muscles and bones
- weight control
- better self-esteem
- feeling more energetic
- continued independent living in later life

Health risks of physical inactivity and unhealthy eating:

- premature death and disability
- heart disease
- obesity
- osteoporosis
- high blood pressure
- type 2 diabetes
- stroke
- some types of cancer

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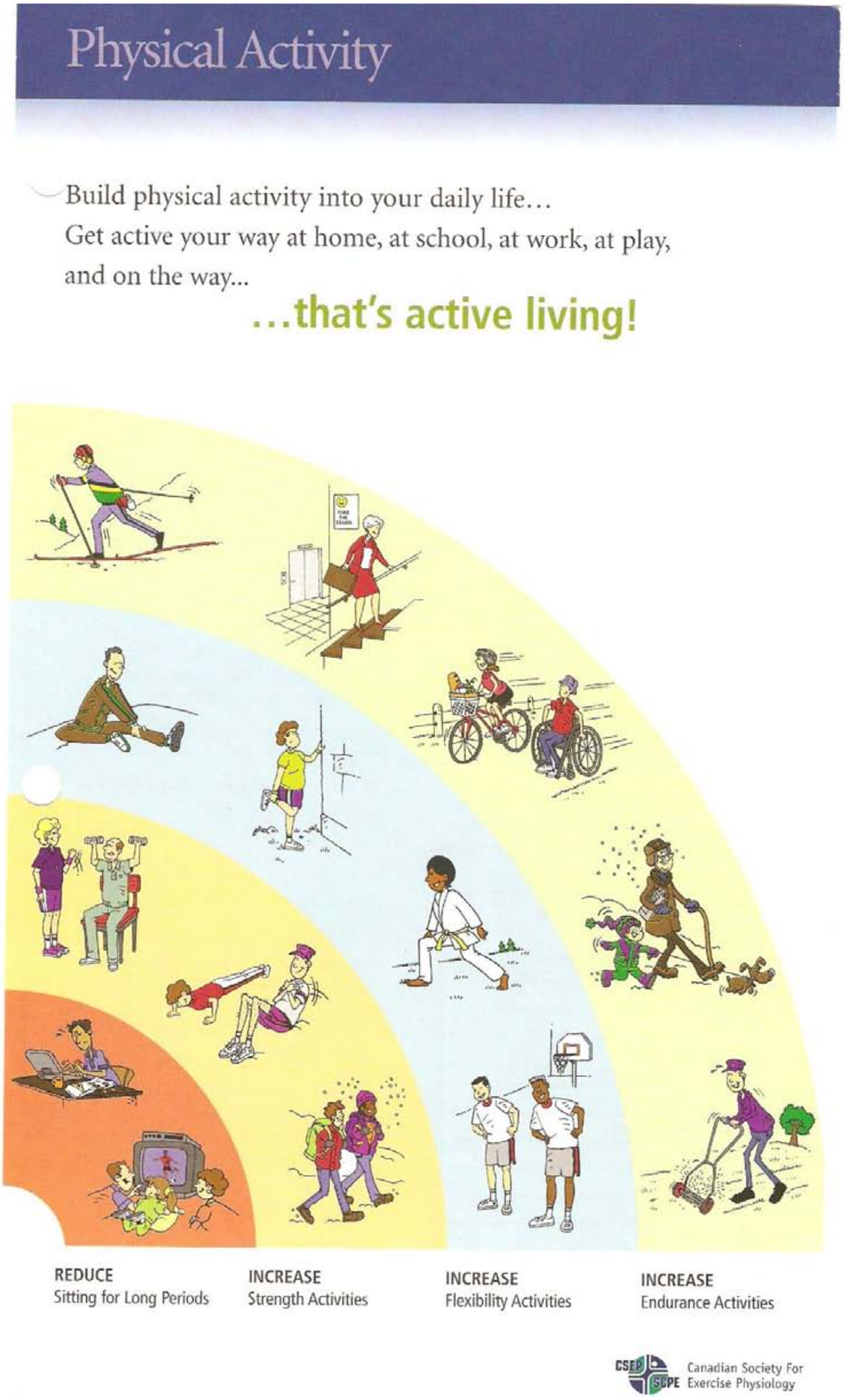


Physical Activity

Build physical activity into your daily life…
Get active your way at home, at school, at work, at play, and on the way...

…that's active living!

REDUCE
Sitting for Long Periods

INCREASE
Strength Activities

INCREASE
Flexibility Activities

INCREASE
Endurance Activities

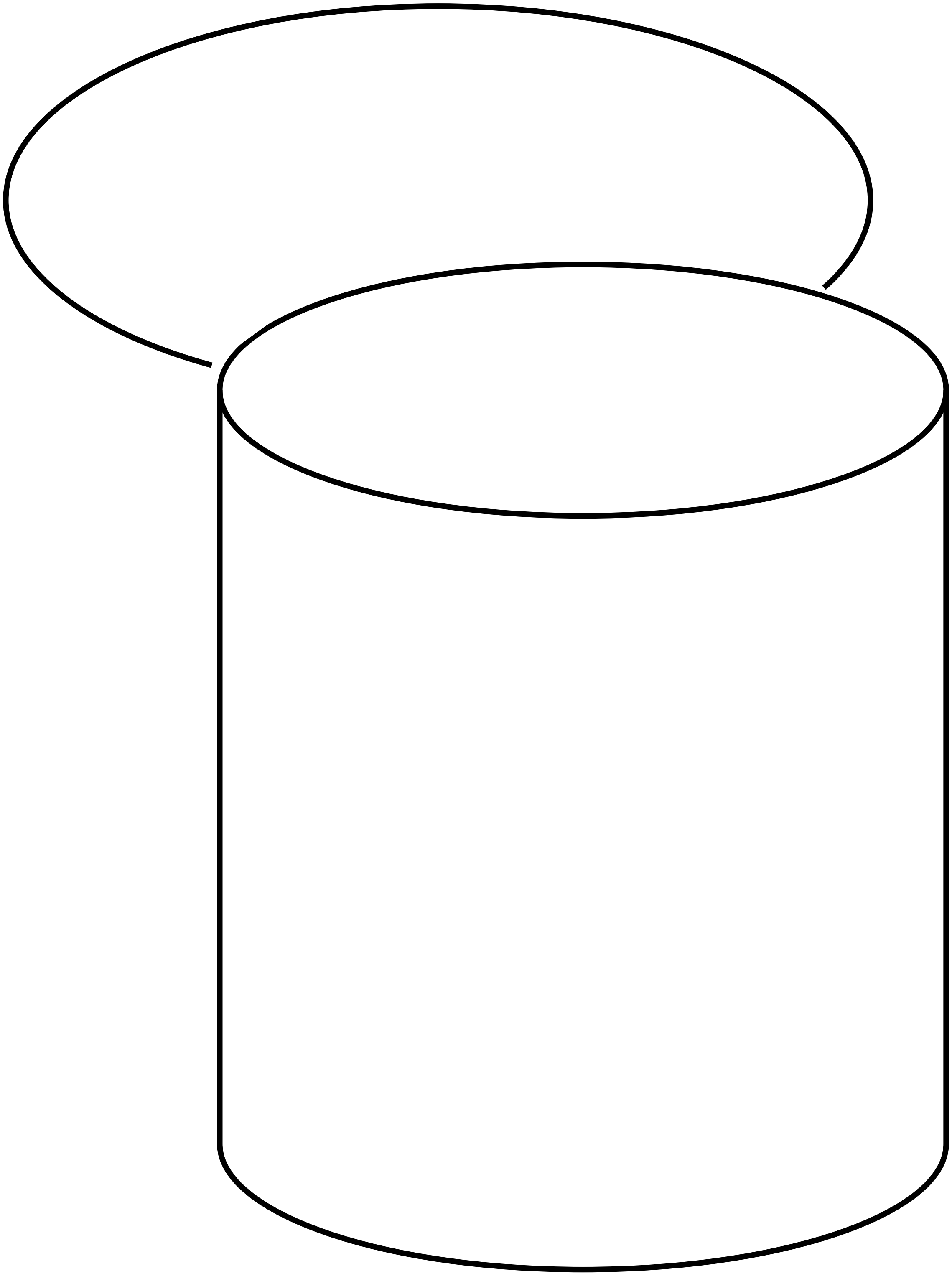
CSEP SCPE Canadian Society For Exercise Physiology

Used with permission of Health Canada

My Personal Food Guide

Food Group	Servings per Day	Examples
Vegetables and Fruits		
Grain Products		
Milk and Alternatives		
Meat and Alternatives		

Packing Lunch



Taking a Trip to the Grocery Store

	Size	Price		Size	Price
Water			**Milk (large carton) 2%**		
White Bread			**Brown Bread**		
Apples	1 lb		**Pears**	1 lb	
Tuna (canned)			**Salmon (canned)**		
Eggs (1 dozen large white)			**Cheese slices**		
Packet of sliced ham			**Packet of sliced turkey**		
Box of granola bars (hard)			**Box of cookies**		
Total = $			**Total = $**		

- Take a trip to the grocery store with your instructor and / or a friend.
- Find the food listed on the chart.
- Write down the prices beside each item. Note the container size.
- Discuss your list with your friend and / or your instructor.

Bob's Fitness Schedule

	Mon	Tues	Wed	Thurs	Fri	Sat
Morning	Work	Laundry	Clean House	Grocery Shopping	Go to Dentist	Get a Haircut
Afternoon	Mall	Walk to Fred's house to play video games	Work	Work	Swimming at the Rec. Centre	Help weed in the garden
Evening	Go for a bike ride	Work	Baseball team practice	Walk my neighbour's dog	Work	Movies

List the physical exercise activities Bob did this week.

____________________________ ____________________________

____________________________ ____________________________

____________________________ ____________________________

____________________________ ____________________________

What Could I Do?

Regular physical activity is good for you.

- List some activities you could do to keep fit.

__________walking__________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

- What other things do you do during a day that involves physical activity?

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

My Personal Fitness Plan

Make up your own schedule for this week.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning						
Afternoon						
Evening						

DEMONSTRATION: INSTRUCTOR PAGE

Healthy Living

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Numeracy**
  - Scheduling or Budgeting & Accounting 1
  - Numerical Estimation 1
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1

DEMO DESCRIPTION

Students will use Canada's Food Guide to plan their lunches for a week. They will use the fitness plan they developed in Learning Activity 11 for one week. They will keep a record of activities completed. Afterwards, they will discuss the results with the instructor.

INSTRUCTOR PLANNING NOTES

- Provide copy of Canada's Food Guide
- Provide *What I Have Learned and Skills Practised* from Evaluation section of this resource to link demonstration tasks with the Essential Skills.

With student

- Review goals of healthy eating and physical activity
- Read Tasks aloud if necessary
- Review fitness plan from Activity 11

ACHIEVEMENT INDICATORS

- Filled in a lunch menu plan for a week, following the guidelines of Canada's Food Guide
- Used a Personal Fitness Plan for a week, recording completion and duration of activities
- Discussed effectiveness of above plans
- Assessed own performance

Healthy Living
TASK 1

Use Canada's Food Guide to help you to plan your lunches for one week. [Monday to Friday] Try not to repeat food too often.

Use your plan, and discuss the results with your instructor.

Food Group	Monday	Tuesday	Wednesday	Thursday	Friday
Vegetables and Fruit					
Grain Products					
Milk and Alternatives					
Meat and Alternatives					
Water					

Healthy Living
TASK 2

Use your Personal Fitness Plan for one week. Check off each activity that you actually do.

Mark on the time you spent on each activity. Remember, 10 minutes is a minimum.

Show your instructor and discuss how the plan worked.

- Was it easy to follow?
- What did you like best?
- What did you like least?
- What changes would you make to your schedule, if any?
- Do you think you could keep this schedule for a month or more?

DEMONSTRATION ASSESSMENT

Healthy Living

Student:_________________________

Instructor:_______________________

Date:____________________________

Total Time for Demonstration:_______

Help Given? _____Yes _____No
Details:__________________________

Accommodations?: ____Yes ____No
Details:__________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy 1**
    - Scheduling or Budgeting & Accounting 1
    - Numerical Estimation 1
- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
    - Significant Use of Memory
    - Finding Information 1

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Filled in a lunch menu plan for a week, following the guidelines of Canada's Food Guide			
• Used a Personal Fitness Plan for a week, recording completion and duration of activities			
• Discussed effectiveness of above plans			
• Assessed own performance			

ADDITIONAL COMMENTS

Using a Personal Information Wallet Card

Using a Personal Information Wallet Card

In everyday life, there are many times a student will be asked to fill in a 'Personal Information' form. Remembering these details can often be challenging. The student will be given opportunities to learn the vocabulary used on the various forms. This unit will also provide the students with opportunities to fill in forms. Discussion about privacy, when and when not to give personal information (for example SIN number) is an important part of this unit.

*** Students must be reminded constantly, never to give their personal information wallet card to anyone; they should only give the SIN to their employer or their bank. Medical cards and information should remain private. Discuss "identity theft".

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Basic form filling
- Personal information knowledge

OBJECTIVES

Students will

- Be able to complete a form requesting personal information from a new employee
- Have created a card with personal information to carry in his / her wallet, for use at work or for other (e.g. government agency) applications
- Understand the need for privacy with respect to personal information

MATERIALS

- Samples of typical information cards: driver's license, credit card, Social Insurance card, health card
- Chart paper & markers
- Computer access
- Laminating facilities
- Photocopier access

VOCABULARY

- Alert
- Birth
- Company
- Conditions
- Contact
- Co-worker
- Credit
- Doctor
- Driver’s license
- Emergency
- Family
- Health Card
- Identity
- Identity theft
- Information
- Job coach
- Location
- Manager
- Medical
- Medic alert
- Medication
- Personal
- Position
- Private
- Relationship
- Social Insurance (S.I.N.)
- Supervisor
- Team
- Team member
- Wallet
- Work mate

RESOURCES

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Personal identification		**1**							**2**								*****
2.	Work information card		**1**	**1**						**2**	**1**	**1**		*****	**1**		**1**	*****
3.	Personal information		**1**	**1**						**2**	**2**	**2**		*****	**1**			*****
D	All About Me	**1**	**1**	**1**							**1**	**1**		*****	**1**			

LEARNING ACTIVITIES

1. PERSONAL IDENTIFICATION

- **Document Use 1**
- **Oral Communication 2**
- **Continuous Learning**

Materials

- Samples of health card, SIN card, driver’s license, credit card, library card, etc

Discuss the need to keep personal information near by.

- Ask what kinds of information are they often asked for, that they might need to check before answering?
- What kinds of information are they asked to provide for identification?

Ask what types of information the students carry with them? For example,

- Health Card
- Social Insurance Card
- Driver’s License
- Credit Card
- Medic alert, or list of medications being taken
- Family Information

Discuss what each of the above is used for.

- Show an example of each.
- (Note: there is no specific form for family information – that is one reason to create the wallet card.)

*** Later, discuss which should not be carried around (SIN), but should be kept in a safe place at home.

*** Students must be reminded constantly, never to give their personal information wallet card to anyone; they should only give the SIN to their employer or their bank. Medical cards and information should remain private. Discuss “identity theft”.

2. WORK INFORMATION CARD

- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Computer Use 1**
- **Continuous Learning**

Materials

- Computer access
- Photocopier access
- Laminating machine, or use clear MacTac
- Student Activity Sheet: *Work Information*
- Student Activity Sheet: *Wallet Work Card*

Discuss why it would be important to have a Handy Wallet Work Card with them?

Ask what information might go on it?

- Name of company
- Name of manager
- Phone number
- Other ideas

Use the Student Activity Sheet: *Work Information* to explain the information which might go on the card.

- Ask the students to fill in this sheet.
- Some may need to ask their supervisor for assistance. (If student is not yet working, use the learning centre as the workplace, and the teacher as the supervisor.)

Discuss privacy concerns.

- A supervisor may not want to provide other worker's names, and certainly not phone numbers.
- It is up to individual workers to share their information with each other, IF THEY WANT TO.

When it is filled in, transfer information to a smaller wallet size card and laminate for student.

- Use Student Activity Sheet: *Wallet Work Card.*
- You may want to do this on the computer, or you may use the hard copy and then photo-reduce it on the photocopier before laminating it.

3. PERSONAL INFORMATION

- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 2
    - Significant Use of Memory
    - Finding Information 1
- **Continuous Learning**

Materials

- Student Activity Sheet: *Personal Information*
- Chart paper & markers

Some companies ask employees to fill in a personal information sheet when a person is newly employed. Discuss the information which might appear on the sheet.

- Name
- Phone Number
- Address
- Birth Date
- S.I.N. (Social Insurance Number)
- Position
- Full-Time / Part Time
- Emergency Contact
- Relationship
- Doctor
- Medical Conditions
- Medication Taken

Discuss why a company might need each of these pieces of information. Stress the need to keep some information private unless asked for by your workplace, bank or other agency. E.g. S.I.N. or Medical Information.

Make up a chart containing the above generic information. (DO NOT USE ANYONE"S S.I.N.) Post it.

- Explain that their SIN is not on this chart because it should be kept private. Discuss where they should store this, to be able to use it when hired or when getting a bank account.

Use Student Activity Sheet: *Personal Information* to have students fill in their personal information. They should keep this safely at home on file for future use.

- Students must be reminded constantly, never to give their personal information wallet card to anyone; they should only give the SIN to their employer or their bank. Medical cards and information should remain private. Discuss "identity theft".

Work Information

- My work location is ______________________________
  ____

- The phone number of my work is __________________

- My supervisor is _________________________________

- My team members (work mates, co-workers)

Name	Tel. # (ask each for this)

- My job coach is
  Name ____
  Tel. # ____

- My emergency contact is
  Name ____
  Tel. # ____

Wallet Work Card

Employee Name ____

Work Location ____

Work Telephone Number _________________________________

Supervisor's Name ______________________________________

Job Coach's Name ______________________________________

Telephone Number ___________________________

My emergency contact information

Name ____

Telephone Number _________________________________

Personal Information

Name ____
Address ____
____

Phone # __________________ Cell # _________________

Date of Birth ______________________________________

Medical Conditions _________________________________
____

Family Doctor _____________________________________
Phone # _____________________________________

Medications ______________________________________
____
____

Emergency Contact _________________________________
Phone # _________________________________

DEMONSTRATION: INSTRUCTOR PAGE

All About Me

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1

DEMO DESCRIPTION

The student will fill in a *New Associate Information* form using the personal wallet card created in the Learning activities. The student will demonstrate an awareness of to whom this information should and should not be given, showing an understanding of personal privacy issues.

INSTRUCTOR PLANNING NOTES

- Provide copy of *New Associate Information* form
- Provide *What I Have Learned and Skills Practised* from the Evaluation section of this resource to link demonstration tasks with the Essential Skills.

With student

- Remind student to use wallet card to find information requested.

ACHIEVEMENT INDICATORS

- Filled in a personal information sheet
- Showed understanding of the need for personal privacy regarding information
- Assessed own performance

All About Me
TASK 1

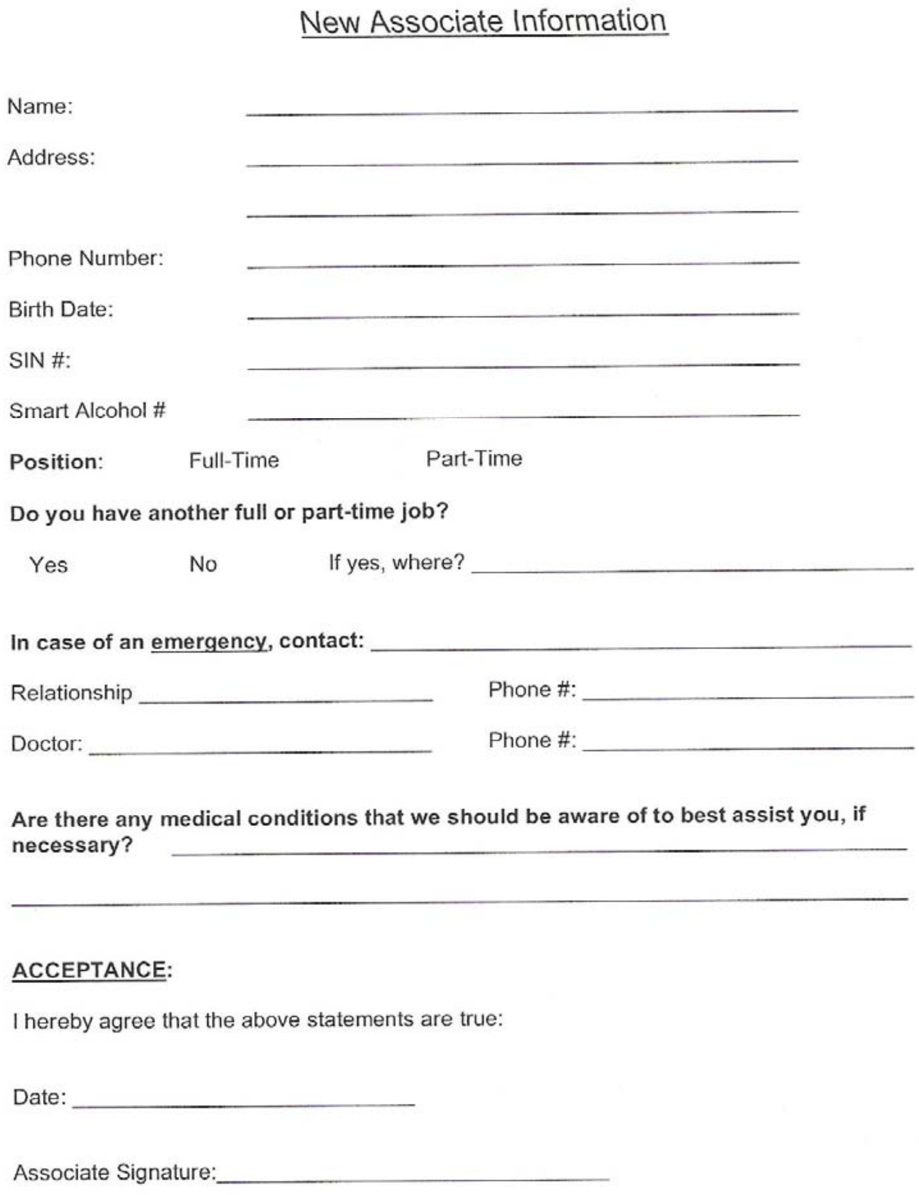
Louis has been offered a part-time position at Montana's Cookhouse. He must fill in the New Associate Information form.

- Use your own information to complete the form.

- Discuss with your instructor who might need to have this information, and who does not.

All About Me

TASK 1 cont.



New Associate Information

Name: ____________________

Address: ____________________

____

Phone Number: ____________________

Birth Date: ____________________

SIN #: ____________________

Smart Alcohol # ____________________

Position: Full-Time Part-Time

Do you have another full or part-time job?

Yes No If yes, where? ____________________

In case of an emergency, contact: ____________________

Relationship ____________ Phone #: ____________

Doctor: ____________ Phone #: ____________

Are there any medical conditions that we should be aware of to best assist you, if necessary? ____________________

____

ACCEPTANCE:

I hereby agree that the above statements are true:

Date: ____________________

Associate Signature: ____________________

(Courtesy of Montana's Cookhouse)

DEMONSTRATION ASSESSMENT

All About Me

Student:__________________________

Instructor:________________________

Date:____________________________

Total Time for Demonstration:_______

Help Given? _____Yes _____No
Details:__________________________

Accommodations?: ____Yes ____No
Details:__________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Significant Use of Memory
    - Finding Information 1

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Filled in a personal information sheet			
• Showed understanding of the need for personal privacy regarding information			
• Assessed own performance			

ADDITIONAL COMMENTS

Going for the Interview

Going for the Interview

Going for a job interview is often a nerve-wracking experience. By planning ahead and practicing, it need not be so.

This unit begins with preparations done at home. Personal hygiene is a major issue for many people; lack of it can result in poor on-the-job evaluation. It is also extremely important in the first impression that the potential employer gets during the interview, so activities around this are placed here. (Reference to this section will be made in other units too.) Understanding the impact, good or bad, of clothing choices, personal appearance, body language and other non-verbal communication will be explored so that the students can make the best impression possible before answering even one question.

Students will also consider what they should bring with them to the interview in the way of documents or information.

Sample interview questions are included to provide role play experiences. Be selective, as some questions would not be appropriate for all students. Some of these questions do not relate at all to the job experience but are designed and used to help the interviewer assess such skills as the ability to problem solve, the ability to deal with an unknown situation, or to gain a wider understanding of the candidates outside interests. Students will also explore the kinds of questions they should or should not ask during the interview.

*Check that the student has an up-to-date cover letter and prepared résumé. If not, suggest that he/ she work on each with a job coach, job placement worker or volunteer. Or, if that is not available to the student, check websites for simple layouts and a variety of suggestions.

PREREQUISITE OR ADDITIONAL SKILLS THAT ARE NOT TAUGHT IN THIS UNIT

- Résumé
- Cover letter
- Employment standards – what can and cannot be asked in an interview; what information must be given; etc. (Ask these things of the job coach.)

OBJECTIVES

Students will

- Prepare for the interview, first paying attention to personal appearance
- Understand how to use body language appropriately in the interview
- Use appropriate non-verbal language
- Prepare a list of appropriate questions to ask at the interview and understand which questions would not be appropriate
- Practise responding to a wide range of questions that might be asked at the interview
- Know what to bring to the interview

MATERIALS

- Magazines, catalogues, flyers with pictures of clothing, people dressed appropriately and inappropriately for a job interview
- Glue, scissors
- Chart paper & markers
- Tape recorder and / or video camera if possible

VOCABULARY

- Aftershave
- Appropriate
- Body language
- Brush
- Cover letter
- Deodorant
- Emergency contact
- Hygiene
- Interview
- Introduce
- Jewelry
- Mannerisms
- Nonverbal
- Perfume
- Picking nose
- Piercing
- Posture
- Question
- Résumé
- Shampoo
- Shuffle feet
- Sloppy
- Slouch
- Soap
- Tattoo

RESOURCES

- Employment Resource Centres, Job Connect, and Community Resource Centres are excellent places to ask for help in preparing for a job interview. Often they offer a training session, either one-to-one or in a small group.
- Service Canada website. This website provides the student with excellent support and could be a computer exercise for the student, with or without volunteer or instructor assistance.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Personal hygiene		**1**							**2**		**1**						*****
2.	A clean body		**1**							**2**	**1**	**1**		*****	**1**			*****
3.	Accessories		**1**							**2**	**1**	**1**		*****				*****
4.	What to wear		**1**							**2**	**1**	**1**		*****	**1**			*****
5.	Non-verbal communication		**1**							**2**	**2**	**1**			**1**	*****		*****
6.	Acceptable & unacceptable behavior		**1**							**2**	**2**	**1**				*****		*****
7.	Questions to ask		**1**	**1**						**2**	**2**	**2**		*****			**1**	*****
8.	Possible interview questions									**2**	**2**	**2**		*****				*****
9.	Voice									**2**	**2**	**2**		*****				*****
10.	Getting ready		**1**							**2**	**1**	**1**		*****				*****
11.	Role play	**1**	**1**							**2**	**2**	**2**		*****		*****		*****
12.	Self-evaluation	**1**	**1**	**1**						**2**	**2**	**2**		*****				*****
D	Did I Get the Job	**1**	**1**	**1**						**2**	**2**	**2**	**2**	*****		*****		

LEARNING ACTIVITIES

1. PERSONAL HYGIENE

- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Decision Making 1
- **Continuous Learning**

Materials:

- Student Activity Sheet: *Would You Hire Me?*

Talk generally about personal hygiene and appearance.

- What do they think is important?
- What might an employer think is important?
- Why? (Effect on customers).

This discussion applies to both the interview and to the job placement.

Use Student Activity Sheet: *Would You Hire Me?*

2. A CLEAN BODY

- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Significant Use of memory
    - Finding Information 1
- **Continuous Learning**

Materials:

- Personal care products: shampoo, conditioner, soap or body wash, facecloth or body sponge, deodorant, nailbrush, nail scissors / clippers, nail file, nail polish and polish remover, razor, toothbrush and toothpaste, mouthwash, breath mints, hairbrush and comb.
- Student Activity Sheet: *Looking Good*

Discuss smell!! Smell of body, of breath, of clothes.

- Ask what smells they do like, and what they don’t.
- What would they do if they had to sit or work beside someone who smells of body odour or bad breath?
- Have they ever been somewhere like a movie theatre beside someone who has worn lots of perfume or aftershave.
- Discuss how some people have allergies to such scents, and that it is respectful to be not offensive in smell.
- Talk about use of deodorant, aftershaves or colognes.

Discuss the visual aspects of hygiene: hands, fingernails, hair.

Bring an assortment of personal care products.

- Make sure they know how to use each. (e.g. put deodorant on a clean body – it will not remove smell)
- If money is a problem, what are the absolute essentials, and where is a good place to buy them?
- How often should they use each?
- How much of each is needed at a time?

Use Student Activity Sheet: *Looking Good.*

3. ACCESSORIES	**Materials:**
• **Document Use 1** • **Oral Communication 2** • **Thinking Skills** ° Problem Solving 1 ° Decision Making 1 ° Significant Use of Memory • **Continuous Learning**	• Pictures of people wearing **lots** of jewelry, piercings, tattoos and make-up, and **discreet** jewelry, piercings, tattoos, and make-up

Discuss things people wear on their bodies other than clothes: tattoos, piercings, jewelry, make-up.

- Why do they do it? (self-expression, etc)
- What do the students think of people who make different choices than they do in this regard?
- Are some people “grossed out” by certain accessories?
- What might an employer think?
- Discuss that while certain opinions may be “wrong” – discrimination – they still happen. They cannot change an employer’s prejudice quickly, certainly not in an interview where a first impression is important.

Discuss what they might do to minimize any negative impression their own accessories might have in a workplace.

- Can they wear some things for social events, and others for work? Can they cover up tattoos or piercings that might offend in the workplace, and still show them off socially?

4. WHAT TO WEAR

- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Selection of magazines and clothes catalogues or flyers
- Student Activity Sheet: *Mirror, Mirror, on the Wall*

Ask students what should they wear

- to the interview?
- on the job?

Bring out a selection of magazines or catalogues.

- Have students cut out clothes suitable for an interview candidate to wear.
- Discuss the appropriateness of the choices.

Discuss that applicants for office jobs may wear different clothes to work than would factory workers, but that for the interview, a standard business or business casual dress code is the best.

What if they don’t own suitable clothing?

- Find out what resources might be available in your community to assist people in this situation.
- Discuss the places they might find or buy inexpensive, suitable clothing.

Use Student Activity Sheet: *Mirror, Mirror, on the Wall*

5. NONVERBAL COMMUNICATION

- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem solving 2
  - Decision Making 1
  - Finding Information 1
- **Working With Others**
- **Continuous Learning**

Materials:

- Magazines or other sources of pictures of people's faces, stances
- Chart paper, glue, markers

Discuss nonverbal communication – body language, facial expressions, mannerisms and habits.

Have students show how they express happiness, fear, nervousness, feeling relaxed.

Have students use magazines to cut out facial expressions and body language that would show interest, or lack of interest in getting the job.

- Make a collage of these for the room.
- Make 2 chart displays – Appropriate, Not Appropriate

Have them mimic the expressions displayed, and ask what feeling they get with each.

Have them show facial expressions for other students to say what they think each means.

6. ACCEPTABLE & UNACCEPTABLE BEHAVIOUR

- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem solving 2
  - Decision Making 1
- **Working With Others**
- **Continuous Learning**

Materials:

- Student Activity Sheet: *OK or Not OK*

Role Play nonverbal communications which would be unacceptable. Ask for student opinion. Have them model better behavior. For example,

- Enter the room and bang the door loudly.
- Sit slouched on the chair.
- Chew gum, especially with mouth open, maybe even blowing bubbles.
- Look at your watch, cell phone.
- Pick your nails, nose, ears…
- Wear untied shoes/ T-Shirt hanging out.
- Keep your head down, looking at feet, out the window, etc.

Have students complete Student Activity Sheet: *OK or Not OK!*

- Check the correct box for each situation and discuss the reasons for each choice.

7. QUESTIONS TO ASK

- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory
- **Computer Use 1**
- **Continuous Learning**

Materials:

- Chart paper, markers

Discuss with students that they can ask questions at the interview too.

- These are to help them understand what the company is like and what their job responsibilities would be.
- They may also want to know the hours and days or work, rate of pay, and if there are benefits.

There are other questions that should not be asked at an interview.

- How long is break?
- These often indicate looking for the least effort you will need to make.

There are also questions the employer may not ask.

- Are you married?
- How old are you?
- Are you planning to have children?
- What is your SIN number? (only after hired)
- These should have no bearing on the employee’s ability to do the job.
- They may not be asked by law.

Make a list on chart paper of questions to ask at the interview and another of the questions not to ask at the interview.

- Discuss the reasons for each list.

Type or copy the questions you should ask, to take along to the interview.

8. POSSIBLE INTERVIEW QUESTIONS

- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory
- **Continuous Learning**

Materials

- Teacher Aid: *Interview Questions*

An extensive list of questions is included in Teacher Aid: *Interview Questions*.

Role-play situations choosing a few appropriate questions for each student, or make up your own.

Some questions are interesting because they are out of context.

- Explain to the student(s) that some interviewers might ask a question which is not job related.
- The student should answer as well as he/ she can.
- Give student a few examples of responses for questions he/ she doesn’t know the answer to.
- They should avoid the blank stare, “Huh?”, or “I dunno.”
- Avoid Yes/No answers.
- Sample answers might be
  - That is an interesting question.
  - I will have to think about that.
  - May I come back to that later?
  - I’ll have to look that up on the computer later.
  - I don’t know a lot about hockey, but I enjoy soccer.

9. VOICE • **Oral Communication 2** • **Thinking Skills** ° Problem solving 2 ° Decision Making 2 ° Significant Use of Memory • **Continuous Learning**	**Materials:** • Tape recorder if possible, or video camera (sound)

Whisper something to students.

- Ask if they could hear you well.
- How did it make them feel if they couldn't hear you?

Mumble.

- Repeat the questions.

Talk very loudly, then very fast.

- Again ask how they respond to those voices.

Have they ever been in situations where people did not speak clearly, with an appropriate rate or pitch?

Now discuss and model good voice techniques.

Have students practise using their voices, with a loudness appropriate for the context (softer inside, one to one, louder outside, in larger room, etc), with moderate rate, pitch and inflection that keeps interest of listener.

If possible, record the students' voices – different situations (social, interview). The feedback of them hearing their own voices can be used to help teach appropriate techniques.

Discuss importance of using good voice skills in an interview and on the job: effective communication, comfort of listener.

10. GETTING READY

- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Student Activity Sheet: *Be Prepared*
- Items to demonstrate what to bring to interview and how to pack or access them

Discuss with student the things he/ she might need to do before interview day and on interview day.

- Remind them of their personal hygiene and appearance.
- Make a chart/list and post in the room.
- Ask students to order the items in Student Activity: *Be Prepared*.

Discuss what they should take with them:

- Brush or comb for final touch up,
- Tissues in case of sneeze or cough,
- Breath mint for before entering,
- Extra copies of résumé,
- Notepad and pen,
- Any personal information that might be required,
- Addresses of references,…

How should they carry these?

- not bulging pockets,
- papers neat and clean in a folder or portfolio

11. ROLE PLAY

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 2
    - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials

- Video camera if possible
- Teaching Aid: *Job Interview Role Play*
- Student Activity Sheet: *Job Interview Role Play Assessment.*

Now the students can practise what they have learned about the interview.

Use the Teaching Aid: *Job Interview Role Play.* You may want to model this with a volunteer first, or do one-to-one role plays before using this with a small group.

Have students give each other feedback, using Student Activity Sheet: *Job Interview Role Play Assessment.*

Remind students to make good eye contact, and to speak clearly, not too fast or too slow, not too loudly or too softly. Emphasize that being relaxed will make it easier for them to think.

Practise this skill often, not just about job issues, but generally to help students become comfortable in the interview context.

Using a video camera can give valuable feedback to the students, once they are accustomed to its being used and are not self conscious.

12. SELF EVALUATION

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 2
    - Significant Use of Memory
- **Continuous Learning**

Materials

- Student Activity Sheet: *Interview Evaluation* (enlarge if necessary)

Now that the interview is over the student should complete a self-evaluation sheet.

Discuss the items listed on Student Activity Sheet: *Interview Evaluation*.

- Ask the student to fill in the appropriate YES or NO response.
- Ask the student to fill in the last 2 sections.

Review the Interview Evaluation sheet with the student. Suggest he/ she keep it on file.

Interview Questions

These are 100 questions that are given as samples used by a local municipality. Do not ask all 100 questions, but do select a range, some job oriented, some not. Adapt the questions to suit the student's experience or background.

On first glance, many of these questions would appear to be not relevant to our students. (e.g. reference to "choosing a major"). However, we do draw from a wide range of backgrounds, and may in fact have someone at some time to whom such questions may apply.

1. Tell me about yourself.

2. What are your strengths?

3. What are your weaknesses?

4. Who was your favorite manager [supervisor, boss] and why?

5. What kind of personality do you work best with, and why?

6. Why do you want this job?

7. Where would you like to be in your career five years from now?

8. Tell me about your proudest achievement.

9. If you were at a business lunch and you ordered a rare steak and they brought it to you well done, what would you do?

10. If I were to give you the salary you requested but let you write your job description for the next year, what would it say?

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Interview Questions cont.

11. Why is there fuzz on a tennis ball?

12. How would you go about establishing your credibility quickly with the team?

13. There's no right or wrong answer, but if you could be anywhere in the world right now, where would you be?

14. How would you feel about working for someone who knows less than you?

15. Was there a person in your career who really made a difference?

16. What's your ideal company?

17. What attracted you to this company?

18. What are you most proud of?

19. What are you looking for in terms of career development?

20. What do you look for in terms of culture – structured or entrepreneurial?

21. What do you like to do?

22. Give examples of ideas you've had or implemented?

23. What are your lifelong dreams?

24. What do you ultimately want to become?

25. How would you describe your work style?

26. What kind of car do you drive?

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Interview Questions, cont.

27. Tell me about a time when you had to deal with a conflict on the job.
28. What's the last book you read?
29. What magazines do you subscribe to?
30. What would be your ideal working situation?
31. Why should we hire you?
32. What did you like least about your last job?
33. What do you think of you previous boss?
34. How do you think I rate as an interviewer?
35. Do you have any questions for me?
36. When were you most satisfied in your job?
37. What can you do for us that other candidates can't?
38. What are three positive things that your last boss would say about you?
39. What negative thing would your last boss say about you?
40. If you were an animal, which one would you want to be?
41. What salary are you seeking?
42. What's your salary history?
43. Do you have plans to have children in the near future?

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Interview Questions, cont.

44. What were the responsibilities of your last position?

45. What do you know about this industry?

46. What do you know about our company?

47. How long will it take for you to make a significant contribution?

48. Are you willing to relocate/

49. What was the last project you headed up, and what was its outcome?

50. What kind of goals would you have in mind if you got this job?

51. Give me an example of a time when you felt you went above and beyond the call of duty at work.

52. What would you do if you won the lottery?

53. Can you describe a time when your work was criticized?

54. Have you ever been on a team where someone was not pulling their own weight? How did you handle it?

55. What is your personal mission statement?

56. Tell me about a time when you had to give someone difficult feedback. How did you handle it?

57. What is your greatest failure, and what did you learn from it?

58. What irritates you most about other people, and how do you deal with it?

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Interview Questions, cont.

59. What is your greatest fear?

60. Who has impacted you most in your career, and how?

61. What do you see yourself doing in the first 30 days of this job?

62. What is the most important thing you have learned in school?

63. What three character traits would your friends use to describe you?

64. What will you miss about your present/last job?

65. If you were interviewing someone for this position, what traits would you look for?

66. List five words that describe your character.

67. What is your greatest achievement outside work?

68. Sell me this pencil.

69. If I were your supervisor and asked you to do something that you disagreed with, what would you do?

70. Do you think a leader should be feared or like?

71. What is the most difficult decision you have made in the last two years?

72. What do you like to do for fun?

73. Why are you leaving your present job?

74. What do you do in your spare time?

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Interview Questions, cont.

75. How do you feel about taking no for an answer/

76. What was the most difficult period in your life, and how did you deal with it?

77. What is your favorite memory from childhood?

78. Give me an example of a time that you did something wrong. How did you handle it?

79. Tell me one thing about yourself that you wouldn't want me to know.

80. Tell me the difference between good and exceptional.

81. Why did you choose your major?

82. What are the qualities of a good leader? A bad leader?

83. What is your biggest regret, and why?

84. What are three positive character traits that you don't have?

85. What irritates you about other people, and how do you deal with it?

86. If you found out your company was doing something against the law, like fraud, what would you do about it?

87. How many times do a clock's hands overlap in a day?

88. How would you weigh a plane without scales?

89. What assignment was too difficult for you, and how did you resolve it?

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Interview Questions, cont.

90. If I were to ask your last supervisor to provide you with additional training or exposure, what would she suggest?

91. If you could choose one superhero power, what would it be and why?

92. What's the best movie you have seen in the last year?

93. Describe how you would handle a situation if you were required to finish multiple tasks by the end of the day, and there was no conceivable way that you could finish them.

94. What techniques and tools do you use to keep yourself organized?

95. If you could get rid of any one of the US states, which one would you get rid of, and why?

96. With your eyes closed, tell me step-by-step how to tie my shoes.

97. If you had to choose one, would you consider yourself a big picture person or a detail oriented person?

98. If selected for this position, can you describe your strategy for the first 90 days?

99. Who are your heroes?

100. Tell me 10 ways to use a pencil rather than writing.

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Job Interview Role Play

Greg has applied for a job as a kitchen helper at a local restaurant. *

- The instructor will act as the interviewer.
- The student will play the part of Greg.

Each student should be given a time for his/her interview. On the day the following should happen

1. The student must be appropriately dressed and arrive on time.

2. The student must have a completed cover letter and résumé ready to show the instructor.

3. The instructor should have a prepared list of questions ready.

4. The student should have some questions ready.

The mock interview should resemble as closely as possible the real interview situation.

Invite other students in the group (2 or 3) to watch the interview. Discuss the assessment sheet with other students and ask them to complete one for the person being interviewed. This is most helpful if the students all know each other and are prepared to assess each other. Discuss how to give constructive and honest feedback

*The local restaurant should be identified so that the students may ask questions that relate to the location.

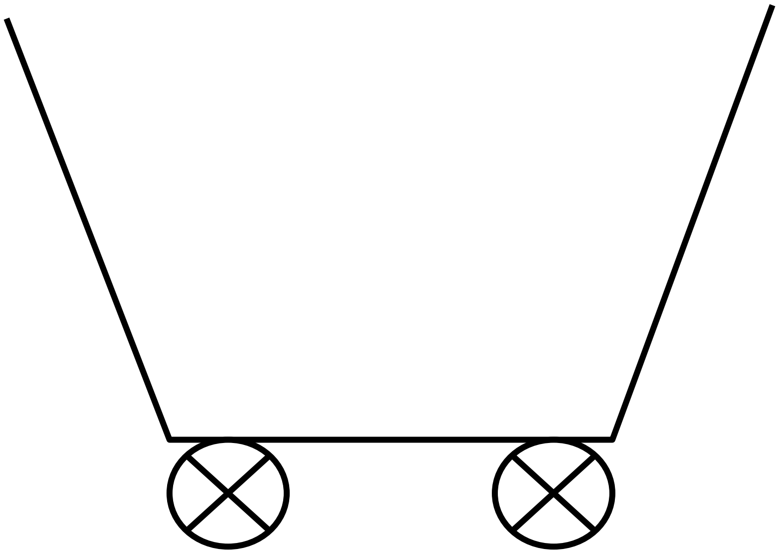
Would You Hire Me?

Would you hire this person for a job in a restaurant?

	YES	NO
Dirty or chipped fingernails		
Garlic breath		
Smoker's breath		
Smelly armpits		
Yellow teeth		
Heavy perfume		
Neatly combed hair		
Many facial piercings		
Chewing bubble gum		
Light make-up		
Last night's pizza stains on shirt		
Pants hanging down showing underwear		
Shirt neatly tucked in		

Looking Good

Find and cut out pictures of personal care products you need to buy and keep at home. Fill the cart. List the prices.



When Do I Use Them?

Daily	Every other day	Weekly

Mirror, Mirror on the Wall

Find pictures of suitable clothes that you might wear.

FOR A JOB INTERVIEW

FOR A NIGHT OUT ON THE TOWN

FOR RELAXING AT HOME

OK or Not OK!

Behaviour	**OK**	**Not OK**
Arrive 15 minutes late because the coffee shop was busy		
Wear clothes from last night even if you have ketchup on your shirt		
Enter without knocking if the door is closed		
Look at the interviewer		
Play with your hair		
Remove your hat		
Pick your nails		
Look at the clock on the wall		
Drink your coffee		
Sit up on the chair		
Try to look relaxed – fold hands on your lap		
Sniff!		
Excuse yourself and turn your head away slightly if you must blow your nose		
Shake hands on entering		
Shake hands on leaving		
Bring résumé and cover letter		

Be Prepared

Cut and paste the events below into the proper columns.

Before Interview Day	On the Interview Day

Be Prepared, cont.

I have learned about the company.	I will introduce myself to the interviewer.
I know the interview time.	I know the questions to ask.
I feel good.	My hair and hygiene are done.
I have washed and ironed my clothes.	I know the bus to take.
I have taken a shower.	I have an extra copy of my résumé with me.
I will try my best today.	I will thank the interviewer.
I have packed tissues and comb for last minute touch-up.	I know what time to leave to arrive on time.

Job Interview Role Play Assessment

Appropriate Dress

Low 1 2 3 4 5 High

Confidence

Low 1 2 3 4 5 High

Non-Verbal Communication

Low 1 2 3 4 5 High

Answers to Questions

Low 1 2 3 4 5 High

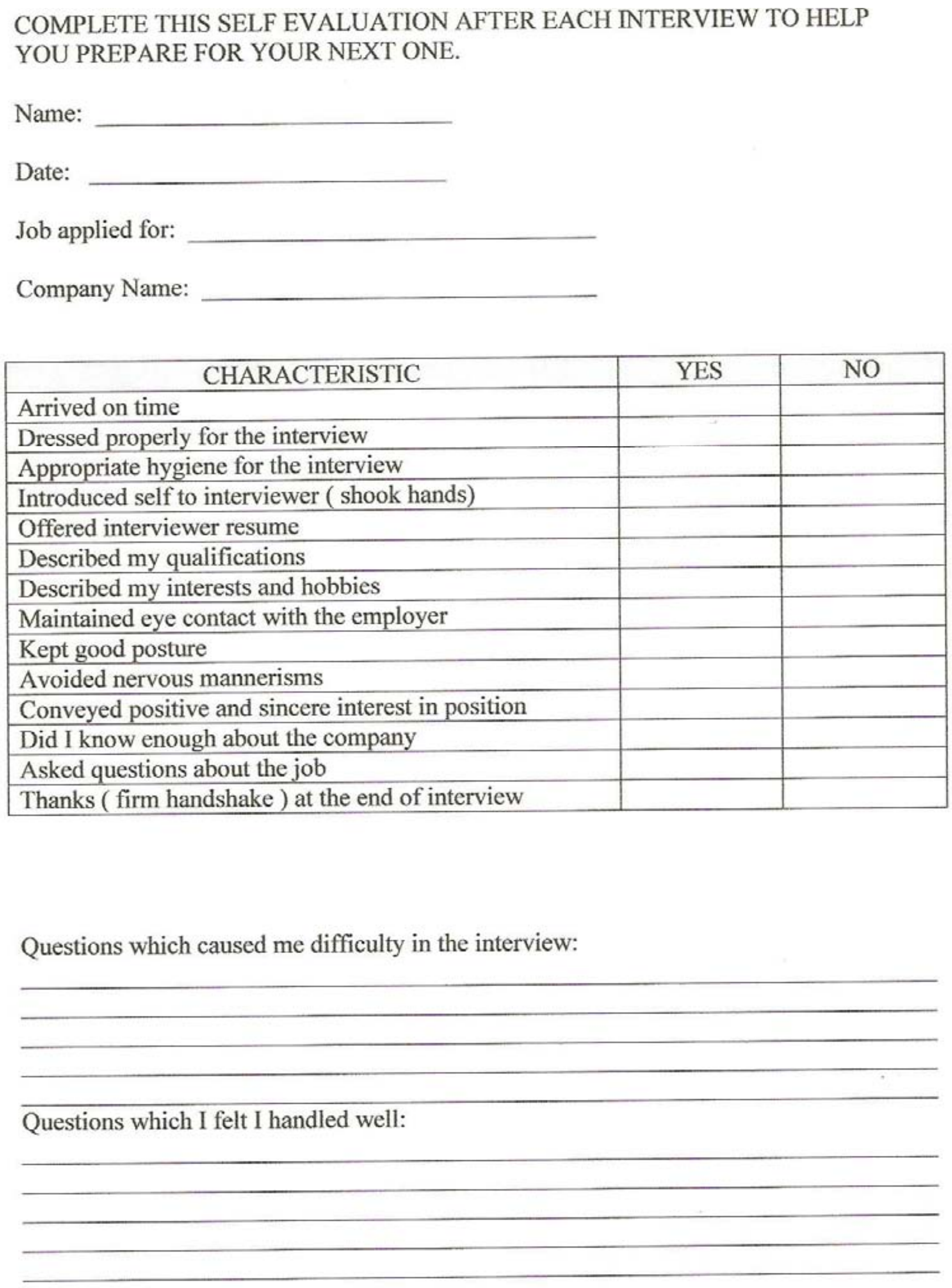
Questions Asked

Low 1 2 3 4 5 High

Greetings and Manners

Low 1 2 3 4 5 High

Interview Evaluation



COMPLETE THIS SELF EVALUATION AFTER EACH INTERVIEW TO HELP YOU PREPARE FOR YOUR NEXT ONE.

Name: ____________________________

Date: ____________________________

Job applied for: ________________________________

Company Name: ________________________________

CHARACTERISTIC	YES	NO
Arrived on time		
Dressed properly for the interview		
Appropriate hygiene for the interview		
Introduced self to interviewer (shook hands)		
Offered interviewer resume		
Described my qualifications		
Described my interests and hobbies		
Maintained eye contact with the employer		
Kept good posture		
Avoided nervous mannerisms		
Conveyed positive and sincere interest in position		
Did I know enough about the company		
Asked questions about the job		
Thanks (firm handshake) at the end of interview		

Questions which caused me difficulty in the interview:

____

____

____

____

Questions which I felt I handled well:

____

____

____

____

____

Courtesy of KW Habilitation Services

DEMONSTRATION: INSTRUCTOR PAGE

Did I Get The Job?

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Working With Others**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 2
    - Job Task Planning & Organization 2
    - Significant Use of Memory

DEMO DESCRIPTION

The student will prepare questions to ask at an interview and plan what must be done beforehand in order to arrive on time. The student will participate in a mock interview and will receive an evaluation of his or her performance.

INSTRUCTOR PLANNING NOTES

- Arrange mock interview with either a job coach (off site) or another instructor (on site) – Make sure the interviewer has seen the items practiced by the student
- Provide *What I Have Learned and Skills Practised* from Evaluation section of this resource to link demonstration tasks with the Essential Skills.

With student

- Review major components: appearance, portfolio, body language & non-verbal communication, question and answer process in interview

ACHIEVEMENT INDICATORS

- Chosen appropriate clothing for an interview
- Formulated questions to ask at an interview
- Made a plan for arriving at Interview on time
- Used appropriate body language and non-verbal communication skills during a mock-interview
- Role-played a job interview
- Assessed own performance

Did I Get The Job?
TASK 1

You are going for an interview at the Manor Hotel. You have applied for a Housekeeping job. You know that this job involves cleaning rooms when guests leave. You know that you will be part of a team.

Write down 4 questions you might ask at the interview.

1. ____________________________________
____

2. ____________________________________
____

3. ____________________________________
____

4. ____________________________________
____

Did I Get The Job?

TASK 2

Look through magazines and put together an outfit that you would choose to wear at an interview.

Did I Get The Job?
TASK 3

You have an interview at 2:30 pm. in Barrie. Make a list of 6 things you must remember to do in order to

- look your best
- arrive on time at the interview.

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

Did I Get the Job
TASK 4

You will have a practice interview with someone new!

You will be given the date, time and location.

Prepare (see Tasks 1, 2 and 3).

Go for the interview.

Remember
- make good eye contact,
- think about your answers,
- ask questions,
- use good body language,
- speak clearly,
- smile and relax.

Look at the evaluation that your interviewer will use. This will help you think about how to accomplish this task successfully.

Did I Get the Job
TASK 4 cont.

Interview Evaluation

	Yes	No
Arrived on time		
Dressed properly for the interview		
Appropriate hygiene for the interview		
Introduced self to interviewer		
Offered interviewer résumé		
Had good eye contact with interviewer		
Kept good posture		
Avoided nervous mannerisms		
Good body language & non-verbal skills		
Conveyed positive and sincere interest in job and company		
Answered questions about self		
Asked appropriate questions		
Appeared confident and relaxed		
Spoke clearly		
Thanked interviewer		
Comments:		

DEMONSTRATION ASSESSMENT

Did I Get The Job?

Student:___________________________

Instructor:_________________________

Date:_____________________________

Total Time for Demonstration:_______

Help Given? _____Yes _____No
Details:__________________________

Accommodations?: _____Yes ____No
Details:__________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 2
    - Job Task Planning & Organization 2
    - Significant Use of Memory
- **Working With Others**

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Chosen appropriate clothing for an interview			
• Formulated questions to ask at an interview			
• Made a plan for arriving at Interview on time			
• Used appropriate body language and non-verbal communication skills during a mock-interview			
• Role-played a job interview			
• Assessed own performance			

ADDITIONAL COMMENTS

STUDENT UNITS:

ON THE JOB

Pay

Information

Pay Information

It is important for a worker to be able to read a pay slip or cheque stub. In this unit, focus is on finding specific information on the slip/ stub. If the student has difficulty with money, then go to the *Counting Money* unit in the **Retail** manual. In this unit, the student can see how to use a simple calculator to check amounts.

PREREQUISITE AND ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Reading and writing money amounts
- Addition
- Concept of abbreviations

OBJECTIVES

Students will

- Be able to find key information on their pay stubs once they are employed
- Know what deductions are made from their pay
- Read dates in a variety of ways

MATERIALS

- Highlighters in various colours
- Calculator
- Variety of cheques and pay stubs

VOCABULARY

- Account
- Deductions
- Deposited
- Employment Insurance
- Gross pay
- Net pay
- Non-negotiable
- Pay stub
- Period ending
- Regular
- Statutory holiday
- Vacation pay
- Void

RESOURCES

- *Counting Money* unit in **Retail** manual
- *Time* in this manual, if student has problems with dates

#	Activity Description	ESSENTIAL SKILLS																
					N						TS							
		RT	DU	W	MM	SBA	MC	DA	NE	OC	PS	DM	JTPO	SUM	FI	WWO	CU	CL
1.	How people are paid									2	2	2						*
2.	Cheques		1							1				*	1			*
3.	Direct Deposit		1							1	1	1		*	1			*
4.	Vocabulary		1							1	1	1		*	1	*		*
5.	Gross and Net Pay		1							1								*
6.	Deductions		1							2								*
7.	Abbreviations		1							1	1	1		*	1	*		*
8.	Social Insurance Number		1							1				*	1			*
9.	Pay Period and Pay Date		1					1		2	1	1		*	1			*
10.	Earnings Calculations	1	1	1	1					1	1	1					1	*
11.	Cash				1					1	2			*				*
D	I Earned It	1	1	1	1	1		1		1	1	1		*	1		1	

LEARNING ACTIVITIES

1. HOW PEOPLE ARE PAID

- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
- **Continuous Learning**

Materials: None

Discuss the idea of getting paid for a job.

- How do people get paid? (cash, cheque, direct deposit)
- When might someone be paid in cash? (small job, “under the table”, friendly payment)
- By cheque? (occasional work, small company, no bank account, etc)
- By direct deposit (large company, regular on-going employment, etc)?
- What are the benefits of each? (secure, have a record of payment, etc.)
- What are drawbacks of each?(no bank account, unwillingness to declare income, can be stolen, etc)
- Which do you prefer? Why?

This is a good time to talk about the advantage of having a bank account.

- Without it, the bank will not cash a cheque, and cheque cashing companies charge a percentage for their service, reducing the amount of money they would get.
- Even with a bank account, a cheque will be held by the bank for many days, until it clears, before the money can be withdrawn (unless there is plenty already in the account to cover it - not too likely for many of them.)
- Explain that with direct deposit, the money is available immediately.

2. CHEQUES

- **Document Use 1**
- **Oral communication 1**
- **Thinking Skills**
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Teaching Aid: *Pay Cheque*
- Highlighters in various colours

Show examples of blank cheques with “void” marked across them.

Go over the layout of a cheque:

- Bank name,
- Name,
- Address,
- Telephone of company, etc.

Have student highlight each section of the cheque in a different colour.

3. DIRECT DEPOSIT

- **Document Use 1**
- **Oral communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Teaching Aid: *Pay Cheque*
- Teaching Aid: *Earnings Statement 1*
- Highlighters in various colours

Examine the “Non-Negotiable” deposit slip at bottom of Teaching Aid *Earnings Statement 1*.

Compare the parts of this stub to a cheque. You may highlight the various parts as in the previous activity.

Ask student if this is a cheque.

- How do they know?
- What other language appears on the deposit slip?
- Discuss why.

4. VOCABULARY

- **Document Use 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Working With Others**
- **Continuous Learning**

Materials:

- Prepared vocabulary cards

Use the vocabulary cards to teach special words.

- Use the initial consonant as identification for low level students.

Play a game where two cards are face up:

- Say one of the words and the student must choose the correct word.
- As vocabulary is acquired, more cards can be face up for selection.

5. GROSS AND NET PAY

- **Document Use 1**
- **Oral Communication 1**
- **Continuous Learning**

Materials:

- Teaching Aid: *Gross & Net Pay*

Explain that gross pay is the big amount earned in a pay period, and net pay is what you take home after deductions.

6. DEDUCTIONS: - **Document Use 1** - **Oral Communication: 2** - **Continuous Learning**	**Materials:** - Teaching Aid: *Gross and Net Pay*

Discuss where the deductions go:

- Government taxes,
- Pension plans,
- Employment insurance, etc..

Have they ever paid any of these? Have they ever received government assistance of any kind?

Explain that the money for these programs comes partly from other people's deductions. They will be taking part in a social network of each one helping another.

- Explain that Employment Insurance is there to protect workers who lose a job, giving them income while they look for another job.
- Explain that pension contributions like CPP are ways of saving for retirement, old age, or disability.

Discuss feelings around deductions, government plans etc.

7. ABBREVIATIONS:	**Materials:**

- **Document Use 1**
- **Oral Communication 1**
- **Thinking Skills**
  ◦ Problem Solving 1
  ◦ Decision Making 1
  ◦ Significant Use of Memory
  ◦ Finding Information 1
- **Working With Others**
- **Continuous Learning**
	- Teaching Aid: *Earnings Statement 1 & 2*
	  - Vocabulary cards

Ask students if they know what “abbreviation” means.

Give examples of abbreviations in everyday life

- Mr.,
- St..,
- Ave.,
- Sat.,
- Nov., etc.)

Explain that on the *Earning Statement*s abbreviations are used if the words would take up too much space on the form.

Tell them that there are abbreviations for Statutory Holiday, Vacation Pay, Employment Insurance, and Full Deposit on the *Earnings Statements.*

Ask the student to find each and highlight in a different colour.

- Discuss what each term means.

Extend the vocabulary matching game in Activity 4 to include the abbreviations.

What would they do if there was an abbreviation on their pay stub that they did not understand? (ask their supervisor or a co-worker)

8. SOCIAL INSURANCE NUMBER

- **Document Use 1**
- **Oral Communication**
- **Thinking Skills**
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Teaching Aid: *Earnings Statement 1*

Ask students if they know what a Social Insurance Number is.

- Do they have one?
- Do they know theirs?
- How many numbers are in a SIN (teach that this is the common verbal and written abbreviation)?
- Make up two or three SIN numbers and write them on the board so that they see the layout.

DO NOT SHOW A REAL CARD as this contradicts the teaching about secrecy and privacy of the number.

Tell them that in Canada, you must have a SIN in order to work.

- Tell them that it is important to keep this number (and card) in a safe place, and to keep it secret.
- Only the employer and the government and the bank need to know this.
- They should not use this number for identification for writing a cheque for instance.

Locate and highlight the words “Social Insurance Number” on the *Earnings Statement.*

*** Students must be reminded constantly, never to give their personal information wallet card to anyone; they should only give the SIN to their employer or their bank. Medical cards and information should remain private. Discuss “identity theft”.

9. PAY PERIOD AND PAY DATE • **Document Use 1** • **Numeracy** ° Data Analysis 1 • **Oral Communication 2** • **Thinking Skills** ° Problem Solving 1 ° Decision Making 1 ° Significant Use of Memory ° Finding Information 1 • **Continuous Learning**	**Materials**: • Teaching Aid: *Earnings Statement 1 & 2* • Refer to the *Time* unit in this manual for ideas on teaching how to recognize dates written in numerical form

Locate and circle "Period Ending" and discuss what it means.

Underline "Pay Date" and discuss what it means.

- Are they the same date?(sometimes but not always)
- Tell students that often pay is received one or even two weeks after it is earned.
- Why might this be? (payroll department needs to have timesheet with hours worked before they can calculate the pay)

Discuss that pay may be given every week, every 2 weeks, or once a month (like OW cheques).

Have they ever received pay at different intervals?

- Which pay period do they think is better? Why?
- What are some of the benefits/problems with being paid only once per month? Every week? Etc.

10. EARNINGS CALCULATION	Materials:
- **Reading Text 1** - **Document Use 1** - **Writing 1** - **Numeracy** ° Money Math 1 - **Oral Communication 1** - **Thinking Skills** ° Problem Solving 1 ° Decision Making 1 - **Computer Use 1** - **Continuous Learning**	- Teaching Aid: *Earnings Statement 1& 2* - Student Activity Sheet: *Calculating Earnings* - Calculator

Locate the line "Earnings" on the *Earnings Statement*.

The **rate** is how much is earned per hour.

Hours is the number of hours worked in this pay period.

This period is the amount earned: rate X the hours.

- Have them check this using a calculator.
- Teach how to enter the rate using the keypad, the times symbol, the number of hours using the keypad, and the equal sign.
- Tell them that they should always check this on their own pay stubs.
- They should also check this against their work schedule (Are the number of hours correct?)

Year to date is how much has been earned in this calendar year (since January 1)

Give plenty of practice for checking the calculations, using Activity sheet.: *Calculating Earnings*. Teach rounding to nearest cent.

11. CASH • **Numeracy** ° Money Math 1 • **Oral Communication 1** • **Thinking Skills** ° Problem Solving 2 ° Significant Use of Memory • **Continuous Learning**	Materials • Refer to the unit *Counting Money* in **Retail** manual for teaching and activities about counting cash

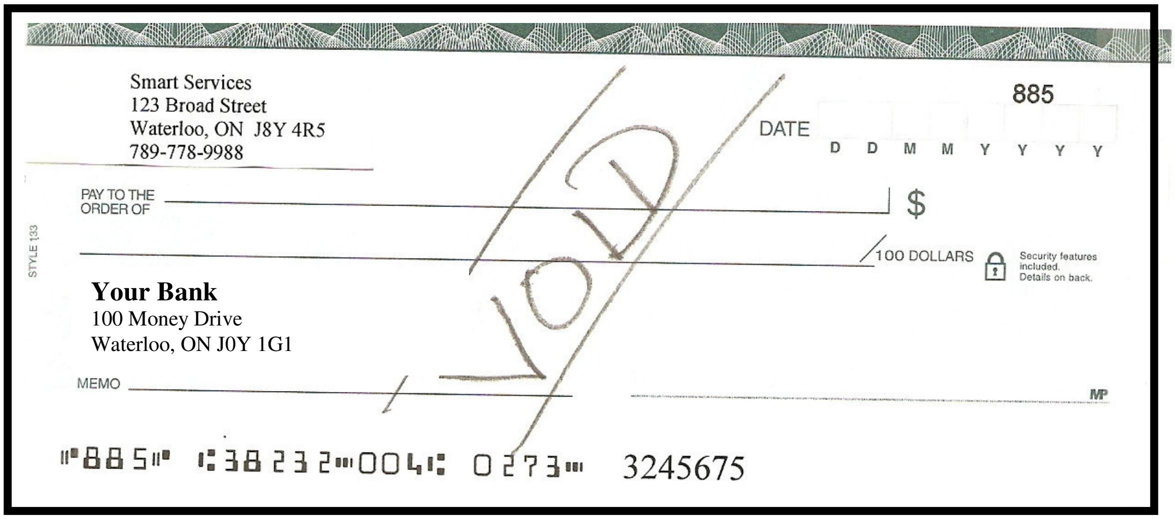
Discuss the importance of checking the amount of cash if they are paid in cash.

What should they do if the amount they have received is not correct?

What should they do with the cash to keep it safe?

Discuss other issues about handling cash. Practise counting cash.(Use activities in *Counting Money*)

Pay Cheque



Smart Services
123 Broad Street
Waterloo, ON J8Y 4R5
789-778-9988

885

DATE D D M M Y Y Y Y

PAY TO THE ORDER OF $

/100 DOLLARS

Security features included. Details on back.

STYLE 133

Your Bank
100 Money Drive
Waterloo, ON J0Y 1G1

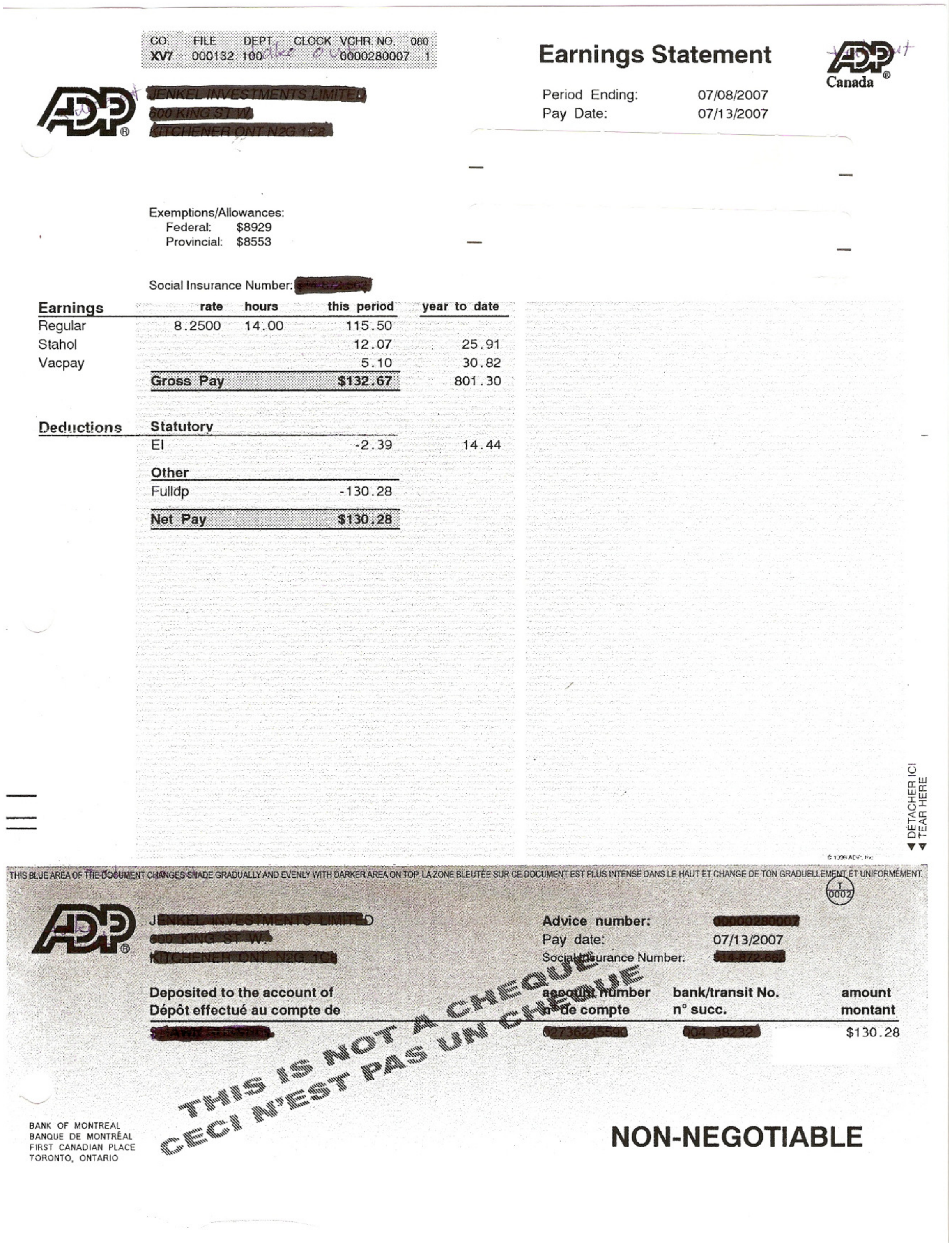
MEMO

VOID

MP

⑈885⑈ ⑆38232⑉004⑆ 0273⑈ 3245675

Earnings Statement 1



CO.	FILE	DEPT.	CLOCK	VCHR. NO.	080
XV7	000132	100		0000280007	1

take out

[redacted]

Earnings Statement

ADP Canada

Period Ending: 07/08/2007
Pay Date: 07/13/2007

Exemptions/Allowances:
Federal: $8929
Provincial: $8553

Social Insurance Number: [redacted]

Earnings	rate	hours	this period	year to date
Regular	8.2500	14.00	115.50	
Stahol			12.07	25.91
Vacpay			5.10	30.82
	Gross Pay		$132.67	801.30

Deductions		this period	year to date
	Statutory		
	EI	-2.39	14.44
	Other		
	Fulldp	-130.28	
	Net Pay	**$130.28**	

DÉTACHER ICI
TEAR HERE

© 1998 ADP, Inc

THIS BLUE AREA OF THE DOCUMENT CHANGES SHADE GRADUALLY AND EVENLY WITH DARKER AREA ON TOP. LA ZONE BLEUTÉE SUR CE DOCUMENT EST PLUS INTENSE DANS LE HAUT ET CHANGE DE TON GRADUELLEMENT ET UNIFORMÉMENT.

T 0002

[redacted]

Advice number: [redacted]
Pay date: 07/13/2007
Social Insurance Number: [redacted]

Deposited to the account of Dépôt effectué au compte de	account number nº de compte	bank/transit No. nº succ.	amount montant
[redacted]	[redacted]	[redacted]	$130.28

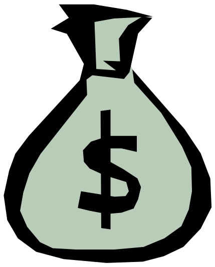
THIS IS NOT A CHEQUE
CECI N'EST PAS UN CHEQUE

BANK OF MONTREAL
BANQUE DE MONTRÉAL
FIRST CANADIAN PLACE
TORONTO, ONTARIO

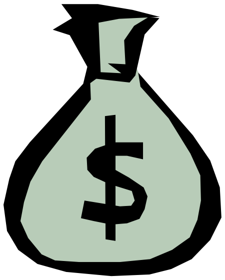
NON-NEGOTIABLE

Gross and Net Pay

Gross Pay - Deductions to - People who need it



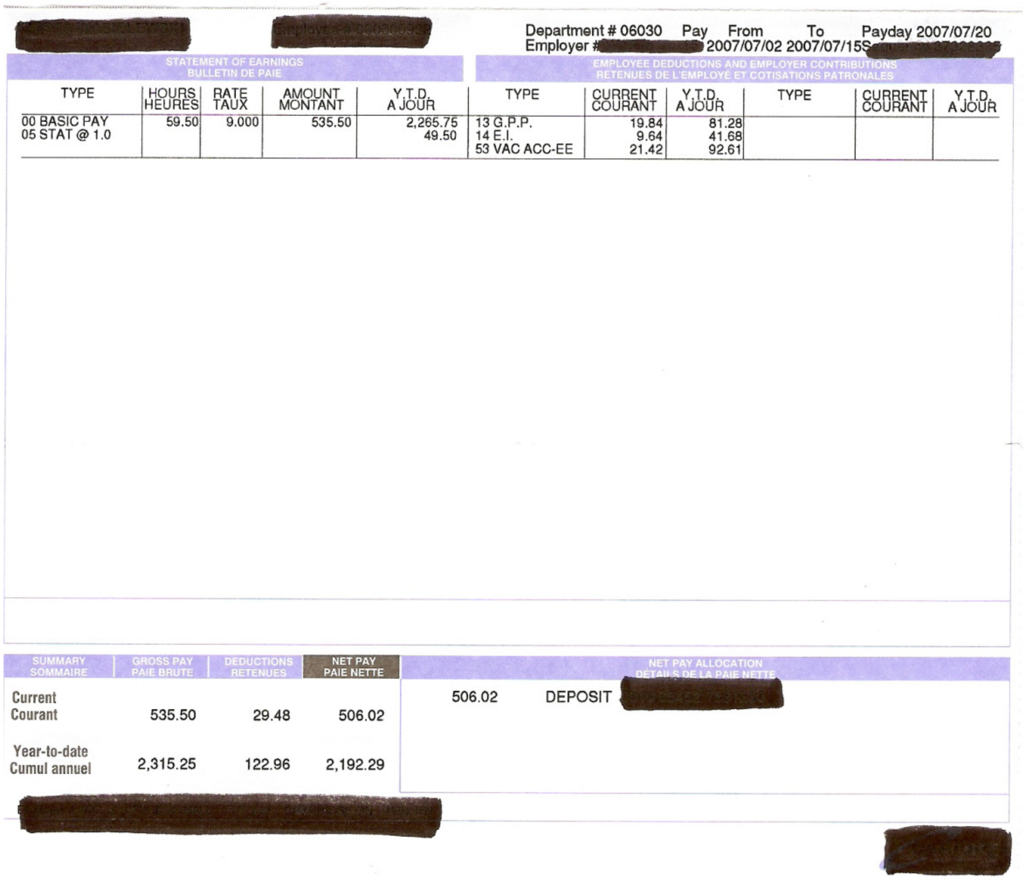
Government



Net Pay - You take home

Gross Pay - Deductions = Net Pay

Earnings Statement 2



[redacted] [redacted]

Department # 06030 Pay From To Payday 2007/07/20
Employer #[redacted] 2007/07/02 2007/07/15S[redacted]

STATEMENT OF EARNINGS
BULLETIN DE PAIE

TYPE	HOURS HEURES	RATE TAUX	AMOUNT MONTANT	Y.T.D. A JOUR
00 BASIC PAY	59.50	9.000	535.50	2,265.75
05 STAT @ 1.0				49.50

EMPLOYEE DEDUCTIONS AND EMPLOYER CONTRIBUTIONS
RETENUES DE L'EMPLOYÉ ET COTISATIONS PATRONALES

TYPE	CURRENT COURANT	Y.T.D. A JOUR	TYPE	CURRENT COURANT	Y.T.D. A JOUR
13 G.P.P.	19.84	81.28			
14 E.I.	9.64	41.68			
53 VAC ACC-EE	21.42	92.61			

SUMMARY SOMMAIRE	GROSS PAY PAIE BRUTE	DEDUCTIONS RETENUES	NET PAY PAIE NETTE
Current Courant	535.50	29.48	506.02
Year-to-date Cumul annuel	2,315.25	122.96	2,192.29

NET PAY ALLOCATION
DÉTAILS DE LA PAIE NETTE

506.02 DEPOSIT [redacted]

[redacted]

[redacted]

Calculating Earnings

Use a calculator to calculate the earnings.

Rate	Hours	Earnings
$8.00	5	
$9.15	7.5	
$8.75	12	
$12.25	36	
$13.50	37	
$13.75	28.75	
$14.15	31	
$9.75	12	
$8.50	17	
$9.00	22	

DEMONSTRATION: INSTRUCTOR PAGE

I Earned It

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Computer Use 1**
- **Numeracy**
  - Money Math 1
  - Scheduling or Budgeting & Accounting 1
  - Data Analysis 1
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1

DEMO DESCRIPTION

The students will match words with their meanings. A pay stub will be examined and the information contained in it will be identified by the student in question and answer format. Pay for hours worked will be calculated.

INSTRUCTOR PLANNING NOTES

- Fill in the student's name on the pay stub
- Photocopy task sheets
- Provide calculator
- Provide *What I Have Learned and Skills Practised* from Evaluation section in this resource to link demonstration tasks with the Essential Skills.

With student

- Review vocabulary
- Remind student to examine layout of the stub, looking for key words.

ACHIEVEMENT INDICATORS

- Matched words with meaning
- Located key words on a pay stub
- Found information on a pay stub
- Recorded information in a chart
- Recognized abbreviations on the pay stub and understood their meanings
- Used a calculator to calculate pay
- Made inference by analysing data
- Assessed own performance

I Earned It!

TASK 1

Draw a line to connect the word to its meaning.

Gross Pay

Net Pay

Statutory Holiday

Vacation Pay

Employment Insurance

Deductions

- Money deducted to cover periods when not working
- Holiday dictated by the government
- The amount of money you take home
- The amount of money you have earned towards holiday time
- The amount of money you make before deductions
- Money taken off your gross pay

I Earned It!
TASK 2

John has received his pay. He must check his pay stub to be sure it is correct.

- Find and highlight on the pay stub the key words (bold lettering) from this task sheet.
- Then answer the questions.

1. When does this **pay period** end? ____________

2. What is the **pay date**? ___________

3. What is the pay **rate** per hour? ____________

4. How many **hours** has he worked? ____________

5. What are his earnings for this period? ____________

6. What is the Gross Pay? _____________

I Earned It!
TASK 2, cont.

7. What is his Gross pay this **year to date**? ___________

8. Check the **deductions.**

E.I _________

9. What does E.I mean?

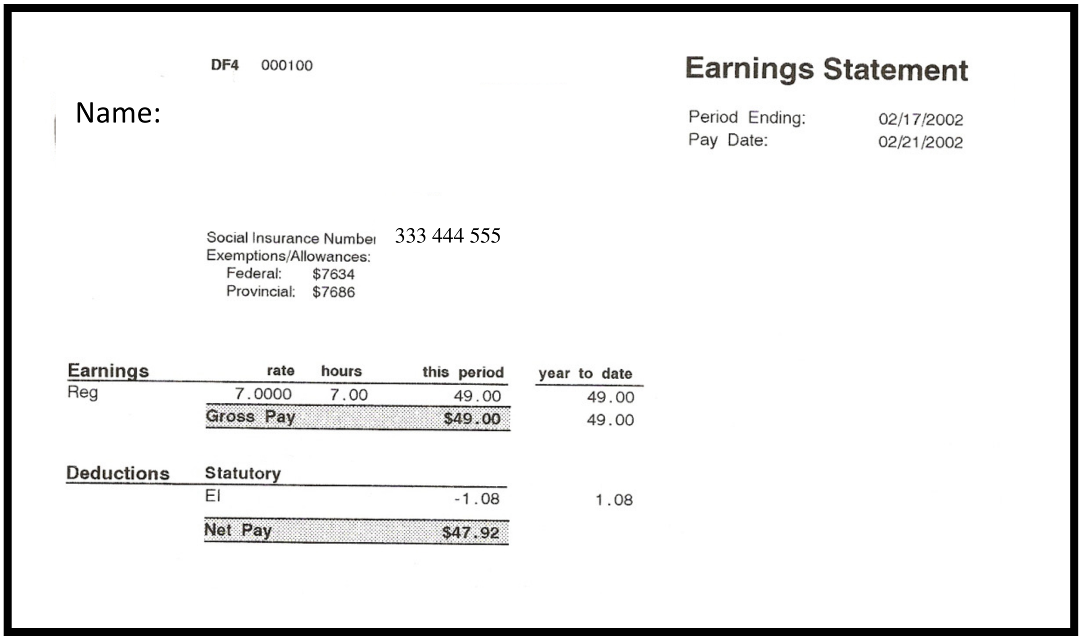
10. What is the **Net Pay**? _____________

11. ***Think!*** How much will be deposited into his account?

____

I Earned It!

TASK 2 cont.



DF4 000100

Earnings Statement

Period Ending: 02/17/2002
Pay Date: 02/21/2002

Name:

Social Insurance Number 333 444 555
Exemptions/Allowances:
Federal: $7634
Provincial: $7686

Earnings	**rate**	**hours**	**this period**	**year to date**
Reg	7.0000	7.00	49.00	49.00
Gross Pay			$49.00	49.00

Deductions	**Statutory**		
	EI	-1.08	1.08
	Net Pay	$47.92	

I Earned It!
TASK 3

John keeps track of his pay.

Using a calculator, help him complete the chart recording his pay for the month of September, up until September 22.

Pay Date	Rate	Hours	This Period
Sept. 1	8.25	10	
Sept. 8	8.25	12	
Sept. 15	8.50	9	
Sept. 22	8.50	14	

John has worked 16 hours this week. (Sept. 29) His rate of pay is $8.50 per hour. How much has he earned this period?

_______________ X _____________ = ______________

Enter the information in the chart above.

THINK!! What can you tell from reading down the rate column?

____

I Earned It!

TASK 4

I CAN READ A PAY STUB

I CAN	YES / DATE
I can read the dates on a pay stub.	
I understand the terms and abbreviations on a pay stub.	
I can find the date of the pay period.	
I can find the number of hours the pay is for.	
I can find the rate of pay.	
I can check that the amount of pay is correct. (may use a calculator.)	
I can find the deductions.	
I can subtract the deductions from the gross pay to check the net pay.	
I know how much money should be paid to me.	
I know when to ask for help with my pay stub.	

DEMONSTRATION ASSESSMENT

I Earned It!

Student:___________________________

Instructor:_________________________

Date:_____________________________

Total Time for Demonstration:_______

Help Given? _____**Yes** _____**No**
Details:__________________________

Accommodations?: _____**Yes** ____**No**
Details:__________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Numeracy**
  - Money Math 1
  - Scheduling or Budgeting & Accounting 1
  - Data Analysis 1
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Computer Use 1**

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Matched words with meaning			
• Located key words on a pay stub			
• Found information on a pay stub			
• Recorded information in a chart			
• Recognized abbreviations on the pay stub and understood their meanings			
• Used calculator to calculate pay			
• Made inference by analysing data			
• Assessed own performance			

ADDITIONAL COMMENTS

Form Filling

Form Filling

The purpose of this unit is to provide the student with exposure to the language he/she might encounter on common workplace forms. The instructor may require the student to complete the form in its entirety, or may ask the student to highlight specific parts of the form.

Forms considered are job application, information after hiring, health benefits claim, training checklist, email, fax cover sheet, time log and time sheet. The final demonstration uses an accident report form. Students will work with reading a schedule in the Time unit in this manual. Forms specific to a sector have been included in the sector resources.

In this unit, there are authentic documents which are presented ahead of the Teaching Aids following the Learning Activities. You will use these as both Teaching Aids and Student Activity Sheets.

You could use any other authentic workplace forms to continue developing this skill that is essential to both work and everyday life. Encourage students to bring samples of forms they have to fill in.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Basic form and chart structure
- Common abbreviations
- Personal information: students should have completed the unit "Using a Personal Information Wallet Card" found in this resource. It will be asked for in certain learning activities.
- Basic computer use including Internet
- Understanding of sentence, phrase, etc.
- Reading time (analog & digital) and calculating elapsed time (see units in this resource)
- Writing date in numerical form, in varying formats (d, m, y; m ,d, y; etc.)

OBJECTIVES

Students will

- Become familiar with the most common workplace forms so they will be able to locate and fill in personal information
- Be able to complete workplace forms
- Write a message using email
- Send a fax

MATERIALS

- Authentic documents: collect these from workplaces, encouraging students and colleagues to contribute to the collection. (The post office and other government offices are good sources)
- Computer access
- Highlighters
- Clock
- Chart paper, markers, etc.
- Overhead projector and ability to make transparencies
- Laminated Teaching Aids; make overhead transparencies if working with a group, or even make copies for each student.

VOCABULARY

- Application
- Employment
- Education
- Work related
- Accident
- Emergency
- Given name
- Benefits
- Claim
- Claimant
- Employee
- Facsimile
- Fax
- Transmittal
- Company
- E mail
- References
- Activities
- Dependent
- Original receipt
- Accumulate
- Relationship
- Print
- Signature
- Training

RESOURCES

- Collect workplace forms from companies and businesses in your local area, particularly from those who will employ your students. By practicing with these authentic documents, students will be better prepared to complete them independently in a workplace.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Personal information		1	1						2	2	1		*	1	*		*
2.	Work related skills		1	1						2	2	1		*	1	*		*
3.	Employment		1	1						2	2	1		*	1	*		*
4.	Employed		1	1						2	1	1		*	1			*
5.	Health claim		1	1						2	1	1		*	1			*
6.	Training	1	1	1						2	2	1		*	1			*
7.	Using email	1	1	1						1	2	1	1	*	1		2	*
8.	Sending a fax	1	1	1						1	2	1	1	*	1		2	*
9.	Timesheets									1	1	1		*				*
10.	Filling in a timesheet		1	1						1	1	1		*		*		*
11.	Work log		1	1			1			2	2	1		*				*
12.	Completing a work log	1	1	1			1				2	1	1	*				*
D	Fill'er Up	1	1	1						2	2	1		*	1			

LEARNING ACTIVITIES

1. PERSONAL INFORMATION	**Materials:**
• **Document Use 1** • **Writing 1** • **Oral Communication 2** • **Thinking Skills** ° Problem Solving 2 ° Decision Making 1 ° Significant Use of Memory ° Finding Information 1 • **Working With Others** • **Continuous Learning**	• Teaching Aid: *Onward Manufacturing Co.: Application for Employment*

Discuss the headings on the Teaching Aid: *Onward Manufacturing Co.: Application for Employment*.

Highlight, in different colours, the main headings on the form:

- PERSONAL DATA
- EDUCATION
- WORK RELATED SKILLS
- EMPLOYMENT

Ask what these headings mean. Ask why an employer would need to know this information?

Have students fill in the PERSONAL DATA section of the form. They should use the Personal Information wallet card that they have already completed.

- Explain the abbreviations:
  - P.C.
  - BUS.
  - #

Discuss what it means when it asks, “Are you legally eligible to work in Canada?”

Use a volunteer to help the lower level students to fill in the EDUCATION section.

- The volunteer may read the form aloud to the student.
- Many students will not remember dates and/ or details.
- Most will not have completed any formal schooling past high school.
- Include participation in their current LBS class as “Other courses”.

2. WORK RELATED SKILLS

- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
    - Significant Use of Memory
    - Finding Information 1
- **Working With Others**
- **Continuous Learning**

Materials:

- Teaching Aid: *Onward Manufacturing Co.: Application for Employment*

Discuss the term “Work Related Skills.”

- Ask if it would be an advantage if a person could do basic cooking, if he/she is applying for a job as a short order cook.
- Would it be helpful to be able to type if you are applying for a keyboarding job in an office?

Decide, with the student, a job for which they might apply.

Fill in the sections **POSITION BEING APPLIED FOR** and **DATE AVAILABLE TO BEGIN WORK.**

Remember to refer to the Essential Skills.

- Ask questions such as, Would the job you are applying for need **WRITING, PROBLEM SOLVING, WORKING WITH OTHERS**, etc.
- What skills do they already have that would be transferrable to this work situation.

Ask students to complete the **WORKED RELATED SKILLS** section on his/her own, or with a volunteer.

3. EMPLOYMENT	**Materials:**
- **Document Use 1** - **Writing 1** - **Oral Communication 2** - **Thinking Skills** ° Problem Solving 2 ° Decision Making 1 ° Significant Use of Memory ° Finding Information 1 - **Working With Others** - **Continuous Learning**	- Teaching Aid: *Onward Manufacturing Co.: Application for Employment*

Discuss the **EMPLOYMENT** section. (If the student has no work experience, this section should remain blank.)

- If the student has worked before, help him / her fill in the details.

Discuss the **REFERENCES** section.

- Who should / should not be used as a reference. Explain that they should always ask permission to give a person's name as a reference.
- Usually, an applicant will indicate that references are available upon request.
- Explain that when an applicant is called for an interview, that is the time to give the references.
- Often it is a good idea to ask references to give you a letter that you can keep on file. This is especially helpful if you have worked for someone who was really pleased with you and your work, and you are unsure whether that person will be available at some later date, or you are moving cities, etc.

The **ACTIVITIES** section refers to any sports activity, or civic activity in which the student has participated. It also refers to hobbies and outside interests.

- After discussion with the student, help him /her complete this section.

4. EMPLOYED
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  ° Problem Solving 1
  ° Decision Making 1
  ° Significant Use of Memory
  ° Finding Information 1
- **Continuous Learning**
	Materials:
	- Teaching Aid: *Onward – After You are Hired*
	- Personal Information Wallet Card (see unit in this manual)

Congratulations! The student got the job.

Go over the document that is to be completed after the applicant is hired.

- Read the section in bold before completing the form.

Use Personal Information Wallet Card to fill in

- Name,
- Given Name (explain term),
- Date of Birth and
- SIN (review what these letters stand for and what it is). Remind them that this number should be given only AFTER getting the job.

Ask why a company would need the name of a person to whom they can go in case of emergency.

- Ask student who might be his/her contact.
- Fill in this section.

The final section says For **Personal Department Use Only**. Discuss, with the student, if this section should be filled in by student? Why or why not?

Ask student to tell you the name, address, phone #, fax # and toll free # of the company.

- Remind the student that this can go on their "Work Information Card" (see *Using a Personal Information Wallet Card"* unit.

5. HEALTH CLAIM

- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Teaching Aid: *Claim for Health Benefits*
- Student Activity Sheet: *Making a Claim*

Ask why might a person need to make a Health Claim?

Ask if it is important to work in a job where there are Health Benefits?

- Why? Why not?
- What might be covered under Health benefits?

Use Teaching Aid: *Claim for Health Benefits.* It would be helpful to make an enlarged version of the form on chart paper, or make an overhead transparency.

- Discuss the two main headings.
  - Employee Statement
  - Total each type of expense for each claimant on a separate line.

Look at the sub-headings within each part.

- Discuss each sub-heading with student.
- Talk about what is meant by dependent and by relationship.
- Explain that if the claim is for something they themselves had done, they would use the word “self”; if it was for a wife, then “wife”, etc.
- Fill in the enlarged version together, making up possible information (for example, dentist visit for daughter).

Use Student Activity Sheet: *Making a Claim*

- Read the scenario together with the student.
- Ask where each piece of information might go.
- Ask student to fill in the form with the information given.
- After the student has completed the form, ask what needs to be enclosed with the form.
  - Can he use a photocopy?
  - Discuss with the student that it is a good idea to take a photocopy of the completed form and of the original receipt for his / her own records.
  - These should be stored in a safe place.
    - Why?
    - Discuss options: file folder, three-hole binder.

6. TRAINING

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
    - Significant Use of Memory
    - Finding Information 1
- **Continuous Learning**

Materials:

- Teaching Aid: *Central Meat Market: Employee Training Grocery Department*

Use Teaching Aid: *Central Meat Market: Employee Training Grocery Department.*

Discuss this place of employment with students.

- What might be sold here? What jobs might be available here?
- Would any large equipment be used?
- If, yes, what might that be?
- Who would work the equipment?
- Would they need training?

This form is called "Employee Training Grocery Department. Read the top paragraph with student.

- Discuss the importance of this paragraph.
- Discuss why the student must read, or have read to them, all forms before signing.
- Show where the signature and date will go.
- Why will the student print his/her name as well as write a signature?

Read the **Grocery Department Equipment and Tools** section. Whenever possible collect pictures of the tools and equipment mentioned.

Look at the two remaining columns. Discuss each.

- What might go under the **Training Received** column?
- What might go under the **Trained By** column?
- Where else might these tools and equipment be used? (retail, factories, warehouses, etc)

The document: *Central Meat Market: Employee Training Grocery Department* has several ways of contacting this company.

- What are they? (Bottom of form).
- Ask student to write a simple note to the company using the company's e-mail address. The note might be a general enquiry about job opportunities.

7. USING EMAIL

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
    - Job Task Planning & Organizing 1
    - Significant Use of Memory
    - Finding Information 1
- **Computer Use 2**
- **Continuous Learning**

Materials:

- Teaching Aid: *Central Meat Market: Employee Training Grocery Department*
- Computer with email access

Ask students to locate the various ways to contact this company.

- What is the email address?
- What does email stand for? (electronic mail)

Ask student to write a simple note to the company using the email address. The note might be a general enquiry about job opportunities. (If a more appropriate company email address is available – a company the student really wants to apply to – use that instead.) The note may first be composed on paper or as a simple document if you need first to teach the format and use of the email page.

To teach email:

- Open email program
- Select "New Message"
- Enter company email address in **To** box. Emphasize that there are no spaces and that the typing must appear exactly as on the document – upper and lower case as shown
- Enter a subject in the **Subject** line (job enquiry)
- Discuss what **cc** means.
- Tell them that their own address is automatically included but that they still need to type it in the body of the message.
- Type the message in the **body** section. Have the student include personal contact information: name, address, phone number, email address.
- Use standard sentence structure. Check for spelling. Be polite.
- Proofread.
- Sign by typing name.
- Press the **Send** button.

Students should receive replies to their enquiries. This is the opportunity to discuss receiving an email. Should they print it? Save it?

8. SENDING A FAX

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Job Task Planning & Organizing 1
  - Significant Use of Memory
  - Finding Information 1
- **Computer Use 2**
- **Continuous Learning**

Materials:

- Teaching Aid: *Community Justice Initiatives: Facsimile Transmittal Sheet*
- Student Activity Sheet: *Fax It to Me*

In some situations, a student may be taught to use the Fax [Facsimile] machine. Tell them that this is a way to send print information over the phone. If possible show them a machine and even have them send a fax requesting information, etc.

Explain that in the workplace, he/ she may not have to write the memo, but may have to fill in the information on the top of the form and then send the fax.

Use the Teaching Aid: *Community Justice Initiatives: Facsimile Transmittal Sheet*. Discuss what each heading means:

TO = Name of company/person to whom the Fax is going
FROM = Where/whom the Fax is coming from
FAX NUMBER = FAX # of company or person to whom the fax is going
DATE = Date sent
COMPANY = Company name
PAGES INCLUDING COVER = How many pages are being sent (count the pages of the document and add 1
RE (regarding) = What the fax is about e.g. machine parts
(Message boxes) = What the receiver of the message must do.
- One or two boxes may be checked.

☐ Urgent ☐ Please comment

☐ For review ☐ Please reply

Ask students to make up company names etc. and orally give suggestions on content etc. Make an overhead, or chart paper samples and fill in as student dictates.

Photocopy several sample sheets for student to practice on.

- Make up scenarios for student
- Use Student Activity Sheet: *Fax It to Me* for a sample.

9. TIMESHEETS

- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials: None

Discuss the reasons why a workplace might need employees to fill in a timesheet of some sort.

What kind of information might go on a timesheet? (For each suggestion, discuss why that might be there, and decide whether or not to include that.)

Key information would include

- Start Time
- Finish Time
- Total Hours
- Day of the Week
- Employee Name

10. FILLING IN A TIMESHEET

- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - **Problem Solving 1**
  - **Decision Making 1**
  - **Significant Use of Memory**
- **Working With Others**
- **Continuous Learning**

Materials:

- Teaching Aid: *I Worked This Much*
- Student Activity Sheet: *I Worked This Much :Timesheet*
- Timesheets collected from variety of workplaces

Role play an activity with learner. You are the supervisor helping the learner fill in his/her first time sheet. Use Teaching Aid: *Timesheet Role Play* and Student Activity Sheet: *I Worked This Much*. (Put Student Sheet on an overhead or give each learner a copy.)

Make multiple copies of Student Activity Sheet. Create other role play scenarios for additional practice. Add up total hours for dates worked.

Collect a variety of timesheets from other workplaces. Discuss headings. Practice filling in columns.

*If telling time needs to be practiced, refer to “Time Measurement” section in this binder.

11. WORK LOG

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Teaching Aid: *Snow Sheet*
- Teaching Aid: *Filling in a Work Log*

Some time sheets require more information. They may be called “logs”.

Look at Teaching Aid: *Snow Sheet*. Discuss form layout.

Ask students if they know of or can think of other jobs that would use logs. (drivers, construction trades, landscaping, etc)

Give students a copy of the document and read the directions on the Teaching Aid: *Filling in a Work Log.*

If students have trouble with telling time or with measuring elapsed time, refer to Time units in this resource.

Practise this together, making up scenarios with students, till they are comfortable enough to do one alone.

- Give several examples. (One practice might be to make up and fill in a log of the learning activities they do in their class over several days: reading, math, break, etc.)

12. COMPLETING A WORK LOG

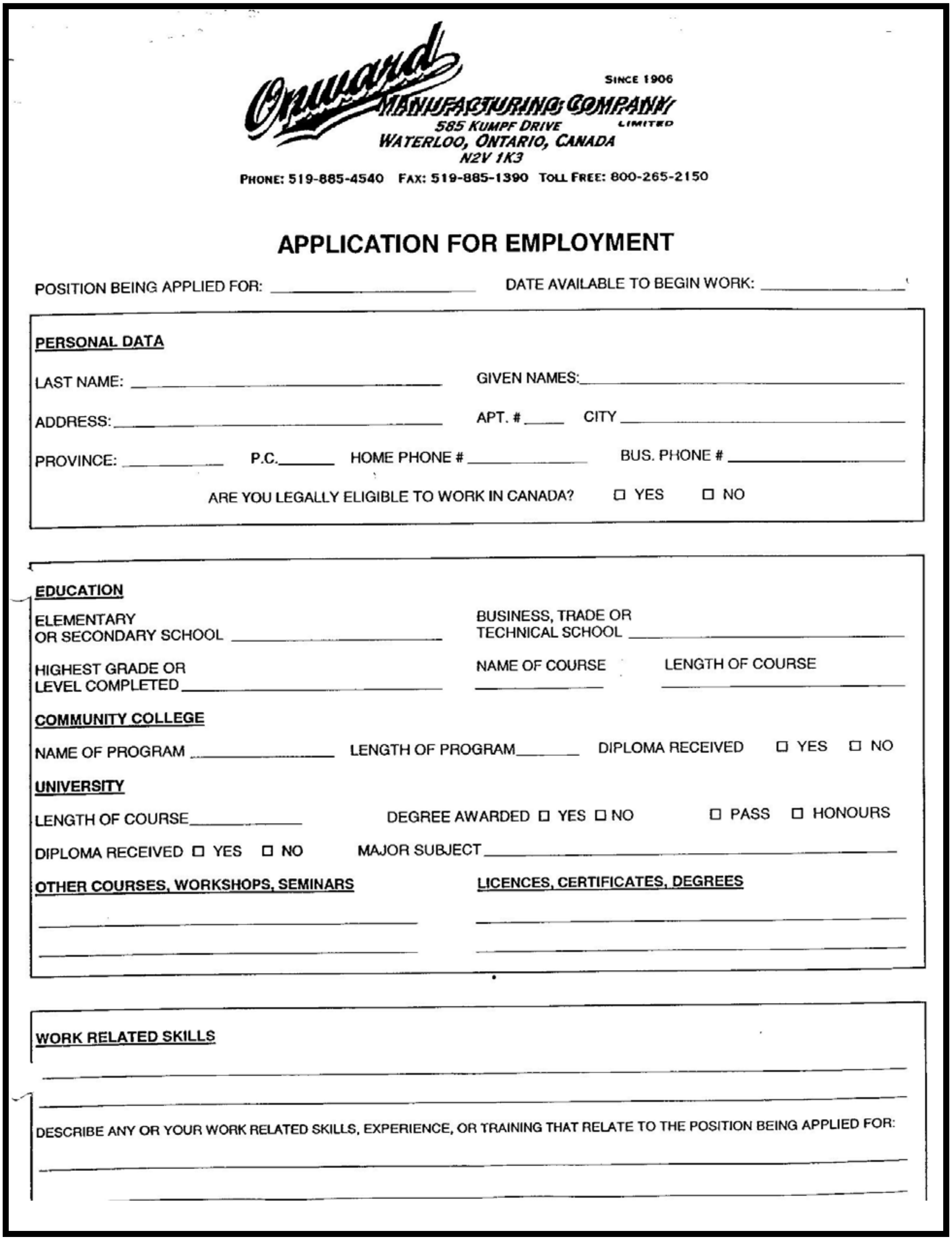
- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Job Task Planning & Organization 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Teaching Aid: *Snow Sheet*
- Student Activity Sheet: *Plowing for Dollars*

Use Teaching Aid: *Snow Sheet* and Student Activity Sheet: *Plowing for Dollars.*

Review quickly from Activity 11 and allow students to fill in the form on their own.



Onward Manufacturing Company Limited
Since 1906
585 Kumpf Drive
Waterloo, Ontario, Canada
N2V 1K3
Phone: 519-885-4540 Fax: 519-885-1390 Toll Free: 800-265-2150

APPLICATION FOR EMPLOYMENT

POSITION BEING APPLIED FOR: ____________ DATE AVAILABLE TO BEGIN WORK: ____________

PERSONAL DATA

LAST NAME: ____________ GIVEN NAMES: ____________

ADDRESS: ____________ APT. # ____ CITY ____________

PROVINCE: ________ P.C. ______ HOME PHONE # ________ BUS. PHONE # ________

ARE YOU LEGALLY ELIGIBLE TO WORK IN CANADA? ☐ YES ☐ NO

EDUCATION

ELEMENTARY OR SECONDARY SCHOOL ____________ BUSINESS, TRADE OR TECHNICAL SCHOOL ____________

HIGHEST GRADE OR LEVEL COMPLETED ____________ NAME OF COURSE ________ LENGTH OF COURSE ________

COMMUNITY COLLEGE

NAME OF PROGRAM ________ LENGTH OF PROGRAM ______ DIPLOMA RECEIVED ☐ YES ☐ NO

UNIVERSITY

LENGTH OF COURSE ________ DEGREE AWARDED ☐ YES ☐ NO ☐ PASS ☐ HONOURS

DIPLOMA RECEIVED ☐ YES ☐ NO MAJOR SUBJECT ____________

OTHER COURSES, WORKSHOPS, SEMINARS **LICENCES, CERTIFICATES, DEGREES**

____________ ____________

____________ ____________

WORK RELATED SKILLS

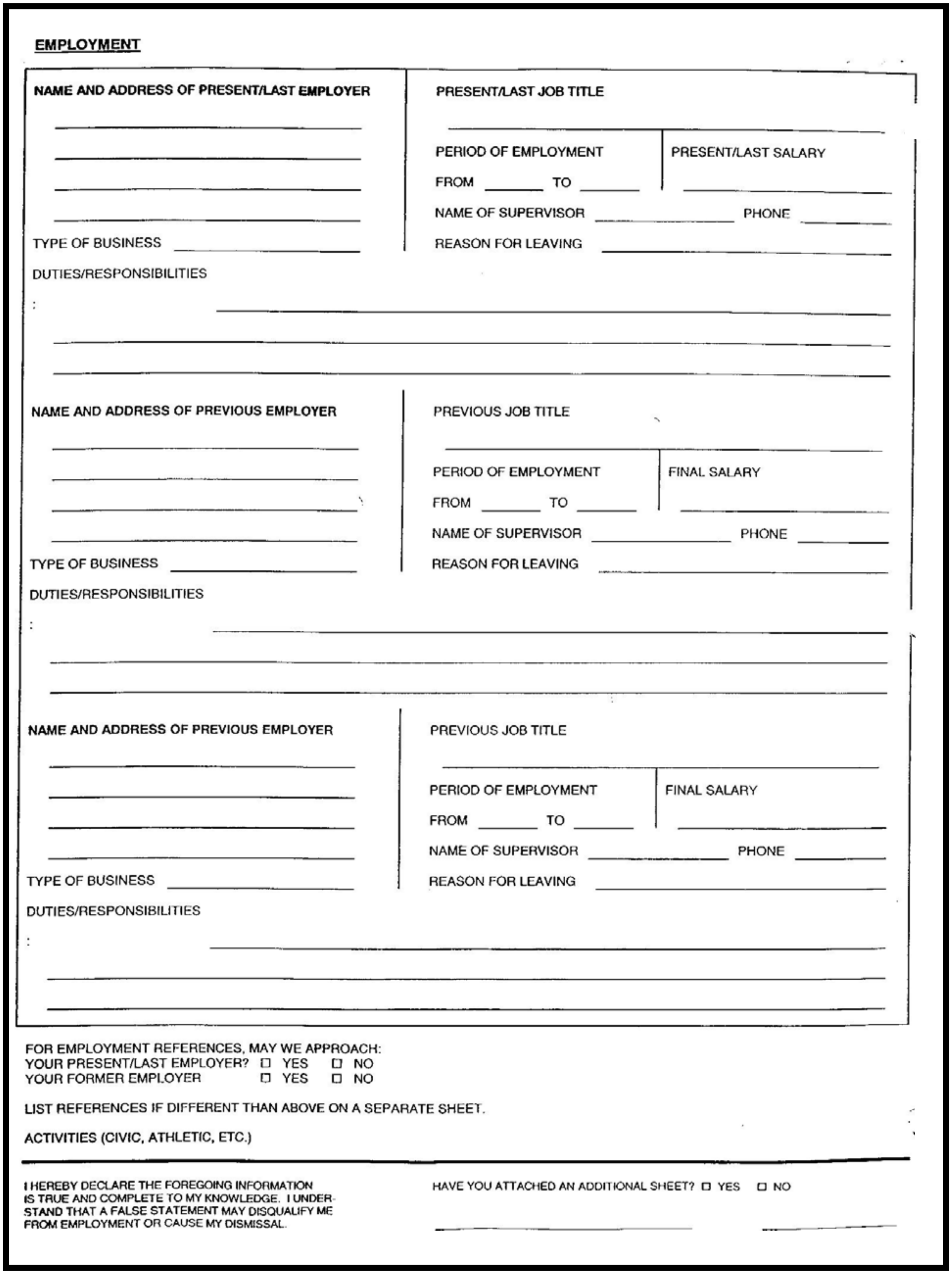
____

____

DESCRIBE ANY OR YOUR WORK RELATED SKILLS, EXPERIENCE, OR TRAINING THAT RELATE TO THE POSITION BEING APPLIED FOR:

____

____



EMPLOYMENT

NAME AND ADDRESS OF PRESENT/LAST EMPLOYER

PRESENT/LAST JOB TITLE

PERIOD OF EMPLOYMENT

FROM ______ TO ______

PRESENT/LAST SALARY

NAME OF SUPERVISOR ______ PHONE ______

TYPE OF BUSINESS ______

REASON FOR LEAVING ______

DUTIES/RESPONSIBILITIES

NAME AND ADDRESS OF PREVIOUS EMPLOYER

PREVIOUS JOB TITLE

PERIOD OF EMPLOYMENT

FROM ______ TO ______

FINAL SALARY

NAME OF SUPERVISOR ______ PHONE ______

TYPE OF BUSINESS ______

REASON FOR LEAVING ______

DUTIES/RESPONSIBILITIES

NAME AND ADDRESS OF PREVIOUS EMPLOYER

PREVIOUS JOB TITLE

PERIOD OF EMPLOYMENT

FROM ______ TO ______

FINAL SALARY

NAME OF SUPERVISOR ______ PHONE ______

TYPE OF BUSINESS ______

REASON FOR LEAVING ______

DUTIES/RESPONSIBILITIES

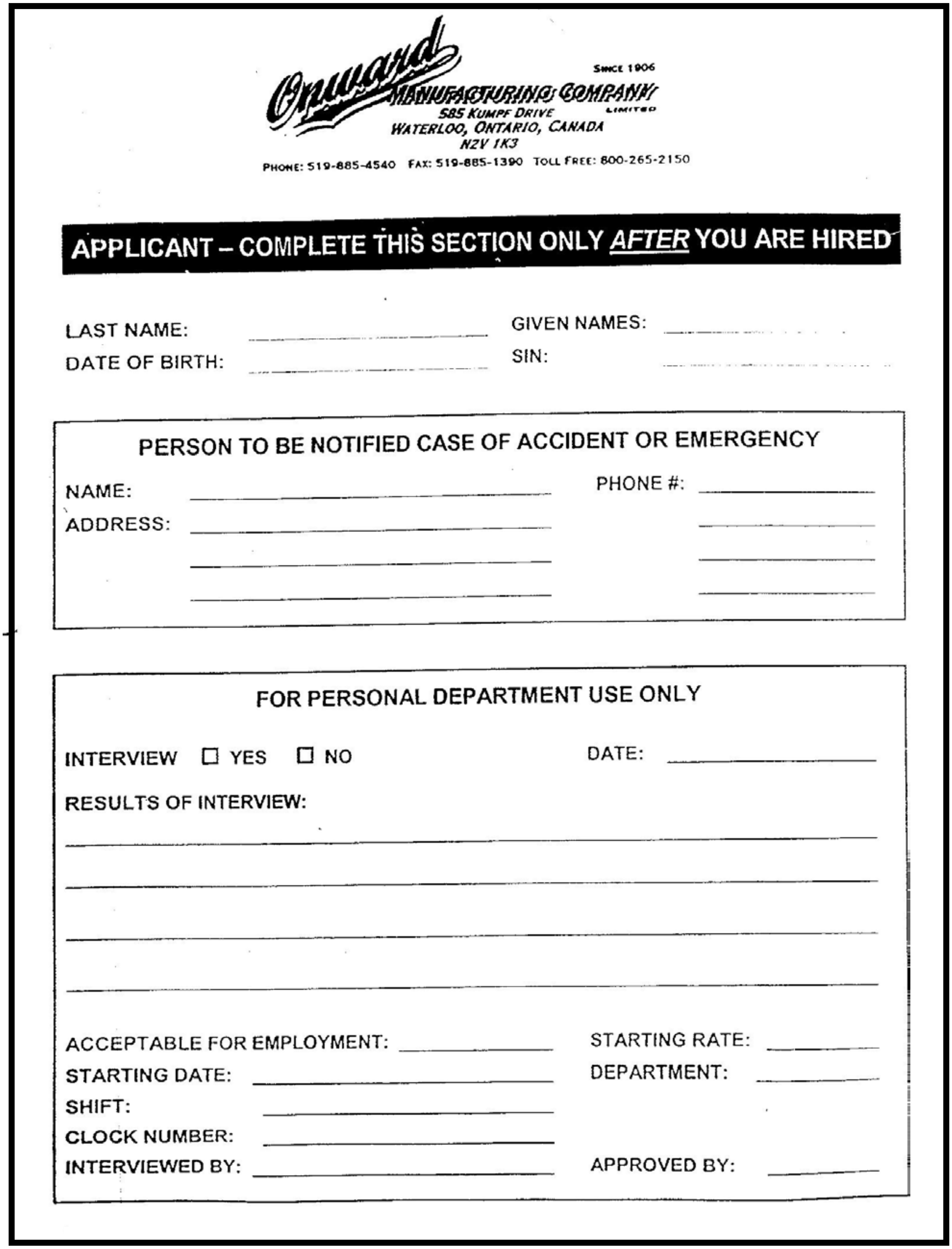
FOR EMPLOYMENT REFERENCES, MAY WE APPROACH:
YOUR PRESENT/LAST EMPLOYER? ☐ YES ☐ NO
YOUR FORMER EMPLOYER ☐ YES ☐ NO

LIST REFERENCES IF DIFFERENT THAN ABOVE ON A SEPARATE SHEET.

ACTIVITIES (CIVIC, ATHLETIC, ETC.)

I HEREBY DECLARE THE FOREGOING INFORMATION IS TRUE AND COMPLETE TO MY KNOWLEDGE. I UNDERSTAND THAT A FALSE STATEMENT MAY DISQUALIFY ME FROM EMPLOYMENT OR CAUSE MY DISMISSAL.

HAVE YOU ATTACHED AN ADDITIONAL SHEET? ☐ YES ☐ NO



Onward
MANUFACTURING COMPANY
LIMITED
SINCE 1906
585 KUMPF DRIVE
WATERLOO, ONTARIO, CANADA
N2V 1K3
PHONE: 519-885-4540 FAX: 519-885-1390 TOLL FREE: 800-265-2150

APPLICANT – COMPLETE THIS SECTION ONLY *AFTER* YOU ARE HIRED

LAST NAME: ____________________ GIVEN NAMES: ____________________

DATE OF BIRTH: ____________________ SIN: ____________________

PERSON TO BE NOTIFIED CASE OF ACCIDENT OR EMERGENCY

NAME: ____________________ PHONE #: ____________________

ADDRESS: ____________________

FOR PERSONAL DEPARTMENT USE ONLY

INTERVIEW ☐ YES ☐ NO DATE: ____________________

RESULTS OF INTERVIEW:

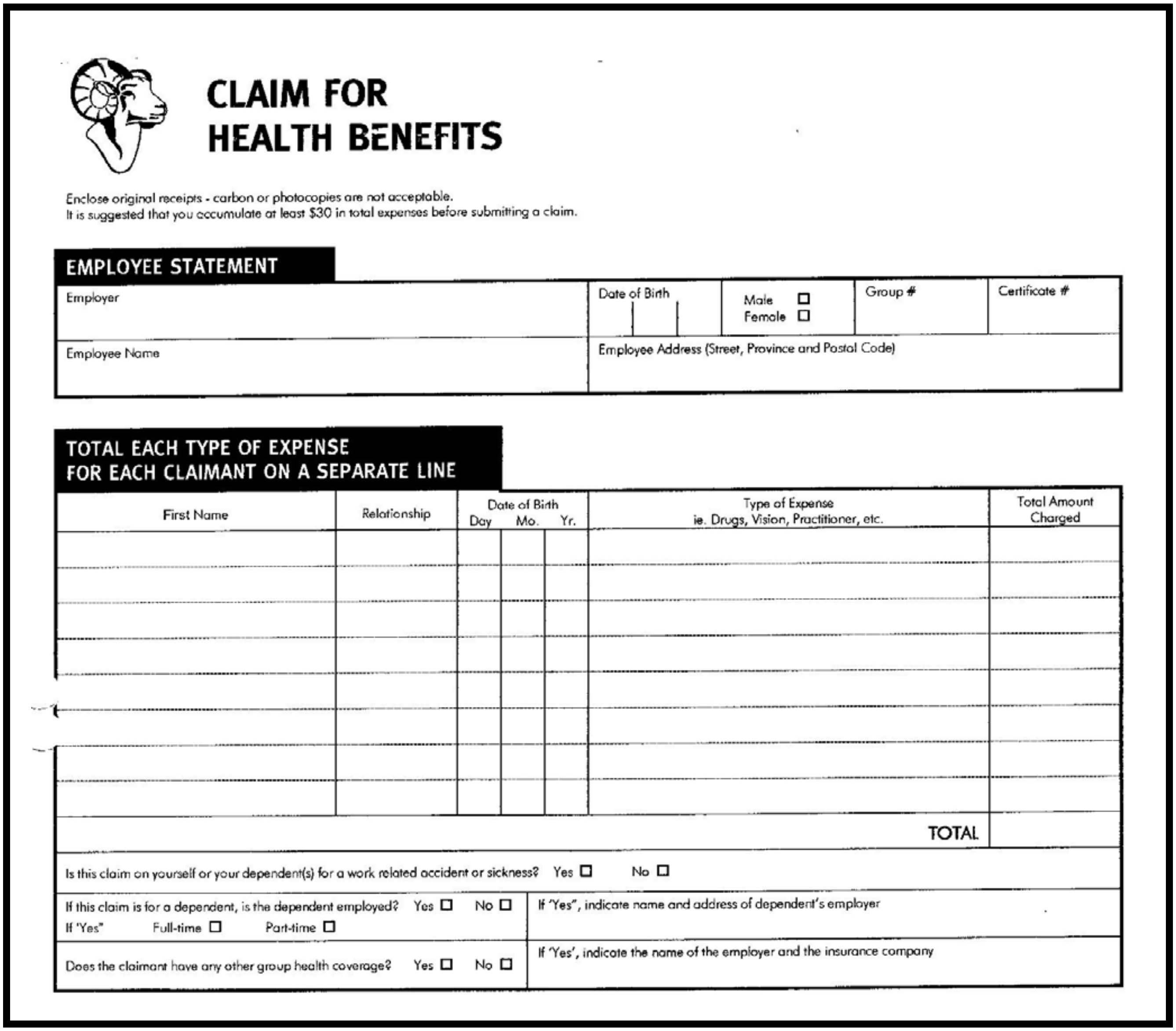
ACCEPTABLE FOR EMPLOYMENT: ____________ STARTING RATE: ____________

STARTING DATE: ____________________ DEPARTMENT: ____________

SHIFT: ____________________

CLOCK NUMBER: ____________________

INTERVIEWED BY: ____________________ APPROVED BY: ____________



CLAIM FOR HEALTH BENEFITS

Enclose original receipts - carbon or photocopies are not acceptable.
It is suggested that you accumulate at least $30 in total expenses before submitting a claim.

EMPLOYEE STATEMENT

Employer	Date of Birth	Male ☐ Female ☐	Group #	Certificate #
Employee Name	Employee Address (Street, Province and Postal Code)			

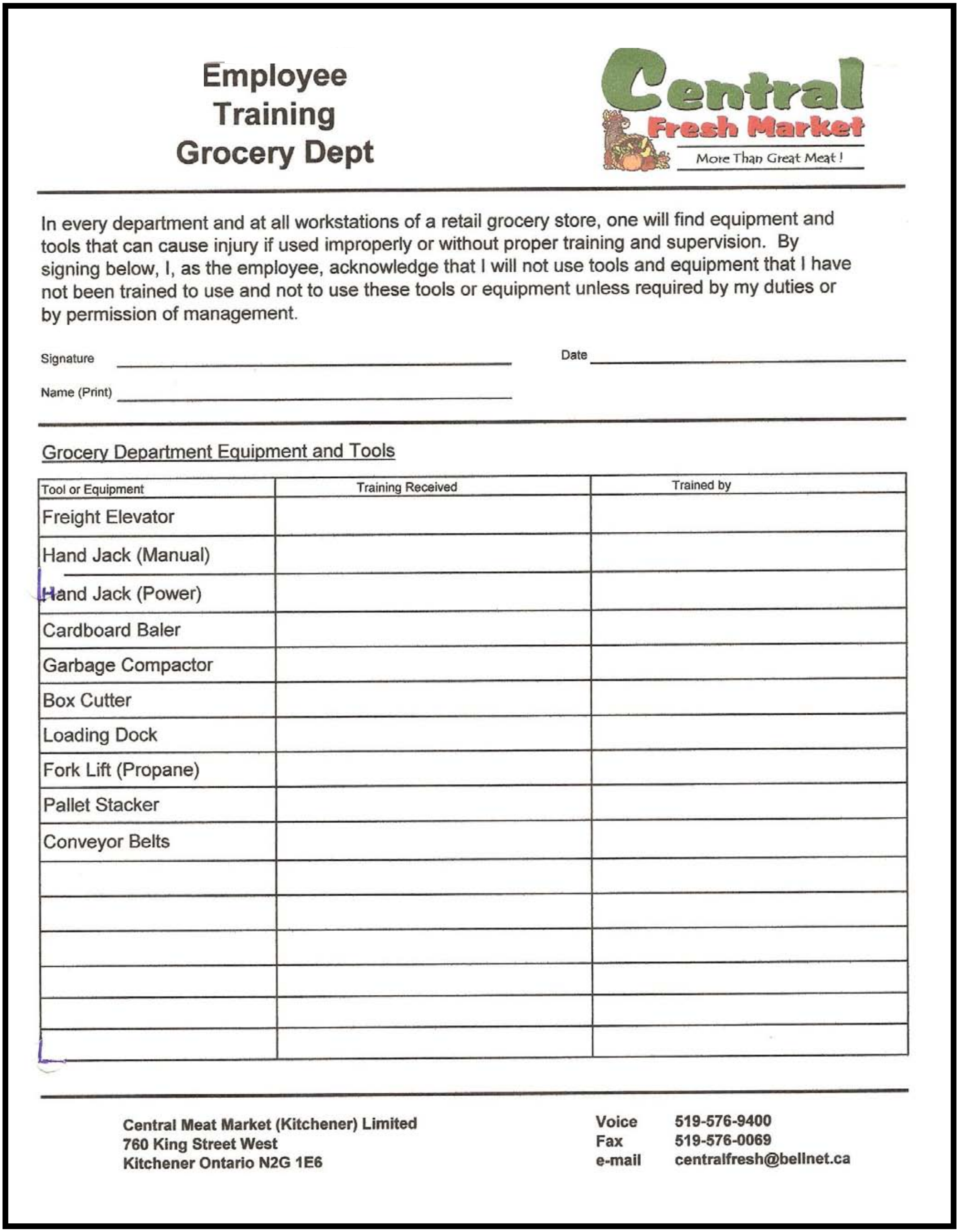
TOTAL EACH TYPE OF EXPENSE FOR EACH CLAIMANT ON A SEPARATE LINE

First Name	Relationship	Date of Birth Day	Mo.	Yr.	Type of Expense ie. Drugs, Vision, Practitioner, etc.	Total Amount Charged
					TOTAL	

Is this claim on yourself or your dependent(s) for a work related accident or sickness? Yes ☐ No ☐

If this claim is for a dependent, is the dependent employed? Yes ☐ No ☐
If 'Yes" Full-time ☐ Part-time ☐
If 'Yes", indicate name and address of dependent's employer

Does the claimant have any other group health coverage? Yes ☐ No ☐
If 'Yes', indicate the name of the employer and the insurance company



Employee Training Grocery Dept

Central
Fresh Market
More Than Great Meat !

In every department and at all workstations of a retail grocery store, one will find equipment and tools that can cause injury if used improperly or without proper training and supervision. By signing below, I, as the employee, acknowledge that I will not use tools and equipment that I have not been trained to use and not to use these tools or equipment unless required by my duties or by permission of management.

Signature ______________________ Date ______________________

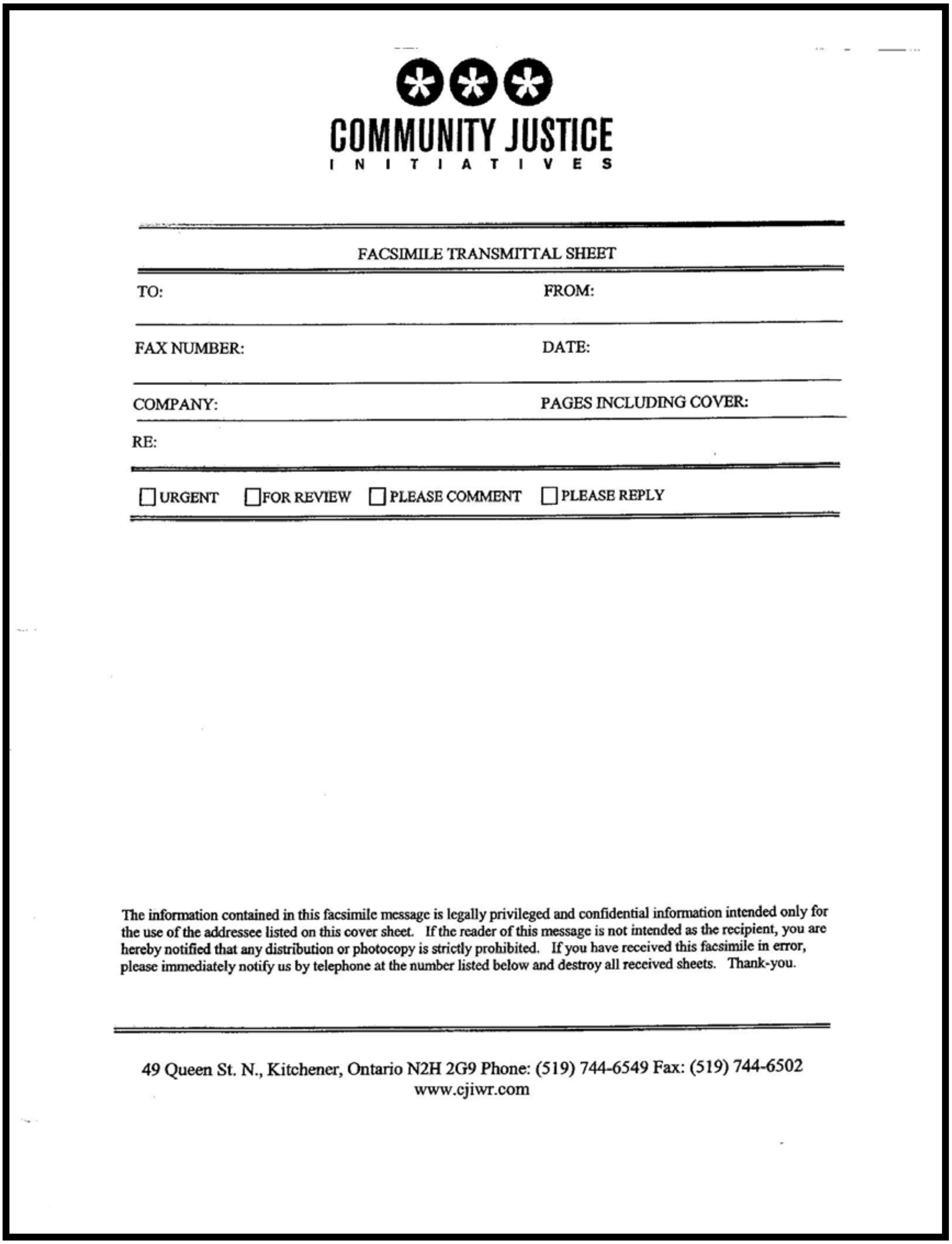
Name (Print) ______________________

Grocery Department Equipment and Tools

Tool or Equipment	Training Received	Trained by
Freight Elevator		
Hand Jack (Manual)		
Hand Jack (Power)		
Cardboard Baler		
Garbage Compactor		
Box Cutter		
Loading Dock		
Fork Lift (Propane)		
Pallet Stacker		
Conveyor Belts		

Central Meat Market (Kitchener) Limited
760 King Street West
Kitchener Ontario N2G 1E6

Voice 519-576-9400
Fax 519-576-0069
e-mail centralfresh@bellnet.ca



COMMUNITY JUSTICE
INITIATIVES

FACSIMILE TRANSMITTAL SHEET

TO:	FROM:
FAX NUMBER:	DATE:
COMPANY:	PAGES INCLUDING COVER:
RE:	

☐ URGENT ☐ FOR REVIEW ☐ PLEASE COMMENT ☐ PLEASE REPLY

The information contained in this facsimile message is legally privileged and confidential information intended only for the use of the addressee listed on this cover sheet. If the reader of this message is not intended as the recipient, you are hereby notified that any distribution or photocopy is strictly prohibited. If you have received this facsimile in error, please immediately notify us by telephone at the number listed below and destroy all received sheets. Thank-you.

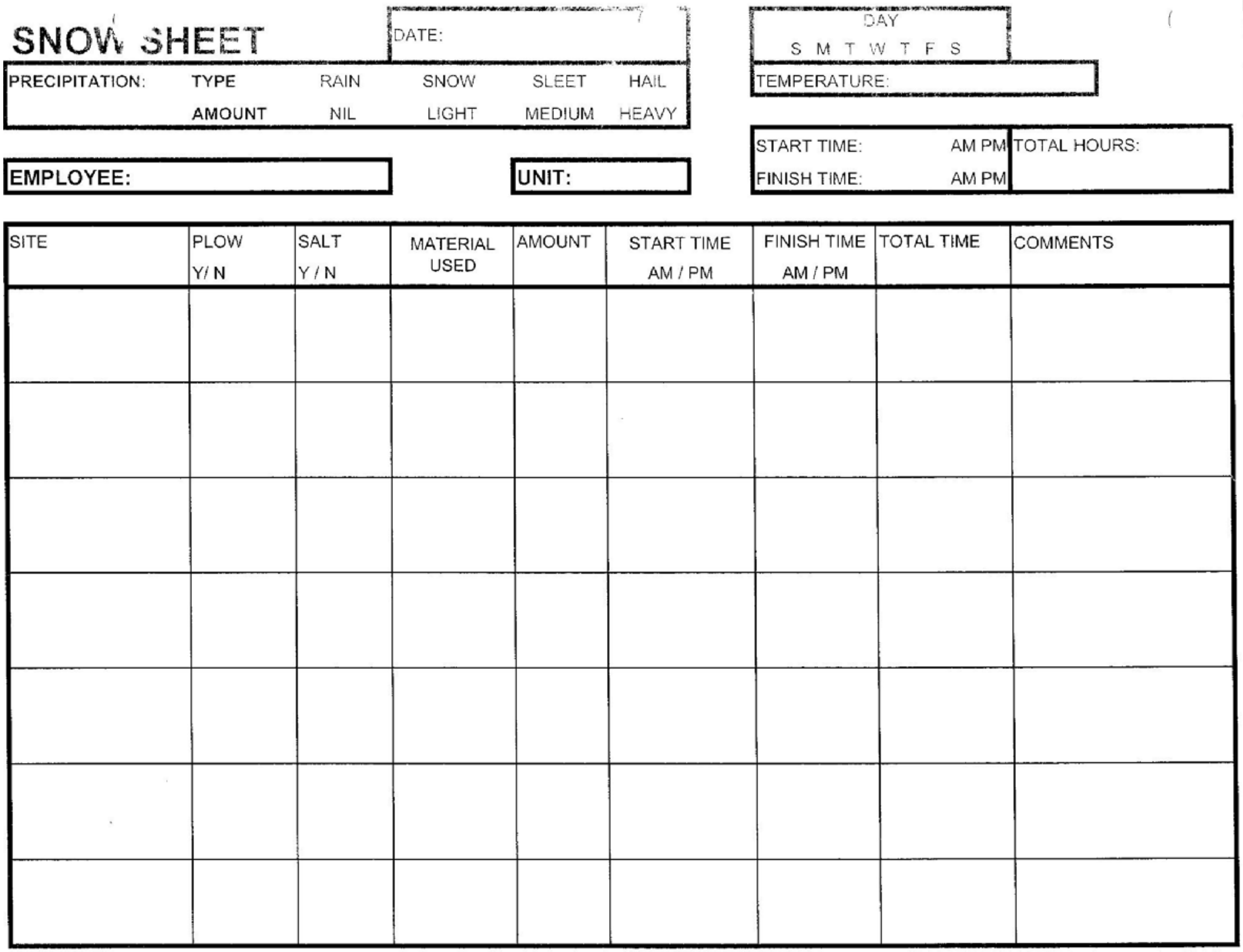
49 Queen St. N., Kitchener, Ontario N2H 2G9 Phone: (519) 744-6549 Fax: (519) 744-6502
www.cjiwr.com

I Worked This Much

Give each student a copy of the *I Worked This Much: Timesheet.*

Read aloud:

1. What is your name? Fill it in where it says **Employee Name**.
2. What is your **Company Name**? Fill it in using your choice of name.
3. Fill it in using today's date.
4. You started work at 3:00 pm. Fill in the **Start Time.**
5. You finished at 8:00 pm. Fill in the **Finish Time.**
6. You worked 5 hours altogether. Fill in the **Total Hours.**
7. When you left there was no salt in the salt shakers. Fill this in the **Comment** column.



SNOW SHEET

DATE:

DAY
S M T W T F S

PRECIPITATION: TYPE RAIN SNOW SLEET HAIL
AMOUNT NIL LIGHT MEDIUM HEAVY

TEMPERATURE:

START TIME: AM PM
FINISH TIME: AM PM

TOTAL HOURS:

EMPLOYEE:

UNIT:

SITE	PLOW Y/ N	SALT Y / N	MATERIAL USED	AMOUNT	START TIME AM / PM	FINISH TIME AM / PM	TOTAL TIME	COMMENTS

Filling in a Work Log

Give students each a copy of the Snow Sheet log.

Read aloud the directions.

- Circle the **DATE** box.
- Highlight the **DAY** box in green. Explain abbreviations
- Highlight the **TEMPERATUR**E box in red. Discuss range of winter temperatures
- where snow might fall.
- * Highlight the **TIME** **FINISH TIME** **TOTAL HOURS** boxes in yellow.
- Discuss what might go there. Give some examples.
- Print student name in **EMPLOYEE** box.
- Do not fill in **UNIT** box.
- Omit **MATERIALS USED** and **AMOUNTS** columns.
- Start time – when did you begin? Use the time our class began.
- Finish time – when did you end? Use the time now.
- Total time – add up from start to finish time.
- Comments – anything you want your boss to know. “Cars on road. Could not plow.” Or “Truck running badly. Check the truck.”

Discuss headings for remaining columns.

- Site = Where the job is done
- Salt Y N Y = Yes we did salt
  N = No we did not salt
- Plow Y N Y = Yes we did plow
  N = No we did not plow

Making a Claim

Brian Millar is working for Onward Manufacturing. He has been for a routine (not an accident) vision test and must put in a health benefit claim.

Go to the "Employee Statement" section:

- Brian was born on 5th of May, 1980.
- His group number is 120A.
- His certificate number is 30Z4.
- He lives at 16 Smith Avenue, Kitchener, Ontario, X0Z 404.

Go to "Total Each Type of Expense" section:

- He fills in the first 4 columns.
- The total amount charged was $124.00.
- He has no other health coverage.

Brian must send another item with this claim form.

- What is that item? [HINT: Look at the top left hand corner of the form.]

  ____

Fax It to Me

Complete the **Community Justice Initiative facsimile transmittal sheet** using the following information.

- Mr. Dave Smith is sending a fax to Mr. John Henry, Q.C.
- The Fax Number to which the sheet is being sent is 503-222-1111.
- Use today's date.
- The company is Bloggs & Son, Barristers & Solicitors.
- There are 4 pages you have been asked to fax.
- It is regarding Nathan Nathaniel's parole hearing.
- The boxes ☐ URGENT and ☐ PLEASE REPLY must be checked.

I Worked This Much: Timesheet

Employee Name: ____

Company Name: ____

Date	**Start Time**	**Finish Time**	**Total Hours**	**Comment**

Total Hours Worked:

Plowing For Dollars

George Banks is helping the company with snow removal. He must fill in the **SNOW SHEET**.

- Today is Tuesday February 12th, 2007
- There has been a heavy snow storm. Circle the words **heavy** and **snow**
- The temperature is -6° C. Fill in the temperature box.
- His Unit is #6. Fill in the unit box.
- He started snow clearing at 4:00 a.m. and finished at 7:30 a.m. Enter his **total hours** in the box.
- His first Site was King Street. He plowed but did not salt. He started at 4:00 a.m. and finished at 5:30 a.m. There was no other plow on the street. Enter the information in the correct columns.
- His second Site was I.M.E Parking lot. He started at 5:45 a.m. and finished at 6:30 a.m. He plowed and salted.
- Several cars had been left in the lot and were 'plowed in'. Enter the information in the **Comment** column.
- He plowed but did not salt Tait Street on his way back to base. He started at 6:45 a.m. and finished at 7:15 a.m. He arrived back at 7:30 a.m.

Note: George is not asked to fill in the Material Used or the Amount Columns.

DEMONSTRATION: INSTRUCTOR PAGE

Fill'er Up!

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Continuous Learning**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1

DEMO DESCRIPTION

An accident scenario is presented and the student must use the given information to fill in an accident reporting form. Locating correct area on the form is done using key words. The student is asked to problem solve, both in filling in the form, and in suggesting what could be done to prevent future accidents.

INSTRUCTOR NOTES

- Read form aloud if necessary.
- Provide *What I Have Learned and Skills Practised* from Evaluation section in this resource to link demonstration tasks with the Essential Skills.

With student

- Teach unfamiliar vocabulary from form, (injury, department, job, accident, nature of injury, specific, medical attention, emergency clinic, hospital, modified, conditions, environment, contributing, witness, prevent, supervisor, scheduled)
- Review use of key words in question to locate fields on form.

ACHIEVEMENT INDICATORS

- Completed an accident reporting form
- Problem solved finding correct fields for information entry
- Problem solved ways to prevent further injuries occurring
- Assessed own performance

Fill'er Up
TASK 1

You have been hurt! Yesterday, you slipped on some water that had spilled on the floor. Your right ankle began to swell, so you went to the emergency department at the hospital. The bone is not broken, but you have a bad sprain.

You will not have to be off work, but will require light duties for 1 week.

Your supervisor gives you an accident reporting form to fill in.

- Look at each heading. Can you match it to information below, using a key word?
- Ask someone to read it to you if needed.
- What can you do if you do not understand a word or question?

Fill in the accident reporting form.

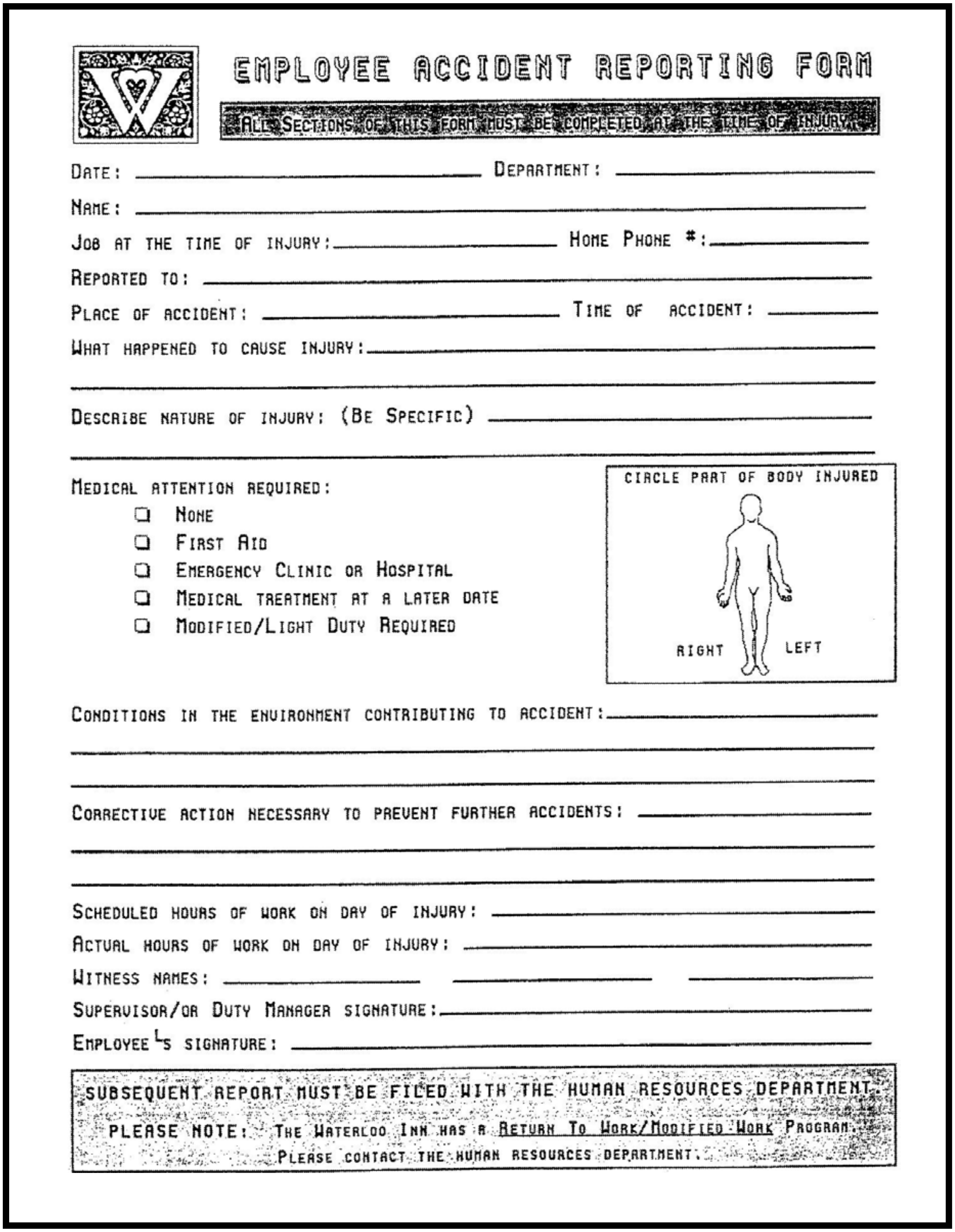
- Your name
- Your phone number
- Yesterday's date
- Grocery department, in aisle 7
- You were stocking shelves
- Reported to Jane Brewer
- Accident happened at 3:15 p.m.

Fill’er Up
TASK 1, cont.

- Your shift was from 3:00 p.m. – 9:00 p.m.
- Have 2 other people sign as witnesses.
- Have your instructor sign as supervisor
- What should be done to prevent an accident like this happening again?
- Who needs to get the “subsequent report”?

Fill'er Up

TASK 1, cont.



EMPLOYEE ACCIDENT REPORTING FORM

ALL SECTIONS OF THIS FORM MUST BE COMPLETED AT THE TIME OF INJURY

DATE: DEPARTMENT:

NAME:

JOB AT THE TIME OF INJURY: HOME PHONE #:

REPORTED TO:

PLACE OF ACCIDENT: TIME OF ACCIDENT:

WHAT HAPPENED TO CAUSE INJURY:

DESCRIBE NATURE OF INJURY: (BE SPECIFIC)

MEDICAL ATTENTION REQUIRED:

- ☐ NONE
- ☐ FIRST AID
- ☐ EMERGENCY CLINIC OR HOSPITAL
- ☐ MEDICAL TREATMENT AT A LATER DATE
- ☐ MODIFIED/LIGHT DUTY REQUIRED

CIRCLE PART OF BODY INJURED

RIGHT LEFT

CONDITIONS IN THE ENVIRONMENT CONTRIBUTING TO ACCIDENT:

CORRECTIVE ACTION NECESSARY TO PREVENT FURTHER ACCIDENTS:

SCHEDULED HOURS OF WORK ON DAY OF INJURY:

ACTUAL HOURS OF WORK ON DAY OF INJURY:

WITNESS NAMES:

SUPERVISOR/OR DUTY MANAGER SIGNATURE:

EMPLOYEE'S SIGNATURE:

SUBSEQUENT REPORT MUST BE FILED WITH THE HUMAN RESOURCES DEPARTMENT.

PLEASE NOTE: THE WATERLOO INN HAS A RETURN TO WORK/MODIFIED WORK PROGRAM.

PLEASE CONTACT THE HUMAN RESOURCES DEPARTMENT.

Fill’er Up
TASK 2

I Can Fill in Forms

I CAN	YES / DATE
I can find requested areas on a form. • Name • Address • Phone number • Other personal information	
I can fill in a time sheet.	
I can fill in a work log.	
I can fill in a job application form • Personal information • Work experience • Education • Skills • Interests	
I can fill in a form that asks questions.	
I can follow instructions given on a form.	
I know when to ask for help with a form.	

DEMONSTRATION ASSESSMENT

Fill'er Up!

Student:____________________________

Instructor:__________________________

Date:______________________________

Total Time for Demonstration:_______

Help Given? _____Yes _____No
Details:___________________________

Accommodations?: _____Yes ____No
Details:___________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Completed an accident reporting form			
• Problem solved finding correct fields for information entry			
• Problem solved ways to prevent further injuries occurring			
• Assessed own performance			

ADDITIONAL COMMENTS

Succeeding in the Workplace: Personal and Interpersonal Skills

Succeeding in the Workplace: Personal and Interpersonal Skills

Social skills, or “soft” skills, are very important in the workplace. These are often what determine whether an employee succeeds or fails in getting or keeping long term employment. Students are probably familiar with the concept of team, and team players, from the sporting world. The ideas of mutual responsibility and commitment and mutual benefit are transferrable to workplace teams.

Practice makes perfect. The more a person is exposed to potential social situations in the workplace, the more likely he or she is to handle them appropriately when they occur.
This unit contains lots of role playing opportunities. Working With Others is a key Essential Skill. The instructor needs to give instruction and feedback, not just on the content of the social interaction, but also on the body language, facial expression, voice, and mannerisms. Make a Social Skills folder for each student. They will be making memory aids to help with practising the various social interactions. You may want or need magazines, computer clip art, etc to help in making these charts.

The learning activities are longer in this unit than in some of the others. It is important to explore a topic fully and in context rather than in little bits. You may need to spend several sessions on a single learning activity; for instance, respect in the workplace is a major concern. It is necessary to understand what constitutes respect, harassment, exploitation, etc. Then it is important that students understand that the rights of everyone must be safeguarded, not just their own. They need to practise expressing their feelings in a situation that makes them uncomfortable, or to seek understanding when someone else says that the student is making them uncomfortable.

Demonstration Tasks are often in the form of making choices or judgements about given behaviours. Unlike many demonstrations which are performed ‘solo”, the intent is to encourage discussion about appropriate responses with the instructor and each other.
Because the unit is quite long and involved, it has sub-sections. Each section has its own Demonstration.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Understanding of role play – a way to practise behavioural or oral skills
- Sequence – must be able to remember a short sequence of commands
- Telling time
- Understanding simple scheduling
- Some awareness of the elements of personal hygiene
- Some knowledge of how to read simple charts and flow charts
- Understanding of what a commitment is
- Brainstorming techniques

OBJECTIVES

Students will

- Be aware of the difference in behaviour expected in a workplace from those acceptable in private situations;
- Take responsibility for their appearance and behaviour at work;
- Use appropriate body language at work, respecting others' space and feelings;
- Have appropriate verbal skills to introduce themselves, to participate in conversation, to ask questions, and to apologize;
- Know what are appropriate topics for conversation in the workplace, including jokes and gossip;
- Be sensitive to others' feelings;
- Understand what harassment is, and know some steps in dealing with it;
- Problem solve in personal situations that arise at work;
- Be able to order their own tasks in a work situation when given a series of things to do;
- Understand what making a commitment to a community, the environment, an employer, and co-workers would mean;
- Look at safety and training issues as they relate to job sites and equipment;
- Fill in charts and answer written questions;
- Participate in group discussions and in role plays.

MATERIALS

- Chart paper, markers, highlighters
- Magazines or catalogue to find pictures for posters
- Parts of a typical work uniform, including hairnet or hat, rubber-soled or steel-toed shoes
- Access to computer for possible Internet use
- Clock
- Overhead projector and transparency facilities

VOCABULARY

- Apologize / apology
- Appropriate
- Body language
- Charities
- Clean
- Commitment
- Community
- Criticism
- Dignity
- Environment
- Equipment
- Ethnic
- Excellent
- Eye contact
- Flexible
- Gender
- Gossip
- Harassment
- Hygiene
- Improve
- Inappropriate
- Libel
- Neat
- Needs improvement
- Polite
- Practise / practice
- Problems
- Racial slur
- Respect
- Respectful
- Responsible
- Safety
- Satisfactory
- Schedule
- Self-advocacy
- Sexual harassment
- Social skills
- Uniform
- WHMIS
- Willing to learn
- Workplace

RESOURCES

- www.textileaffairs.com/guide.htm is very helpful with full explanations of laundry symbols: You could use this to discover the exact meaning of individual laundry tags if a printed explanation is not on the tag
- Local employers may have printed policy guides that deal with expected behaviour at work. Speak to them.
- *Time* in this manual for students who are uncomfortable with telling or managing time

#	Activity Description	ESSENTIAL SKILLS																
					N						TS							
		RT	DU	W	MM	SBA	MC	DA	NE	OC	PS	DM	JTPO	SUM	FI	WWO	CU	CL
WORKING WITH OTHERS																		
1.	Conversational skills	1	1	1						2	1	1		*		*		*
2.	Body Language									2	2	2		*		*		*
3.	Problem solving		1	1						2	1	1	2	*		*		*
4.	Apologizing	1	1	1						2	2	2		*		*		*
5.	Respect in the workplace	1	1	1						2	2	1		*		*		*
6.	Accepting criticism	1	1	1						2	2	1		*		*		*
7.	Gossip	1	1							2		2		*				*
8.	Jokes									2		2		*				*
9.	Appropriate topics	1	1							2		2		*				*
D.	On the Job	1	1							2	2	2		*		*		
EMPLOYEE RESPONSIBILITIES																		
10.	Good timekeeping	1	1	1						2	2	1		*				*
11.	Flexibility	1	1	1						2	2	1		*				*
12.	Politeness	1	1	1						2	2	1		*				*
13.	Respect and responsibility in teamwork	1	1	1						2	2	1		*				*
14.	Taking time off	1	1	1						2	1	1		*				*
15.	Clean and neat		1	1						2	1	1		*				*
16.	Willing to learn		1	1						2	2	1		*		*		*
D.	I am responsible	1	1	1						2	1	1		*				*
EMPLOYER RESPONSIBILITIES																		

#	Activity Description	ESSENTIAL SKILLS																
					N						TS							
		RT	DU	W	MM	SBA	MC	DA	NE	OC	PS	DM	JTPO	SUM	FI	WWO	CU	CL
17.	What is a commitment		1	1						2	2	1		*		*		*
18.	Commitment to community									2	2	1		*				*
19.	Responsibility to the environment									2	2	1		*				*
20.	Training	1	1							2	2	1		*		*		*
21.	Time off									2	2	1		*				*
22.	Dignity and respect	1	1							2	2	1		*		*		*
D.	We’re committed to you	1	1	1						2	2	1		*				

Working With Others

Working With Others as a separate Essential Skill recognizes the importance of interpersonal relationships in a workplace. Obviously, good personal skills are the foundation of successful interpersonal skills.
This section allows the students to practise common interpersonal interactions, often through role play. Problem solving and decision making, along with oral communication, are the major components of good interpersonal relationships.

LEARNING ACTIVITIES

1. CONVERSATIONAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision making 1
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Chart paper and markers
- Folders labeled *Social Skills* for each student
- Photocopier (colour?)

Explain the accepted way of participating in a conversation (1 to 1)

- Make eye contact. Model
- Nod and say Yes or Okay from time to time so that you appear interested. Model
- Ask Questions. Model
- Repeat what you have to do. Model
- Thank the person or end the conversation in a polite way.

Create together a memory poster of these steps, inviting students to choose icons to represent each step (for example, an eye for making eye contact).

- Post this in the room.
- Read often.
- Perhaps make a smaller copy for each student to keep in a folder labeled “Social Skills”.

Role play situations which involve participating in a conversation.

2. BODY LANGUAGE

- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Supplies for creating poster

Discuss the meaning of “body language”.

Have the students show what happy, unhappy, aggressive, sullen, expressions might be.

- Include facial expression, stance, movement, distance, etc.
- Have students guess each other’s mood.

Make up a game where one student is to show a given mood or emotion and another guess.

- Instructor can whisper the mood or emotion in the student’s ear, or can make up cards if the reading level is appropriate.

Discuss voice – loudness, speed, forcefulness etc as contributing to the meaning of the communication.

These should be included in all feedback in subsequent learning activities.

Have students create a page for their folders about body language.

- They could first make a large one all together to be posted, and then have it photocopied (reduce size to fit folder).

3. PROBLEM SOLVING

- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 2
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Chart paper and markers
- Teaching Aid: *I Have a Problem*

Discuss how they might solve a problem that arises at work.

- Who would they go to?
- How would they approach that person?
- When would be a good time?
- When would not be a good time?

Make a ‘rule chart’.

- Decide whom you should ask.
- Choose your time when you should approach this person.
- Explain your problem.
- Listen to what the other person has to say.
- Repeat what you heard.
- Say thank you and return to work.

Copy onto a smaller sheet for students, or have students copy into their own Social Skills folder.

For additional practice with Problem Solving, use Teaching Aid: *I Have a Problem.*

- Role play the situations.
- Add more of your own.

4. APOLOGIZING

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Chart paper and markers

Discuss if students have ever made a mistake or had to apologize to a friend, a parent or another person?

- How did it feel?
- Was it difficult to do?
- How did they go about apologizing?
- Has anyone ever had to apologize to them for something?

Discuss how they might handle making an apology for something at their workplace.

- Go to the person you need to apologize to
- Ask if it is a good time to speak with him/her
- Explain your behavior and what you did or did not do
- Offer your apology
- Listen to what the person says
- Thank them for listening to you.

Create a memory aid for inclusion in Social Skills folder and for posting and practising.
Remember that apologies are not always received well, but that they must be made to make things right.

Role-play several possible workplace scenarios where an apology might be necessary. (customer service, with colleague, with boss.)

5. RESPECT IN THE WORKPLACE

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Teaching Aid: *Cara: Respect in the Workplace Policy* (3 pages)

Discuss the idea that all people are entitled to be treated with dignity at home, at work, at school and at play. People are also to be free of verbal, racial, physical and sexual harassment.

- Discuss what each of these terms means.

Ask if they have ever experienced any form of harassment?

- How did they feel?
- What did they do about it?
- Have they ever called someone a name? Is that Okay?
- Have they every talked badly about someone because they have looked or acted differently? Is that Okay?

Explain that most companies have a policy, which deals with respect in the workplace. Read aloud the Teaching Aid: *Cara- Respect in the Workplace Policy* to the students.

- Explain as you read it, asking for questions as you read.
- Reinforce the steps of what to do if they are being harassed..
  - Say no
  - Seek guidance (help)
  - File a formal complaint

Write steps in Social Skills folder under the heading "Being Harassed". Explain that this is part of "self-advocacy" and will help them not be taken advantage of.

Make sure the students know how to do the 3 steps. Role play a situation in which they

- Are being harassed and must tell the other person how they feel and ask them to stop
- Are accused of offending or harassing, and must apologize (seeking explanation of what they are doing wrong so that it can be corrected)
- Must ask their supervisor for help if their own attempts have failed (after either of the above situations)
- Must make a formal complaint, knowing who can help them write the complaint. (They should know how to make and keep any record of incidents – note 2nd bullet at bottom of CARA policy)

Remind them that everyone has the right to be respected – it is a two way street. They might not have intended to offend or hurt someone, but the person may have felt it anyway and an apology and change of behaviour is called for.

6. ACCEPTING CRITICISM	Materials:
Reading Text 1 **Document Use 1** **Writing 1** **Oral Communication 2** **Thinking Skills** ° Problem Solving 2 ° Decision Making 1 ° Significant Use of Memory **Working With Others** **Continuous Learning**	Teaching Aid: *I've Been Told*

Explain that criticism is hard to take sometimes but we all need to learn from it.

Ask if anyone has ever been criticized?

- Was the criticism well meant?
- Was it deserved?
- What did they do about it?

Introduce the idea of accepting criticism in a positive way.

- Remember to make eye contact as you did in the other activities.
- Listen carefully to the criticism before saying anything.
- Ask any questions you need to for further information.
- Explain what you did or offer an apology.
- Ask for suggestions to help you improve for the next time.
- End the conversation politely

Create a memory tool as in previous activities and put in Social Skills folder; post and review frequently.

Use the Teaching Aid: *I've Been Told* as a role-playing experience

7. **GOSSIP**	**Materials:**
- **Reading Text 1** - **Document Use 1** - **Oral Communication 2** - **Thinking Skills** ° Decision Making 2 ° Significant Use of memory - **Continuous Learning**	- Student Activity Sheet: *Have You Heard?*

Discuss what the term “gossip” means.

Ask the following:

- Have you ever talked about somebody behind their back?
- Have you ever told something “juicy” about someone to another person?
- Has anyone ever spread stories about them, true or untrue?
- How did it make you feel?
- Is this kind of talk helpful, especially in a workplace.

Emphasize that gossip is NOT acceptable in a work situation: it is a form of harassment and definitely shows lack of respect.

Use the Student Activity Sheet: Have You Heard?

8. **JOKES**	**Materials:**
- **Oral Communication 2** - **Thinking Skills** ° Decision Making 2 ° Significant Use of Memory - **Continuous Learning**	- Chart paper & markers

Invite students to tell their favourite jokes.

- Make a list of them on chart paper.

Now discuss the appropriateness of each joke for the workplace.

- Emphasize that some jokes may be OK in certain situations, but not in others.
- Explain that although comedians make racial, gender, age, and ethnic jokes, these are NEVER appropriate in a workplace.
- Why not?

9. APPROPRIATE TOPICS

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Decision Making 2
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Student Activity Sheet: *Let's Talk* (3 pages)

Ask what they think it is OK to talk about at work.

- A great place to go to eat at lunch;
- A question you have about the task you are doing

Ask what is not OK.

- Your diarrhea last night
- The affair your husband is having;

Ask when it is OK to "chat".

- On break
- When all the work is done and no one is in the store;

When is it not OK?

- When your co-worker is trying hard to type a letter.
- When a customer is waiting for service.

Have students make a "Let's Talk" chart for their folders.

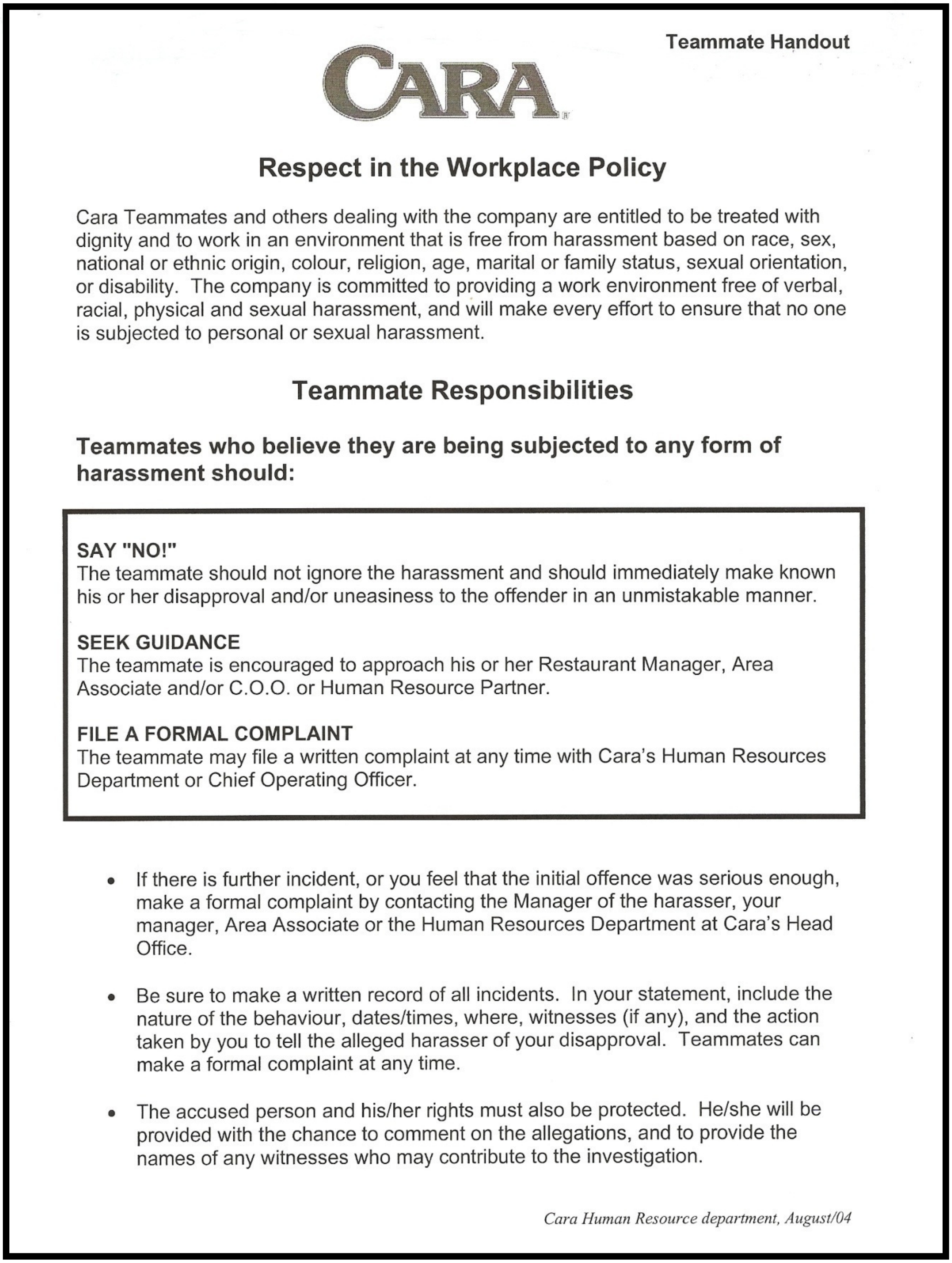
- Use the ideas on the Student Activity Sheet: *Let's Talk* to get started.
- Add more of your own.

I Have a Problem

Use these situations as samples for role playing asking a supervisor for help with a problem.

**Make sure each person has a turn to speak. [Hint: You might want to write out a script before you role play].

1. You got into an argument with a co-worker. Your language was not appropriate. You must go to your supervisor to explain what happened. The co-worker must come too.
2. All week bats have been flying into your house at night. This is a health hazard for your young children. You need to find another place to live in a hurry. You don't know how you are going to concentrate on your job with this hanging over your head.
3. You have tried and tried, but can't get the hang of the new cash registers.
4. One of your co-workers wears really strong perfume and it is giving you headaches.
5. You have been asked by your crew chief to operate the meat slicer. You have never done this before, and don't want to risk losing a finger, but the crew chief has said if you don't do it that you will be letting everyone down.



Teammate Handout

CARA

Respect in the Workplace Policy

Cara Teammates and others dealing with the company are entitled to be treated with dignity and to work in an environment that is free from harassment based on race, sex, national or ethnic origin, colour, religion, age, marital or family status, sexual orientation, or disability. The company is committed to providing a work environment free of verbal, racial, physical and sexual harassment, and will make every effort to ensure that no one is subjected to personal or sexual harassment.

Teammate Responsibilities

Teammates who believe they are being subjected to any form of harassment should:

SAY "NO!"
The teammate should not ignore the harassment and should immediately make known his or her disapproval and/or uneasiness to the offender in an unmistakable manner.

SEEK GUIDANCE
The teammate is encouraged to approach his or her Restaurant Manager, Area Associate and/or C.O.O. or Human Resource Partner.

FILE A FORMAL COMPLAINT
The teammate may file a written complaint at any time with Cara's Human Resources Department or Chief Operating Officer.

- If there is further incident, or you feel that the initial offence was serious enough, make a formal complaint by contacting the Manager of the harasser, your manager, Area Associate or the Human Resources Department at Cara's Head Office.
- Be sure to make a written record of all incidents. In your statement, include the nature of the behaviour, dates/times, where, witnesses (if any), and the action taken by you to tell the alleged harasser of your disapproval. Teammates can make a formal complaint at any time.
- The accused person and his/her rights must also be protected. He/she will be provided with the chance to comment on the allegations, and to provide the names of any witnesses who may contribute to the investigation.

Cara Human Resource department, August/04

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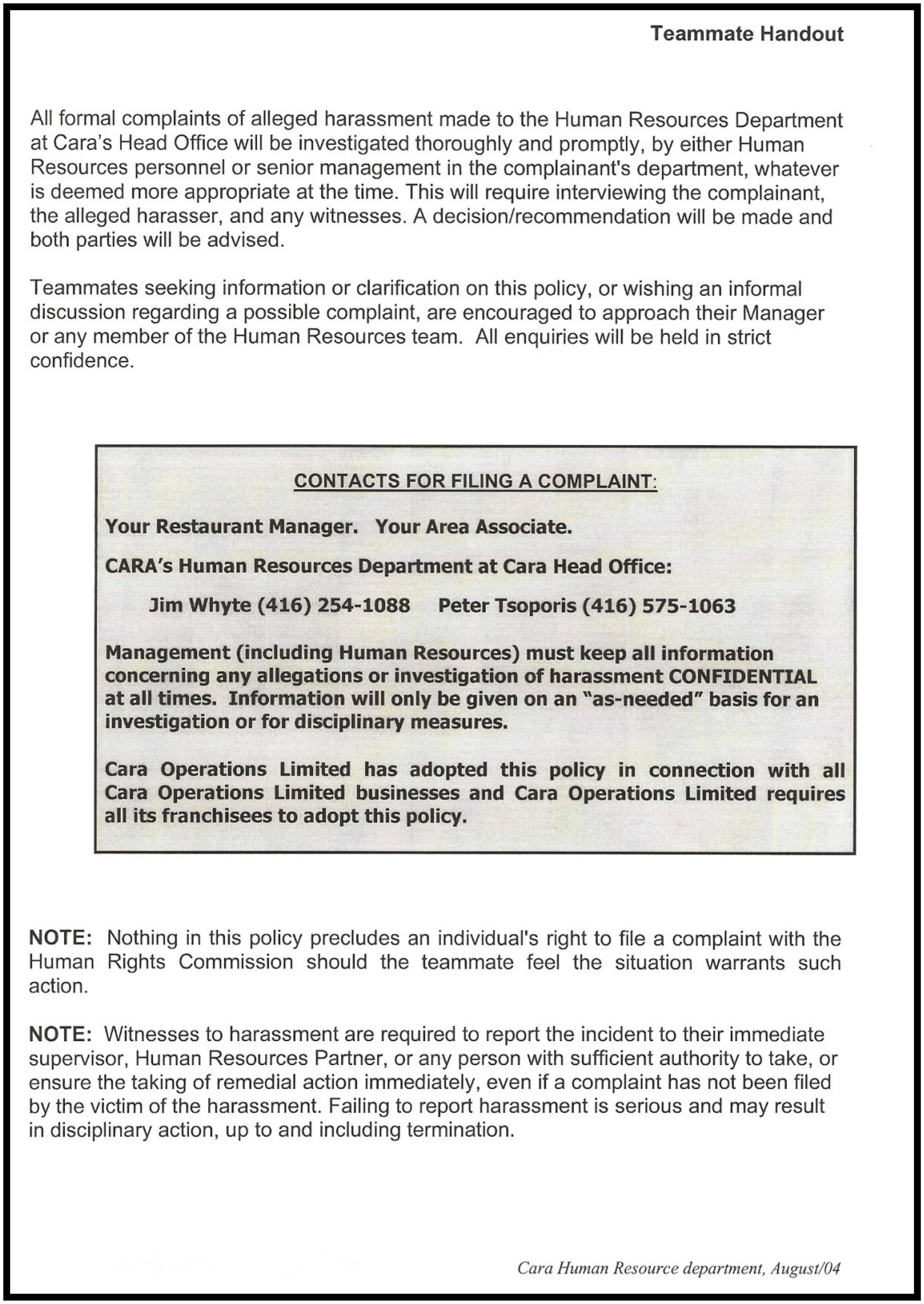

Teammate Handout

All formal complaints of alleged harassment made to the Human Resources Department at Cara's Head Office will be investigated thoroughly and promptly, by either Human Resources personnel or senior management in the complainant's department, whatever is deemed more appropriate at the time. This will require interviewing the complainant, the alleged harasser, and any witnesses. A decision/recommendation will be made and both parties will be advised.

Teammates seeking information or clarification on this policy, or wishing an informal discussion regarding a possible complaint, are encouraged to approach their Manager or any member of the Human Resources team. All enquiries will be held in strict confidence.

CONTACTS FOR FILING A COMPLAINT:

Your Restaurant Manager. Your Area Associate.

CARA's Human Resources Department at Cara Head Office:

Jim Whyte (416) 254-1088 Peter Tsoporis (416) 575-1063

Management (including Human Resources) must keep all information concerning any allegations or investigation of harassment CONFIDENTIAL at all times. Information will only be given on an "as-needed" basis for an investigation or for disciplinary measures.

Cara Operations Limited has adopted this policy in connection with all Cara Operations Limited businesses and Cara Operations Limited requires all its franchisees to adopt this policy.

NOTE: Nothing in this policy precludes an individual's right to file a complaint with the Human Rights Commission should the teammate feel the situation warrants such action.

NOTE: Witnesses to harassment are required to report the incident to their immediate supervisor, Human Resources Partner, or any person with sufficient authority to take, or ensure the taking of remedial action immediately, even if a complaint has not been filed by the victim of the harassment. Failing to report harassment is serious and may result in disciplinary action, up to and including termination.

Cara Human Resource department, August/04

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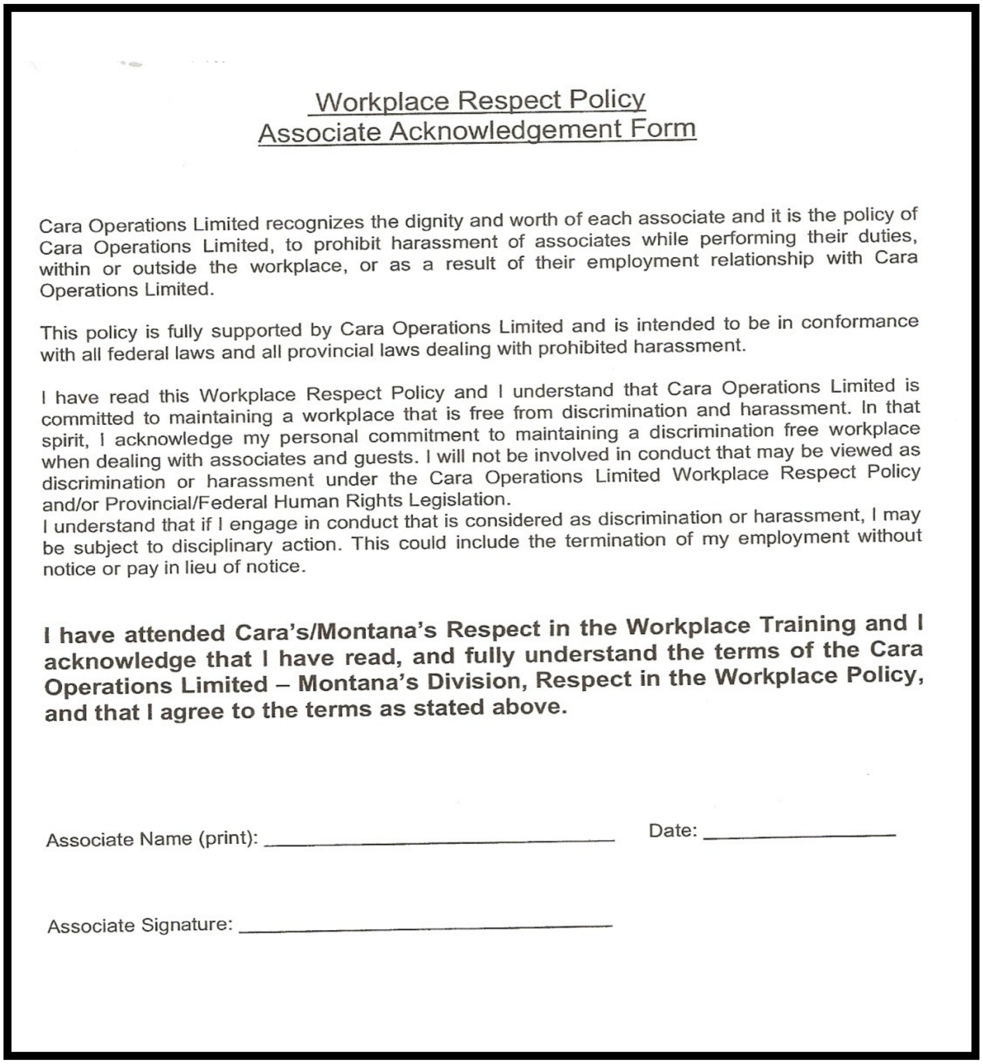


Workplace Respect Policy
Associate Acknowledgement Form

Cara Operations Limited recognizes the dignity and worth of each associate and it is the policy of Cara Operations Limited, to prohibit harassment of associates while performing their duties, within or outside the workplace, or as a result of their employment relationship with Cara Operations Limited.

This policy is fully supported by Cara Operations Limited and is intended to be in conformance with all federal laws and all provincial laws dealing with prohibited harassment.

I have read this Workplace Respect Policy and I understand that Cara Operations Limited is committed to maintaining a workplace that is free from discrimination and harassment. In that spirit, I acknowledge my personal commitment to maintaining a discrimination free workplace when dealing with associates and guests. I will not be involved in conduct that may be viewed as discrimination or harassment under the Cara Operations Limited Workplace Respect Policy and/or Provincial/Federal Human Rights Legislation.
I understand that if I engage in conduct that is considered as discrimination or harassment, I may be subject to disciplinary action. This could include the termination of my employment without notice or pay in lieu of notice.

I have attended Cara's/Montana's Respect in the Workplace Training and I acknowledge that I have read, and fully understand the terms of the Cara Operations Limited – Montana's Division, Respect in the Workplace Policy, and that I agree to the terms as stated above.

Associate Name (print): ______________________ Date: ______________

Associate Signature: ______________________

Used with permission of Cara Operations Ltd.

"I've Been Told"

Boss: That table is not clean. I see grease marks on it. Please do it again.

You: [*Nod*]. May I say something?

Boss: Go ahead.

You: I have gone over it several times, but the cleaner in my spray bottle seems to be very watery.

Boss: Perhaps you should go and get a new bottle.

You: That's a good idea. I'm sure it will work much better. Thank you.

Boss: Good. I'll check later.

Have You Heard?

Colour the gossip red.

Did you hear that the boss is flirting with Jean? He has the hots for her!

I bet Jack is late for work all the time because he has a drug problem.

Helen is pregnant. I wonder if she knows who the father is!

I don't think we should talk about Sally when she is not here.

You don't know that is true, so don't tell it to others!

Bryce is so fat! I heard that he broke a seat at the movies last week.

Let's Talk

1. Cut out each conversation.
2. Paste each into the correct column on the Let's Talk chart.
3. Discuss your reasons with your instructor

Let's talk about the hockey game last night. What do you think of the score?

Have you ever had sex? What was it like? Have you tried kinky stuff?

Where did you go for your holiday last year?

We went to a good movie last night. Have you seen it?

I like girls with big bosoms. Do you?

I'm going to try to make chili tonight. Does anyone have a recipe?

I barfed all last night. It was yellow. Must have been the hot dog with mustard!

I had so much gas, I could have filled an air balloon. I could still let one rip. Do you want to hear it?

Do you have any pets?

How long have you worked here?

Let's Talk, cont.

My grandmother is coming this weekend. She is such a neat lady. We always go to cool restaurants.

Does your husband / wife snore? Mine keeps me awake all night! He / she sounds just like a pig.

I've got a big scar from my surgery. It goes from my neck to my belly button. Want to see?

My husband is so mean to me. He does terrible things. Let me tell you about it.

I saw the boss at a bar last night. Was he ever drunk!

I heard a really gross joke. Let me tell you.

My underwear is riding up. I have got a big wedgie!

Look at her dress! It looks like she is trying to look like she is 16, not 46.

Let's Talk!

OK	NOT OK

DEMONSTRATION: INSTRUCTOR PAGE

On the Job

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 2**
- **Working With Others**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory

DEMO DESCRIPTION

Students will ask questions for job clarification, record the questions and role play. Problem solving, apologizing, handling criticism, and advocating on their own behalf will be demonstrated through role plays and the completing of charts. Focus is on appropriate communication in workplace situations.

INSTRUCTOR PLANNING NOTES

- Read scenarios aloud when appropriate
- PARTICIPATE in this demo – the student must explain reasons to you for choices made, and you are part of the role plays the student must do
- Provide *What I Have Learned and Skills Practised* from Evaluation section in this resource to link demonstration tasks with the Essential Skills.

With student

- Review appropriate behaviours when interacting with others on the job, body language as well as verbal.

ACHIEVEMENT INDICATORS

- Made appropriate choices
- Solved problems
- Filled in a checklist
- Asked appropriate questions
- Role played "real job" scenarios
  - Understood nature of problem
  - Chose appropriate way to respond
  - Used good body language
  - Used voice well
  - Showed respect
- Assessed own performance

On the Job: Do I Understand?
TASK 1

Sean has started his work at the fast-food restaurant and has been told that he must do the following:

- stack small plates on the right shelf
- stack large plates on the bottom left hand shelf
- stack all cups upside down in the left of the dishwashing machine

He needs to make sure that he understands the instructions.

1. Ask 2 questions that Sean might ask to make sure he understands.

2. Role play with your instructor or job coach.

On the Job: When Do I Work?
TASK 2

Sean is now given his work schedule. He is told that he will work Thursday 5 p.m. until closing, and Friday 5 p.m. until 9 p.m. He might have to work Saturday afternoon.

1. Ask 2 questions Sean might ask to make sure that he understands his schedule.

2. Role play with your instructor or job coach.

On the Job: Getting to Know You
TASK 3

Sean has been put on a work team. He tries to get to know each team member. He remembers the rules he learned about having a conversation.

1. Role play with your instructor or job coach.

2. Sean asks the following questions:
    - What is your name?
    - How long have you worked here?
    - Is this your first job?
    - What do you like best about working here?

3. Now your instructor, or job coach, will ask you the questions, and you will play the part of team member.

On the Job: Problem Solving
TASK 4

Sean is given the job of tidying the washroom. He notices that there are no paper towels and that the soap dispenser is empty. He must ask his manager for the keys to the storeroom.

- How should Sean behave in this situation?
- Put a check mark in the correct column.

Situation	Right	Wrong
He interrupts the manager when he is talking to a customer.		
He goes and takes the key from the office without permission.		
He waits until the manager is free and able to speak with him.		
He gives up and doesn't bother to replace the soap and paper towel.		
He tells another team member to go and tell the manager to fill the paper towels and soap.		

On the Job: I'm Sorry
TASK 5

Role play each of the scenarios.

Pay attention to
- Body language
- Facial expression
- Voice
- Mannerisms

Remember the steps for apologizing.

1. You are collecting carts from the parking lot at the supermarket. You are pushing a long line of them towards the store. You accidentally run into the back of an elderly lady.
    - You need to apologize for running into her.

2. Your job is clearing tables at a restaurant. Your co-worker can't leave until you arrive. You are late getting to work because you slept in and missed your usual bus.
    - You need to apologize for being late.

On the Job: I'm Sorry
TASK 5, cont.

3. You are taking a break and are having a coffee with a co-worker in the cafeteria. You are describing what happened at the ball game last night and you have used several unacceptable words. Your co-worker is offended.
    - You need to apologize.

4. You were clearing tables and stacking cups on a tray. As you went to the kitchen, you dropped the tray by accident and several cups got broken. You got really upset and used inappropriate language as you walked away angrily.
    - You need to apologize to your supervisor.

On the Job: Something is Bothering Me
TASK 6

Lyle has been feeling uncomfortable at work because some co-workers have been talking about him and laughing at him during break time.

- What should he do? What action should he take?
- Put a check mark in the correct column.
- Explain your reasons to your instructor.

Action	Right	Wrong
He should ignore it.		
He should get back at them by calling them names or playing tricks on them.		
He should punch out the one with the biggest mouth!		
He should politely ask them to stop.		
He should get together his own 'gang'.		
He should report it to his supervisor.		
He should ask for a meeting with his supervisor and the one(s) involved.		
He should stop coming to work.		

On the Job: The Boss is Angry
TASK 7

Alan was talking to his friend during coffee break. He had not finished his photocopying job before the break as he was supposed to. (His boss said he needed the materials for a meeting at the end of the day.)

Alan and his friend were so busy talking about the hockey game, that they were 20 minutes late in returning to work.

Alan's boss was very angry and told Alan that he was disappointed in his behaviour.

- Role play the conversation between Alan and his boss.

On the Job: I'll Do Better Next Time
TASK 8

- Choose the correct response.

Criticism	Right	Wrong
You are late back from break. You apologize.		
The job was to be done by 3 p.m. You argue that nobody told you that!		
A team member went home early. The job did not get done because of that. The boss is annoyed. You explain.		
The manager says that you are not cleaning the tables correctly. You call him an idiot, put down your cloth and walk away!		
A customer says his fries are cold. You say 'Too bad' and walk away.		
A co-worker says you smell. You forgot to wear deodorant. You apologize and go to your locker and apply some.		

On the Job: I Can Work with Other People
TASK 9

I CAN	YES / DATE
I can have a conversation with a co-worker or a friend.	
I can show respect towards others in the workplace.	
I can decide if a joke is appropriate for the workplace or not.	
I can decide what conversations are appropriate in the workplace.	
I can accept criticism in a positive manner.	
I can apologize when necessary.	
I can ask others for help when necessary.	
I can use body language and facial expression appropriately.	
I can use the correct tone of voice when talking with others.	

DEMONSTRATION ASSESSMENT

On the Job

Student:___________________________

Instructor:_________________________

Date:_____________________________

Total Time for Demonstration:_______

Help Given? _____Yes _____No
Details:__________________________

Accommodations?: _____Yes ____No
Details:__________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory
- **Working With Others**

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Made appropriate choices			
• Solved problems			
• Filled in a checklist			
• Asked appropriate questions			
• Role played “real job” scenarios ° Understood nature of problem ° Chose appropriate way to respond ° Used good body language ° Used voice well ° Showed respect			
• Assessed own performance			

ADDITIONAL COMMENTS

Employee Responsibilities

A good employee demonstrates certain common characteristics. An employer expects these. The learning activities in this section allow students to explore what these characteristics are and to assess their own level of performance. The demonstration is like a performance review that is a common practice in the workplace.

LEARNING ACTIVITIES

10.GOOD TIMEKEEPING	**Materials:**
• **Reading Text 1** • **Document Use 1** • **Writing 1** • **Oral Communication 2** • **Thinking Skills** ° Problem Solving 2 ° Decision Making 1 ° Significant Use of Memory • **Continuous Learning**	• "Managing Time" Learning Activities 73-83 in the *Time* unit it this manual. • Teaching Aid: *What an Employer Expects* (enlarge one and make copies for each student) • Markers

Discuss why it would be important they they be on time for a job.
- There might be shift change and someone else is waiting to leave.
- Another team member might not be able to start his or her job if they are not there.
- Other ideas.

Ask if it is acceptable to arrive at work early.
- How early is reasonable. (an hour? 15 minutes?)

Ask how they would plan to arrive on time at the workplace.
- Know how long it would take to travel.
- Know what time to leave home, etc.
- See "Managing Time" Learning Activities 73-83 in the *Time* unit it this manual.

Use Teaching Aid: *What an Employer Expects.*
- Enlarge and post
- Fill in details as you teach them.
- Give each student a copy of the Teaching Aid.
- Have students copy the points you put on the large poster.

11.FLEXIBILITY

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
    - Significant Use of Memory
- **Continuous Learning**

Materials:

- Teaching Aid: *What an Employer Expects*
- Markers

Discuss the meaning of flexible and flexibility in relationship to their behavior. (not physical)

Ask if they have ever been in a situation where they had to be flexible. (change a date to meet someone, change time to do something, change what they will cook for supper, etc.)

Ask what kind of situations in the workplace would require flexibility.

- Co-worker sick and must go home.
- Machine breaks down so can't complete a job.
- Lots of people in the checkout lines and only 2 cashiers.
- Etc.

Continue to fill in the large copy of the Teaching Aid: *What an Employer Expects.* Students should fill in their own copies.

12.POLITENESS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Teaching Aid: *What an Employer Expects*
- Markers

Discuss what it means to be polite.

List a number of polite words in daily use.

- Please
- Thank you
- You’re welcome
- Excuse me
- Sorry , etc.

Discuss the situations in which they need to use these words.

Ask what body language would suggest politeness:

- Smile
- Respecting other people’s personal space
- Not touching others without permission, etc.

Discuss other polite behaviours:

- Not interrupting
- Not talking when someone else is
- Taking turns
- Holding doors for others
- Sharing, etc.

Ask what situations might require politeness in the workplace.

- Assisting an elderly customer to a chair.
- Asking for help from a co-worker.
- Waiting for your supervisor to be finished talking before asking your question.
- Assist a new team member on their first day of work.
- Dealing with a customer, etc.

Continue filling in the chart *What an Employer Expects* (both large and student copies).

13.RESPECT AND RESPONSIBILITY IN TEAMWORK

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Teaching Aid: *What an Employer Expects*
- Markers
- Student Activity Sheet: *A Good Team Member*
- Student Activity Sheet*: Respect and Dignity*

Discuss the idea of working as part of a team. (Think of sports teams)

- Each person has a special job that is important.
- Team members depend on and help each other.
- If one team member doesn't do his or her job well, the whole team looks bad.
- Team members respect each other as being equally important to the team.
- The team shares a common goal.

What are the benefits of team work? (the good things)

- Work more efficiently and quickly.
- Different people have different skills; no one has to do it all.
- Gives you a chance to meet others and to learn new things.
- Gives you a chance to help others and to get help when you need it, etc.

What are the drawbacks? (the not so good things)

- You like to do the whole job yourself.
- You don't like or get along with your co-workers.
- You don't like to rely on other people, etc.

Discuss the meaning of respect for others.

- Consider others' needs and feelings instead of just your own.

Discuss the meaning of responsibility to others

- Everyone in the workplace is connected: working for a common goal
- Part of respecting others is to behave responsibly oneself

Create a checklist of things that an employer would look for in a team member.

- Check your shift date and time; arrive on time
- Do your job well and be friendly
- Help others and clean up after yourself, etc.

Continue to fill in the Teaching Aid: *What an Employer Expects.*

Use Student Activity Sheets: *A Good Team Member* and *Respect and Dignity*.

14.TAKING TIME OFF

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Student Activity Sheet: *Time Off.*
- Teaching Aid: *What an Employer Expects*.

Tell students that part of being respectful towards others and working as a good team member is knowing when, and when not, to take time off.

Discuss that there are some things they will need to do during normal working time, but that they know well in advance and can give a lot of notice to the employer. (dentist appointment, regular doctor's appointment, wedding, etc.)

- How does advance notice help?(can schedule around the person)
- What else could they do to have the day off? (take vacation time)

Remind the students that taking unplanned time off is disruptive to an employer and to co-workers. However, it is necessary on occasion. Sometimes situations come up as a surprise and they may feel they cannot work.

Discuss what happens when a team member takes time off and does not let others know in advance.

- Someone else has to do extra work in the same amount of time.
- A job does not get done at all.
- The team routine is disrupted and changes significantly.

Discuss what happens when a team member takes time off but phones in in advance.

- The employer has a chance to get someone else to come in to cover the shift.
- The job gets done with no one bearing additional work.
- The team is able to function normally.

Discuss when taking time off would be acceptable.

- Illness
- Family emergency such as death in family

When would taking time off not be acceptable.

- Birthday.
- Offered tickets to a ball game.
- Don't feel like working. Weather is too nice to work, would rather go to the beach.

Use Student Activity Sheet: *Time Off* and continue to fill in Teaching Aid: *What an Employer Expects*

15.CLEAN AND NEAT

- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Magazines and newspapers
- Scissors & glue
- Chart paper
- Teaching Aid: *What an Employer Expects*.

Discuss what makes a person clean:

- Washing,
- Brushing teeth,
- Scrubbing fingernails,
- Shampooing hair,
- Clean clothes (or uniform).

Discuss what makes a person neat:

- Hair brushed,
- Clothes not wrinkled,
- Buttons and zippers working and fastened (as appropriate),
- Shoes clean and polished,
- Fingernails trimmed, etc.

Discuss what they need to have at home, or available to them, in order to keep clean and neat:

- Laundry facilities
- Personal care products (brush, comb, soap, etc.)

Using magazines or newspapers, find pictures of people who look clean and neat and of others who do not. Make a collage to display.

Explain why cleanliness and neatness would be important to an employer.

- Ask whether they would rather be served lunch by someone who is clean and neat or by someone who is dirty and untidy.

Discuss the reasons why employers choose to have employees wear uniforms at work:

- Safety (rubber-soled shoes, steel-toed boots, hairnets, aprons, etc.)
- Everyone looks the same and “smart”.
- Easy to see if a uniform is clean.
- Easy for customer to identify an employee.
- Advertising the company, etc.

Continue to fill in the Teaching Aid: *What an Employer Expects.*

16.WILLING TO LEARN

- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Teaching Aid: *What an Employer Expects*.

Discuss what the term “willing to learn” means.

Ask how they can show this willingness:

- Attitude.
- Willingness to make mistakes and learn from them.
- Offering assistance to others.
- Asking questions.
- Accepting criticism.

Ask students what makes them willing to learn in the workplace:

- Support from co-workers and supervisor.
- Non-judgemental environment.
- Rewards and incentives.

Discuss the situations they might encounter at work where they need to learn something:

- New task,
- New piece of equipment or machinery.
- Mistake in performing a task.
- Criticism on an employee review form, etc.

Discuss how they should ask for training or for suggestions on improvement.

- Make up situations and role play.
- Discuss how the person shows a willingness to learn.

Continue to fill in Teaching Aid: *What an Employer Expects*.

What an Employer Expects

Time Off

Politeness

Good Timekeeping

Flexibility

Clean and Neat

Respect and Responsibility

Willing to Learn

A Good Team Member

A GOOD TEAM MEMBER	YES	NO
Checks shift time		
Comes to work late		
Finishes the job well		
Cleans up		
Helps others		
Takes a lot of breaks		
Is angry because he/she doesn't like the job		
Is friendly towards others		
Asks for help when he/she needs it		
Smiles and does his/her best		
Parties late the night before work and is tired too sick to work in the morning		
Talks about others behind their backs		
Praises co-workers for a good job		
Often misses a shift		
Plans appointments around his/her work schedule		
Is always clean and neat when he/she arrives		
Watches others to learn how to do new jobs		
Agrees to switch shifts so a co-worker can attend a funeral		
Has a positive attitude		
Swears when he/she makes a mistake		
Refuses to wear the company uniform		

Respect and Dignity

Decide which are respectful, and which are not respectful, comments. Cut each comment out and put it in the correct column.

Jean, that is a lousy job of floor cleaning. You are a lazy, good-for-nothing person.	I can see that you tried your best. Believe me; it will get easier as time goes on.
Jim, could you please come and give me a hand with this?	Thank you for your hard work today. I appreciate it.
Hey, Fatty. Get yourself over here.	I am sorry your little boy is sick again. Is there anything I can do to help?
Hey, Newfie. There is an English class at the local Y. Why don't you join and learn how to talk properly?	Jean, I'm sure the floor will look much better if you go over it again. Thanks
You can't be a very good mother if your child is sick again. What on earth are you doing to him?	For goodness sake, I will have to do this all over again myself. I don't know why they ever hired you to work here!

Respect and Dignity

Respectful	Not Respectful

Time Off

Put a check mark in the column to indicate if it is appropriate to ask for time off in the given situation.

Situation	**Yes**	**No**
It is your birthday.		
Your friend suddenly has a ticket to take you to a ball game this afternoon, but you are scheduled to work.		
Your grandmother has died and the funeral is tomorrow.		
You ate too much last night and don't feel like working today.		
You have a dentist appointment in two weeks time.		
The school calls. Your child has been taken to emergency and you want to go to her.		
It is a beautiful day and you want to go to the beach. It is too hot to work anyway.		
There is a sale on shoes at the mall and you want to get there before the good ones have been taken.		
You had an argument with someone at work yesterday, and you don't want to go today.		
Your dog ate the bus transfer.		

DEMONSTRATION: INSTRUCTOR PAGE

I Am Responsible

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Continuous Learning**
- **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Significant Use of Memory

UNIT DESCRIPTION

The student makes choices about employee behaviours and attitudes. The student is rated on the points discussed and practiced in the Learning Activities, over a 10 day period, as in a performance review, and will discuss the results with the instructor.

INSTRUCTOR PLANNING NOTES

- Photocopy charts
- Some students may need to have the scenarios read orally to them
- Provide *What I Have Learned and Skills Practised* from the Evaluation section of this resource to link demonstration tasks with the Essential Skills.

With student

- Discuss appropriate way to receive criticism and suggestions in a performance review

ACHIEVEMENT INDICATORS

- Made appropriate choices based on scenarios and responsibilities
- Problem solved
- Filled in a checklist
- Discussed a performance review
- Handled suggestions and criticism appropriately
- Assessed own performance

I Am Responsible

TASK 1

Decide whether each situation is right or wrong. Put a check mark in the correct box. You may read this alone or with your instructor, or someone may read the situations to you.

RESPONSIBILITY	RIGHT	WRONG
Good Timekeeping		
• I don't care if I'm only 5 minutes late.		
• I'm always on time, so today I'll sleep in.		
• My other team members are relying on me to be on time. I have to leave now.		
• Sam was late yesterday, so I can be late today.		
Flexibility		
• That's not my job. I'm not helping her.		
• Yes, I can come in an hour earlier tomorrow.		
• I am finished. Can I help you now?		

I Am Responsible

TASK 1, cont.

RESPONSIBILITY	RIGHT	WRONG
Politeness		
• Get it yourself. Are your legs painted on! Can't you see that it is over there?		
• Does it look as if I have nothing to do!!		
• Let me hold the door for you, sir.		
Respect and Responsibility		
• Look at that fat man. He doesn't need another burger.		
• Will this table be OK for you? Perhaps your walker will fit in there.		
• Kids are so noisy. People with kids should eat at home.		
• I'm tired. I'll just leave the trays here for someone else to wipe.		
• I'll check my shift start time before I leave.		
• No one will notice if I don't empty that garbage can.		
Time Off		
• I need to attend my grandmother's funeral.		
• My friend wants me to go shopping.		

I Am Responsible

TASK 1, cont.

RESPONSIBILITY	**RIGHT**	**WRONG**
Clean and Neat		
• My uniform has a few spots on it and it smells a bit, but who cares? No one will really notice.		
• I'll wash my shirt before I go to bed. That way it will be dry in the morning.		
• Working in the garden has made my fingernails chipped and stained. I'll give myself a manicure when I get home from working at the office tonight.		
Willing to Learn		
• I already know how to do it! Don't tell me again.		
• Reading staff memos is a waste of time.		
• I'm not sure how to fill the ketchup bottle. Would you help me please?		
• I don't get paid enough to do that. Ask the manager.		

I Am Responsible
TASK 2

Have your Instructor rate you on each commitment for the next 10 class days.

N – Needs Improvement S – Satisfactory E – Excellent

HOW DO YOU CHECK OUT?

RESPONSIBILITY	1	2	3	4	5	6	7	8	9	10
Good Timekeeping										
Politeness										
Flexibility										
Respect and Responsibility										
Time Off										
Neat and Clean										
Willing to learn										

Discuss the results with your instructor. Then, answer the questions below.

How can I improve? Are there things I need to practise?

-
-
-

Instructor’s signature:________________________

Student’s signature:__________________________

Date:_______________________

DEMONSTRATION ASSESSMENT

I Am Responsible

Student:___________________________

Instructor:_________________________

Date:_____________________________

Total Time for Demonstration:_______

Help Given? _____Yes _____No
Details:__________________________

Accommodations?: _____Yes ____No
Details:__________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Made appropriate choices based on scenarios and responsibilities			
• Problem solved			
• Filled in a checklist			
• Discussed a performance review			
• Handled suggestions and criticism appropriately			
• Assessed own performance			

ADDITIONAL COMMENTS

Employer Responsibilities

Just as an employer expects certain behaviours from employees, so too employees deserve certain commitments from their employers. Students will explore what these are and learn how to ask for what they need.

LEARNING ACTIVITIES

17.WHAT IS A COMMITMENT?

- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Student Activity Sheet: *My Commitments*

Discuss the word commitment?

- What does it mean?
- What does making a commitment to somebody mean?
- Have they ever made a commitment to someone? Tell about it.

Instructors make a commitment to students. Tell the students the commitment you have made to them.

Talk about the commitments that students make to the instructor and to their fellow students. Brainstorm the ideas and put them on chart paper.

Draw a mind map on the board / chart paper and enter the things you commit to. Read together. You could use the diagram on the Student Activity Sheet: *My Commitments.*

Ask students to choose some of the ideas from the brainstorming and ask them to make a similar chart.

- You can use Student Activity Sheet: *My Commitments* .
- You can do it as a small group exercise or with an individual student.
- This can become a sort of class contract to guide behavior, attitudes, etc.

Explain that businesses make commitments to their owners or shareholders, their employees and to the community. They may make commitments to other things too:

- They may commit to donate to a certain charity;
- They may commit to contribute to the protection of the environment, etc.

18.COMMITMENT TO COMMUNITY

- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials: None

What is a community? What helps a community to grow in a healthy way?

- Employment,
- Places to stay,
- Clean environment,
- Businesses,
- Hospitals,
- Parks & recreation centres
- Schools, etc.

Everyone in a community makes a commitment to it in some way.

- How do you help your community?
- What is your commitment to it?

Businesses make commitments to the community. How do they do that?

- Sponsor or participate in community events,
- Make rooms available for meetings,
- Hire local people,
- Provide day care facilities on site,
- Contribute to charity, etc.

19. RESPONSIBILITY TO THE ENVIRONMENT

- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
    - Significant Use of Memory
- **Continuous Learning**

Materials: None

Looking after the environment is important.

- Why?
- Discuss.

Ask what things they do to help keep the environment clean and healthy? List on chart paper.

- Recycle bottles, paper, etc.
- Walk to nearby places.
- Take a bus or ride a bike to work.
- Turn off lights in rooms not in use.
- Save water. E.g. When brushing your teeth, turn off the water while brushing and turn it back on to rinse.

Businesses make a commitment to the environment too.

- Why would it be important for businesses to clean up their work areas? Discuss.
- Ask what things an employer might do to help protect the environment.
    - Reduce amount of packaging on their products.
    - Use recycled materials.
    - Turn off some lights or reduce energy use in other ways.
    - Plant trees or shrubs around the workplace for shade.
    - Cut down on food waste.
    - Provide recycling bins at the workplace, etc.

20. TRAINING

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
    - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Teaching Aid: *Workplace Questions Role Play*

Ask students what training means.(teaching to develop skills.)

Discuss WHMIS training as one skill. WHMIS and safety training should be provided for all employees in all jobs. This is a legal responsibility of the employer.

What other kinds of training might there be? For example,

- If they were working as a housekeeper, they would need to be shown how to set up a room for new guests.
- If they were working with a machine or tool, they would need to be taught how to operate it.

Explain that training may be delivered in many ways:

- They may be shown how to do something;
- They may be given a manual or other paper outlining the steps to take;
- They may participate in training classes.

Explain that the training location also varies:

- Sometimes training happens at the workplace;
- Sometimes it occurs at home, and
- Sometimes it is at another location.

Discuss what a company could offer its employees for job specific training.

- Workshops
- Incentives
- Job shadowing
- Information regarding moving up in the company

A company should be able to answer your work-related questions, such as

- Whom to call about benefits
- Pay information
- What forms are required
- Is overtime mandatory, etc.

Use Teaching Aid: *Workplace Questions Role Play.*

** The sector manuals cover job-specific skills. A fuller discussion of the Essential Skill “Continuous Learning” is in the Essential Skills unit in this manual.

21. TIME OFF

- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Computer with Internet access

Review the points in Learning Activity 14 .

Tell the students that not only does the employee have responsibilities when asking for or taking time off, but an employer has responsibilities too in giving time off to the employee.

Explain to the students that the employer has certain labor laws that must be followed. When they start work, they should be given information about the laws as they relate to their job in this company. This is often part of an “orientation” on the first day. If this information is not shared in the first week or two, then they should politely ask their supervisor about such things as

- Length of break time,
- Length of lunch time,
- Overtime
- Holidays
- Statutory holidays,
- Dental plans, etc.

Since the law changes frequently, you may need check some of these on your provincial Ministry of Labour website. Search for “Employment standards”.

22. DIGNITY AND RESPECT

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Chart paper and markers

Review Learning Activity 13.

Explain to students that their supervisor or employer is also responsible for treating them, and all employees, with respect and dignity.

Ask what it could mean to be treated with respect and dignity by the employer.

- Small company:
  - Knows your name
  - Is able to answer your questions personally
  - Flexible scheduling
  - Offers help if you are having problems
  - Provides a clean, safe working environment
  - Provides training, uniform (maybe), tools you need for the job
  - Other ideas?
- Larger company
  - Provides a good team-oriented working environment
  - Provides a supervisor to help with problem solving
  - Explains who to go to for help
  - Has a process for filing complaints
  - Offers training, through courses
  - Has a recreation or leisure group
  - Provides a clean, safe working environment
  - Provides training, uniform (maybe), tools you need for the job
  - Other ideas?

Discuss options with the students on how to handle a problem if they are feeling disrespected or taken advantage of by a co-worker or a supervisor.

What should they do if the company policy is the problem?

Create a poster about Respect and Dignity. Include ideas from both Learning Activity 13 and this one.

Workplace Questions Role Play

Role Play 1

There is a new photocopier in the office. You need to learn how to use it.

- Role play with your instructor, or with another student.

Role Play 2

You need to have major dental work done. You want to know if this is covered by your benefits and if so, what forms you need to have completed by the dentist.

- Role play with your instructor, or with another student.

Role Play 3

You are interested in becoming the line foreman because an opening will be coming up soon. You want to be sure you have all the skills necessary.

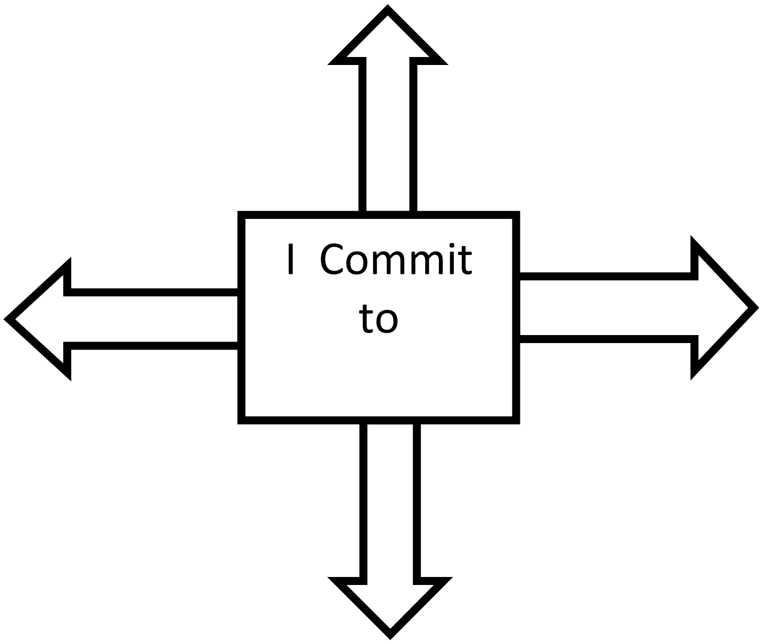
- Role play with your instructor, or with another student.

Role Play 4

You are asked to cover someone else’s job while that person is on sick leave. You don’t know what that person does.

- Role play with your instructor, or with another student.

My Commitments



DEMONSTRATION: INSTRUCTOR PAGE

We're Committed to You

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory

DEMO DESCRIPTION

Students will fill in a chart rating the instructor or tutor's commitments to them in the learning environment, using "Always, Sometimes, and Never".

Results of the survey are to be discussed with the instructor or tutor, and the student is expected to appropriately ask for changes that he or she feels should be made. (Self-advocacy).

INSTRUCTOR NOTES

- Provide *What I Have Learned and Skills Practised* from the Evaluation section of this resource to link demonstration tasks with the Essential Skills.

With student

- Review filling in a rating chart
- Review self-advocacy
- Read aloud if necessary
- Discuss results

ACHIEVEMENT INDICATORS

- Completed rating chart
- Discussed results with instructor / tutor
- Asked appropriately for changes if necessary
- Assessed own performance

We're Committed to You
TASK 1

Commitments are made to you here.

- Look at the chart.
- Rate how well you think your instructor or tutor has met the commitments.
- Discuss the results and if you feel that something has been unfair, or that a commitment is not being met, ask appropriately. You must tell the instructors or tutors what you need from them.

We're Committed to You
TASK 1, cont.

Commitment	**Always**	**Sometimes**	**Never**
I get help when problems arise			
My privacy is respected			
I am not afraid to make mistakes, because I am not judged, but am encouraged to learn from them			
I feel safe here			
I am accepted as a member of a team			
I am encouraged to express my opinion			
I have been told what to do in case of an emergency			
When I arrive late with a good reason for being late, I am excused			
My instructor is flexible with regard to my individual needs			
I am treated as an adult with dignity and respect			

We're Committed to You
TASK 1, cont.

My instructors give me the learning materials and lessons I need in order to be successful			
I am part of setting my own goals and training plan			
I am allowed to participate in my evaluation process			

DEMONSTRATION ASSESSMENT

We're Committed to You

Student:___________________________

Instructor:_________________________

Date:_____________________________

Total Time for Demonstration:_______

Help Given? _____Yes _____No
Details:__________________________

Accommodations?: _____Yes ____No
Details:__________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Completed rating chart			
• Discussed results with instructor / tutor			
• Asked appropriately for changes if necessary			
• Assessed own performance			

ADDITIONAL COMMENTS

Messages

Messages

An employee will often be asked to take messages, especially telephone messages, while a co-worker, supervisor or employer is unavailable. The suggestions in this unit provide the student with practice in writing down telephone messages. Further examples may be found in the **Clerical** manual. In some situations, the telephone message may have to be delivered orally. There is opportunity, in this unit, for the practice of this skill.

Practice makes perfect. Give students the opportunity to record the information from a phone message on the message pad every day for a couple of weeks till the skill is truly learned.

Students may also have to deliver a message to a person who is "away from the phone" and will have to leave a phone message.

Receiving, forwarding, replying to, and sending e-mail messages are also included.

PREREQUISITE AND ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Simple sentence writing
- Some role play experience
- Reads and writes numbers
- Reads and writes times and dates
- Basic computer skills: opening, accessing the Internet or email

OBJECTIVES

Students will

- Record information received orally on a message pad
- Takes a phone message accurately
- Relay simple messages orally
- Leave a message in voice mail
- Use appropriate language when giving a message
- Read and understand a simple memo
- Participate in role plays to practise message skills
- Receive, forward, reply to, and send simple e-mail

MATERIALS

- Tape recorder
- Old telephone
- Message pads
- Pens, pencils, chart paper, markers
- Clock
- Calendar
- Computer with Internet and e-mail access

VOCABULARY

- Address
- Address book
- Answering machine
- Call
- Business
- Company
- Compose
- Computer
- Date
- E-mail
- Employee
- Field
- Forward
- Hotmail
- Gmail
- Internet
- Listen
- Message
- Password
- Received
- Repeat
- Reply
- Returned
- Send
- Spam
- Subject
- Supervisor
- Telephone
- Time
- Type
- Username
- Virus
- Virus scanner
- Yahoo

RESOURCES

- *Succeeding in the Workplace: Personal and Interpersonal Skills* in this manual for practicing appropriate language
- *Time* in this manual for skills reading dates and times
- Memory games, especially oral
- *Taking Telephone Messages* and *Making Telephone Calls* in the **Clerical** manual for further practice.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Message experience									2	2	1		*		*		*
2.	Role play	1	1	1						1	1	1		*		*		*
3.	More practice		1	1						1	1	1		*		*		*
4.	Passing on a message orally									1	2	2		*		*		*
5.	Leaving a voice mail message	1	1							2	2	2		*		*		*
6.	Reading a memo	1	1							1	1	1		*	1			*
7.	Writing a memo	1	1	1						1	2	1		*			1	*
8.	E-mail									1	1	1		*				*
9.	E-mail address		1	1						1	1	1		*				*
10.	Receiving e-mail		1							2	1	1		*			1	*
11.	Reply or forward		1							2	1	1	1	*			1	*
12.	Sending an e-mail		1	1						2	1	1	1	*			1	*
D	Rring-rring	1	1	1			1			1	2	2	1	*				

LEARNING ACTIVITIES

1. MESSAGE EXPERIENCE

- **Oral Communication 2**
- **Thinking Skills**
  - Problem solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Teaching Aid: *What Do You Need?*
- Variety of message pads
- Standard “pink” message pad
- Overhead and transparency of message pad

Discuss with student what happens at home when a person phones for them and they are not available?

- Do they always get the message?
- Is it always accurate?
- Do they have enough information, or must they call the person back?
- What could happen if they don’t get the message?

Explain that in a business situation, it is always important to pass a telephone message on to the appropriate person. Why?

Tell them that if they are ever asked to take the telephone messages at work, they should have certain items beside them, so that they can take an accurate message.

- What might these things be?
- Refer to Teaching Aid: *What Do You Need?*
- Why would each of these items be important to have at hand?

There are many types of Message Pads. Show a variety.

- Most contain the same information. It may be placed in a different order, but it will be there.
- Ask what they could use at home if they don’t want to buy a message pad? (A simple pad of paper – make sure to include the necessary information.)

Refer to Teaching Aid: *Message Pad.*

- Discuss each section.
- What should you put in each section?
- Have students work through a sample together.
- Make up a situation together.
- Have each student keep this sample as a reference.

Show the smaller “pink” version and copy the above information on to it.

Each day, give the students a phone message for practice.

2. ROLE PLAY

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Student Activity Sheet: *It's Jack Calling*
- Teaching Aid: *Message For*
- Small "pink" message pad

Role play an activity. Use Student Activity Sheet: *It's Jack Calling* as your role play sample.

- Have students take turns reading the script, one playing the part of the caller, the other playing the part of the employee.
- Reverse roles.

Using the same role play information, have students enter the information on to the overhead message pad (use Teaching Aid: *Message For)*; then transfer this to the regular sized message pad.

Role play various scenarios following the above steps.

Discuss that the information may not be given over the phone in the same order as it appears on the message pad.

3. MORE PRACTICE

- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Message pad
- Teaching Aid: *When the Phone Rings*
- Tape recorder

Use Teaching Aid: *When the Phone Rings.*

Role play these scenarios, having students record the information on the message pad.

***You may want to prerecord the message on a tape recorder. You could record this as a conversation, enlisting the help of another student or instructor to role play with you. The advantage of this is that it removes the props of looking at the face, having unusual length of time to take the message, etc., but it does allow for stopping and starting or replaying while students acquire the skill of listening, locating and entering information.

4. PASSING ON A MESSAGE ORALLY

- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials

- Teaching Aid: *Message Taking Rules*
- Teaching Aid: *Memory Games*
- Teaching Aid: *Please Tell the Boss*

In some work situations, an employee may not have a message pad or the materials at hand to write down the message. Memory work plays a big part here.

Go over the rules on Teaching Aid: *Message Taking Rules*

Games such as "Pass it On" (the telephone game) or "In My Grandfather's Trunk" would be a good preamble to this activity. (See Teaching Aid: *Memory Games)*

Discuss what they would do if their memory isn't very good. (perhaps get somebody else to take the call; ask the caller to wait while you get a piece of paper to write it down, etc)

Use Teaching Aid: *Please Tell the Boss.*

- Have student #1 deliver the message to student #2.
- The instructor should make the call to the student.
- Practise frequently, following this pattern.

5. LEAVING A VOICE MAIL MESSAGE

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials

- Teacher Aid: *Leaving Voice Mail*
- Teaching Aid: *Leaving a Voice Mail Role Play*

Often you must pass on information but the person is not immediately available.

Discuss what they could do if the person is not available.

- How would they remember the details for when the person is there? (Write a short note on a message pad.)
- Have they ever phoned someone who is not at home?
- What if it is a business person?(often will have been put into that person's voice mail)
- You could try phoning someone whom you know has voice mail and is not home (yourself, for instance) so that everyone can hear what a voice mail machine sounds like.
  - Listen for the tone.
  - Explain that this lets the machine get the recorder started properly, and that they should always wait for the beep or tone before recording.

Use Teacher Aid: *Leaving Voice Mail* to discuss the information that should be left.

- Discuss what kind of language and information is appropriate to leave on voice mail (see Social Skills: Appropriate Topics for Conversation for some extra discussion points.)
- For example, personal bodily or emotional details are not appropriate – be general. (discuss examples of what to say and not to say)
- For example, if you and your spouse have had a huge fight and you were up all night because the police came and you will have to go to the police station this morning so cannot come to work till after lunch, you just need to say that there are problems at home without going into detail.

Use Teaching Aid: *Leaving a Voice Mail Role Play* as a sample.

Practise this skill, by role playing situations where the students might have to leave a voice message.

- Ask them to imagine the situations.
- Use of a tape recorder is helpful.

6. READING A MEMO

- **Reading Tex**t 1
- **Document Use 1**
- **Oral Communication 1**
- **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Significant Use of Memory
    - Finding Information 1
- **Continuous Learning**

Materials

- Teaching Aid: *Memo*
- Memos collected from variety of sources

Show students the Teaching Aid: *Memo.*

Explain that memos are commonly used in a workplace to give important information to individuals and to group.

Ask students to compare the format of the memo with that of the message pad, or of email.

- Note that there is a “To” line, and a “From” line, the date and often a “Subject” line.
- All these message forms will have contained this information, but not necessarily in the same place or using the same words.
- Ask whom this memo is for.
- When was it sent?
- Who sent it?
- What is the important information?

Ask what kind of things they think a memo would be used for.

Show samples of memos collected from a variety of sources

7. **WRITING A MEMO**
- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  ° Problem Solving 2
  ° Decision Making 1
  ° Significant Use of Memory
- **Computer Use 1**
- **Continuous Learning**
	Materials
	- Student Activity Sheet: *Just a Reminder*
	- Computer access

Discuss a situation that might arise when they would have to write a memo. (request for time off, etc)

Using the Student Activity Sheet: *Just a Reminder*, compose a memo.

This can be done on the computer, downloading the memo pad first.

OR, send this as an email, filling in the fields as required. (In this manual, use *Form Filling*: Learning Activity 7 for more about email).

8. E-MAIL

- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials: None

Ask students if they know the term “e-mail”.

- What does it mean?

Ask if they have ever sent or received an e-mail.

Why do they think e-mail has become a popular way for businesses and individuals to send mail? (quicker; person can respond on same day; cheaper – especially for international, no stamps; world-wide connections; etc.)

Ask what they think might be drawbacks to using e-mail. (person might not open e-mail for several days; problems with Internet or computer would delay message being received; etc.)

Ask if they know what they need before they can send or receive an e-mail.

- Computer with Internet access
- E-mail address
- Username
- Password
- Discuss the difference between a username and password: username gets you part way, password is the security/privacy feature. (For instance, several students may have the same username at a school or library because the school or library holds the account; each one will have a separate password that allows them access to only their own work.)

Ask students if they have any of the above.

- If they do not have a computer with Internet access, discuss options such as using those at public libraries. Many coffee shops now have Internet access for those with laptops. Internet café’s have computers for public use (for a fee).

Discuss why it is not a good idea to share their own or a company’s password with anyone. (Others could access their mail – may be private information.)

9. E-MAIL ADDRESS

- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Chart paper & markers
- Sample e-mail addresses

Examine e-mail addresses to understand how they are composed and written.

- No spaces
- @ - means “at” followed by the service provider name
- Sometimes-, _, or .
- Not “case sensitive”
- Sometimes numbers and letters are used

Practise making e-mail addresses using common service providers. Write these on chart paper.

- Hotmail, yahoo, gmail, etc. are email addresses available to anyone through the Internet itself: they are not paid for in the same way as are those from cable or phone companies.

If students have e-mail addresses, they may wish to share them with the group so that they can practise sending each other messages.

10. RECEIVING E-MAIL

- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Computer Use 1**
- **Continuous Learning**

Materials:

- Computer with Internet/e-mail access

Ask students if they have ever received e-mail.

- If so, ask them to describe how they knew they had a message to open.
  - If on a private server, they may have seen it automatically on their computer;
  - If they use hotmail, yahoo, etc. they would first have gone to that Internet site and entered a username and password.

Use a computer with Internet and e-mail access to demonstrate opening an e-mail by clicking on the message. Different computers have different screens, so they will need to learn the generic way to open an e-mail.

Direct students to the “From”, “To”, “Date”, and “Subject” fields.

- Explain that the word “field” refers to the box on the computer screen that they will fill in.

Stress the importance of knowing who is sending the e-mail as a way to detect SPAM or computer viruses.

- Define SPAM: junk mail
- Discuss computer viruses: messages can get into a computer and destroy or damage files or programs. A common entry is through the Internet or e-mail.
- Explain that in the business setting, they will most probably have a virus scanner installed to protect the company from such problems.

11. REPLY OR FORWARD

- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 1
  - Significant Use of Memory
- **Computer Use 1**
- **Continuous Learning**

Materials:

- Computer with Internet/e-mail

Ask what they might have to do after reading an e-mail: reply, pass it on, follow some instruction.

To reply:

- Show students the **Reply** button, often located on the toolbar above the e-mail.
- Have a student click Reply.
- Notice that the “To” and “From” lines are now the reverse of the e-mail they received.
- Show them the message area to type the reply.

To pass the message on to someone else.

- Explain that the word used for sending the message to another person is “Forward”
- Locate the **Forward** button, near the reply button.
- Explain that they must type the e-mail address of the person who needs to receive this e-mail in the “To” line.
- Explain that many businesses have an electronic **Address Book**, often with a picture of a book as the icon. Using this allows them to type the person’s name, without knowing the full e-mail address.

Discuss that they may have to follow some instruction in the e-mail, such as make a reservation or find information. This is just the same as receiving a memo or a verbal instruction.

12. SENDING AN E-MAIL

- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 1
  - Significant Use of Memory
- **Computer Use 1**
- **Continuous Learning**

Materials:

- Computer with Internet/ e-mail

Explain that writing an e-mail message is very much the same as writing a memo or taking a phone message.

Locate the “To”, “From”, “Date”, and “Subject” lines.

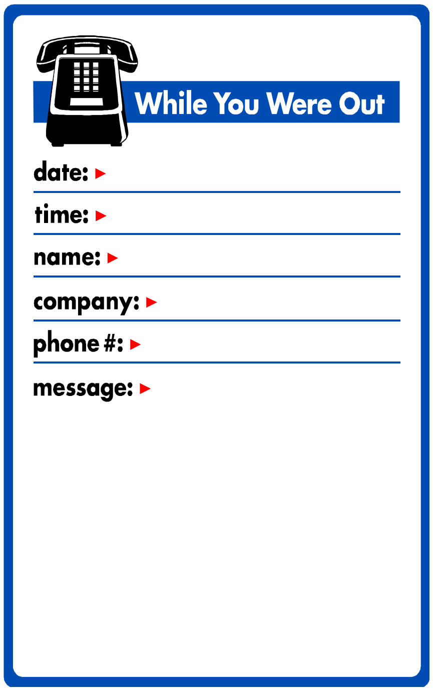
- Explain that all these lines should be filled in.
- Some of the above may be automatically filled in by the computer they are using.

Locate the message area.

Locate the **Send** button. Explain that when they are finished writing the e-mail, they will press this button.

Practise composing and sending e-mail messages.

What Do You Need to Take a Message



While You Were Out

date: ▸

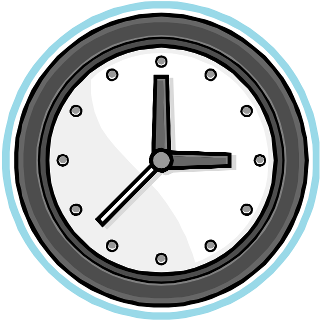
time: ▸

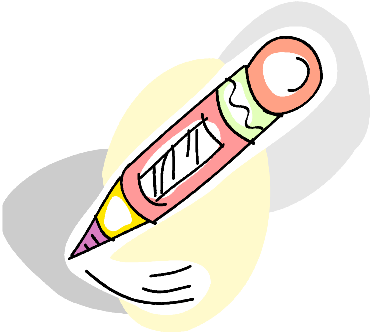
name: ▸

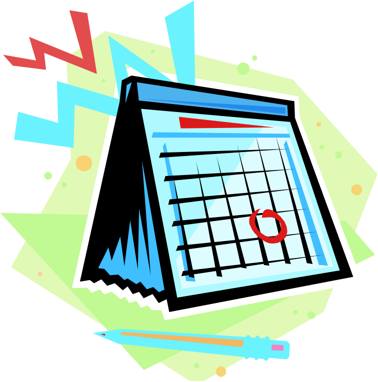
company: ▸

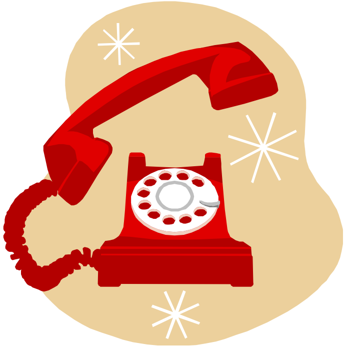
phone #: ▸

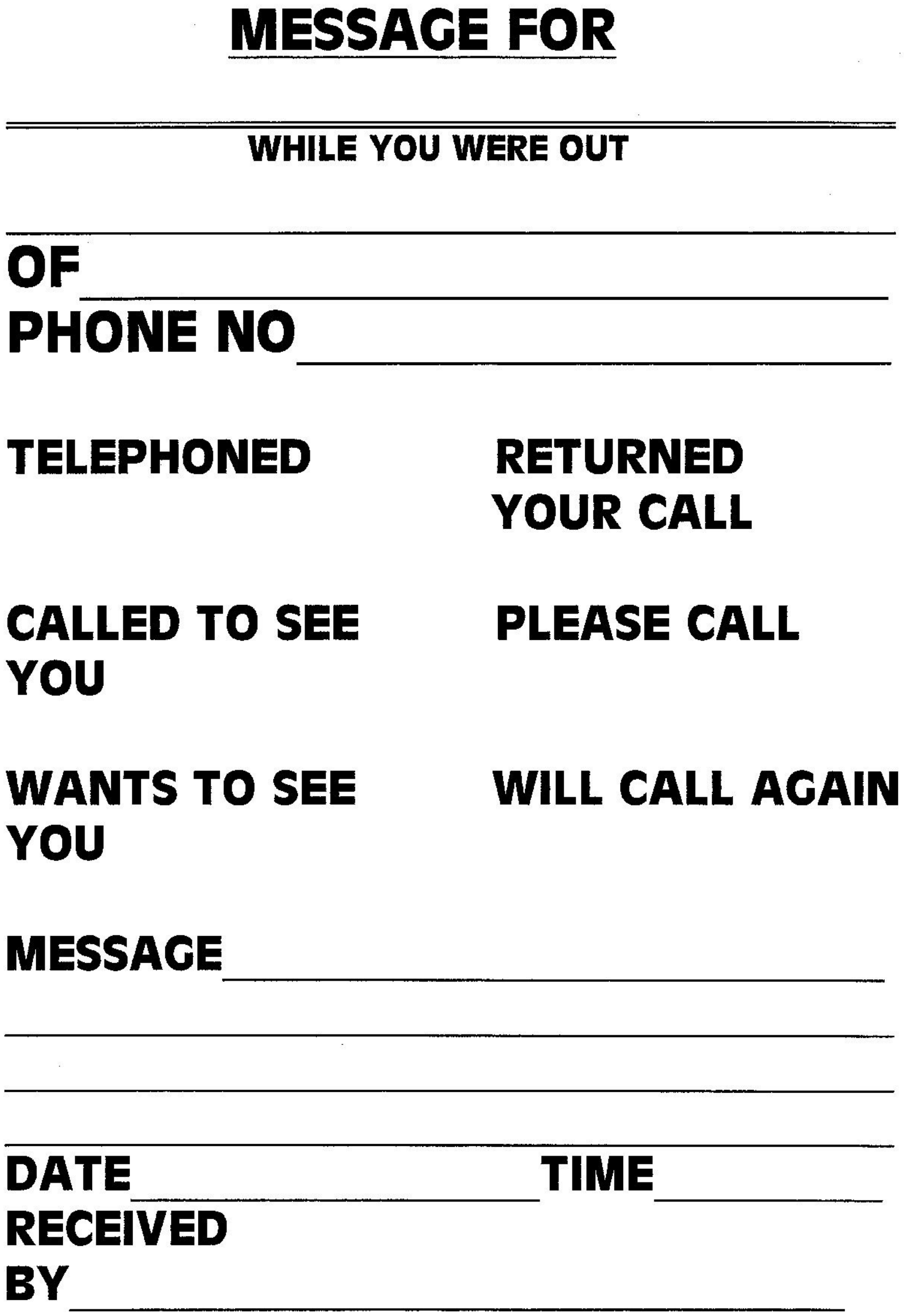
message: ▸











MESSAGE FOR

____

WHILE YOU WERE OUT

____

OF ________________________________

PHONE NO __________________________

TELEPHONED	**RETURNED YOUR CALL**
CALLED TO SEE YOU	**PLEASE CALL**
WANTS TO SEE YOU	**WILL CALL AGAIN**

MESSAGE ___________________________

____

____

____

DATE __________________ **TIME** __________

RECEIVED BY ________________________

When the Phone Rings

Message 1

Alex must answer the phone when his supervisor is on his break; Alex is ‘on duty’.

At 10:30 am., Mrs. Jean Sallers calls. She wants to speak with Henry Smith.

She leaves no message but wants him to call her back. Her telephone number is 1-311-474-0008

Record the message on the message pad.

Message 2

Alex has another call to answer. He writes the following message on the message slip.

Mr. Tony Smithers of Ben Farm Supplies called at 1 pm. His telephone number is 573-2222. He wants to speak with Judy Collins.

He leaves the message that her horse food has arrived. He wants her to call him back before 4:00 p.m. today.

Record the message on the message pad.

Message Taking Rules

- Listen carefully
- Repeat
- Deliver the message to the person immediately (repeat it as you go, if necessary).

Memory Games

Pass It One:

One person tells the next a secret message by whispering it in the other's ear. There is no repeating allowed. That person passes the message on by whispering in the next person's ear, and so on.

After the message has been passed around to everyone, (the more the better), the final person must say the message aloud.

Compare this to the original message.

In My Grandfather's Trunk:

The first person begins by saying, "In my grandfather's trunk there was a hat (make up the item.)

The next person says, "In my grandfather's trunk there was a hat, and a shoe (make up the item.)

The game continues with each person repeating in order all the things previously mentioned and then adding one more.

Please Tell the Boss

Memory Work

You are working for a Packaging Factory. A co-worker, Henry Allen phones. He wants you to tell the boss;

- That he will be late coming in this morning
- That he had an emergency dental problem
- That he is on his way to work now, but will be about 20 minutes until he gets there

Role play the conversation between you and ‘the boss’.

Leaving a Voice Mail

When leaving a voice mail message

- Wait for the beep or tone before speaking.
- Speak **clearly** and **slowly**.
- Say your name: This is ___________ calling.
- Say whom the message is for. This is a message for ___________________.
- Tell your message briefly.
- Give your phone number if you want a call back.
- Say what you want the person to do with the information you have left.
- Repeat your name and phone number **clearly** and **slowly.**
- Thank them, and say good bye.

Voice Mail Role Play

Sandi is calling another employee, Janis, to see if she will switch a shift next week. She gets Janis's answering machine.

Machine: You have reached 622-4768. No one is here right now, but if you leave your name and phone number and a brief message, we will return your call as soon as possible.

Record at the tone.

Sandi: Hello Janis. This is Sandi from work calling. I wondered if you could switch your Saturday morning shift for my Saturday afternoon one. I have a wedding to go to at 6:30 pm and would like to finish work by 4 so that I can get there.

Please call me back at 623-8679 this evening.

Thanks, Janis.

Again, it is Sandi at 623-8679.

Bye.

Memo

To: **All Employees**

From: **Mr. Jones, Supervisor**

Date: **November 5, 2007**

Subject: **Staff Meeting**

All staff are expected to attend the staff meeting on Thursday, November 8, 2007.

Coffee and snacks will be provided.

The meeting will start at 4 p.m. and will last 1 hour

It’s Jack Calling

Use today’s date and time. Use your own name as the employee. Use a message pad.

Employee	Hello.
Caller	Hello. Is your supervisor there?
Employee	No, I am sorry. May I take a message?
Caller	Yes, this is Jack Blythe from Rovers Works.
Employee	How do you spell your name and company name, please?
Caller	J-a-c-k B-l-y-t-h-e; R-o-v-e-r-s W-o-r-k-s.
Employee	What is your phone number?

It’s Jack Calling, cont.

Caller	667-440-3988
Employee	Is there a message?
Caller	Yes, please have your supervisor call me.
Employee	I will make sure he gets the message.
Caller	Thank you. Good Bye.
Employee	Good Bye.

Just a Reminder

- Send a memo to Alex Stuart.
- You are the person sending the memo.
- Use today's date.
- The subject is a staff get-together.
- In the memo, you want to remind Mr. Stuart to bring tablecloths for the stacking tables.

MEMO

To:

From:

Date:

Subject:

DEMONSTRATION: INSTRUCTOR PAGE

RRing - RRing

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Job Task Planning & Organization 1
  - Significant Use of Memory

DEMO DESCRIPTION

The student will relay an oral message personally to the instructor, and will a receive a phone message which must be recorded using a standard office message pad. As well, the student will phone and leave a voice mail message.

INSTRUCTOR NOTES

- Provide a standard office message pad.
- Have someone (not you) read the message found on Task 1 to the student.
- Read the telephone message aloud, found on Task 2 Teacher’s sheet.
- Alternatively, you could make a tape recording of both messages. Be sure to make it sound like a real conversation
- Provide access to a voice mail phone number (perhaps your site office) or provide a tape recorder to act as the voice mail.
- Provide *What I Have Learned and Skills Practised* from Evaluation section in this resource to link demonstration tasks with the Essential Skills.

With student

- Review the rules of taking a message

ACHIEVEMENT INDICATORS

- Retold the oral message accurately to the instructor
- Recorded the phone message accurately on the message pad, locating information in the correct places
- Left a voice mail message
- Assessed own performance

RRing – RRing!

TASK 1

Jillian Brown has called to tell the instructor she will be late for class.

Her baby-sitter's car broke down and she is having it fixed.

Jillian says she will be in class this afternoon.

She asks that any homework, given this morning, be saved for her to do later.

- Deliver this message personally to your instructor. (You may not keep this paper with you.)

RRing – Rring!

TASK 2

Your instructor will “phone” you and leave a message for you to write on a telephone message pad.

- Use today’s date.
- Use the time now.

RRing – Rring!
TASK 2,cont.

Teacher's sheet

Hello. I want to leave a message for Jack Polittio.

I am calling from Bayfield Motors.

Will you please let him know that his car is ready. He can call me, Jim Black, at 419-368-7562 anytime before 3:30.

Thanks. Good bye.

RRing – Rring!

TASK 3

You have woken up very sick this morning and will not be able to go to work. You are vomiting and have severe diarrhea.

You hope to be able to return tomorrow.

Make the phone call using the phone number your instructor will give you.

- Speak clearly.

Give the necessary and appropriate information.

RRing – Rring!

TASK 4

I CAN TAKE MESSAGES

I CAN	YES / DATE
I know why it is important to take messages correctly.	
I know what I need to take a message.	
I know how to use a message pad.	
I know what each section on the message pad is for.	
I know how to a message if there is no message pad.	
I know how to read or write a short memo.	
I know how to leave voice mail.	
I can retell a message correctly.	

DEMONSTRATION ASSESSMENT

RRing – Rring

Student:___________________________

Instructor:_________________________

Date:_____________________________

Total Time for Demonstration:_______

Help Given? _____**Yes** _____**No**
Details:__________________________

Accommodations?: _____**Yes** ____**No**
Details:__________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Job Task Planning & Organization 1
  - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Retold the oral message accurately to the instructor			
• Recorded the phone message accurately on the message pad, locating information in the correct places			
• Left a voice mail message			
• Assessed own performance			

ADDITIONAL COMMENTS

Bus Smart

BUS SMART

Using public transit is essential for many of our students, especially when it comes to getting to and from work.

This unit will help them to learn the skills of taking the bus: the social skills as well as the navigational and practical skills. There are many opportunities for role playing the different situations they will encounter. They will work with a transit map and guide, learning the organization common to most bus guides, and then using a local one to find specific information. Finally, there is a field trip taken as a group with the instructor. The demonstration is the independent taking of a bus trip.

PREREQUISITE AND ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Alphabetical order
- Time telling skills, including adding minutes (See Time units in this resource)
- Reading time – analog and digital.
- Simple division
- Some map experience (skills are taught here but only briefly)
- Reading charts and tables
- Role playing

OBJECTIVES

Students will

- Use a bus schedule and route map to locate information
- Understand appropriate bus behavior and social skills
- Be able to travel by bus independently from one location to another

MATERIALS

- Local bus timetables
- Barrie Transit Ride Guide 2007
- Highlighters
- Cardboard clock will be a useful tool for the time of bus section

VOCABULARY

- Arrive
- Bus pass
- Bus stop
- Cell (in a table)
- Customer
- Depart
- Destination
- Evening
- Fare
- Grid
- Independent
- Index
- Local
- Point of interest
- Regular
- Route
- Schedule
- Service
- Sunday
- Terminal
- Transfer
- Transit
- Via

RESOURCES

- www.barrie.ca Search: bus schedules; click on “Schedules Routes and Maps”; click on “Ride Guide Map and Schedule” and “Street Index and Information” for downloadable and printable copy of the Transit Ride Guide
- Local bus station will likely have timetables / schedules
- Greyhound / Via also have similar schedules that can be used for further practice

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
a)	Bus experience									1				*				
b)	Bus etiquette									2	2	2		*				*
c)	Vocabulary		1							1	1	1		*				*
d)	Understanding transit guide 1		1	1						1	1	1		*	1		1	*
e)	Understanding transit guide 2		1							1	1	1		*	1			*
f)	Bus fares	1	1	1	1					1	1	1		*	1			*
g)	Points of interest		1							1	2	1		*	1			*
h)	Using a grid for locating		1							1	1	1		*	1			*
i)	Finding the co-ordinates		1	1						1	1	1	1	*	1			*
j)	On the street where I live		1							1	1	1		*	1			*
k)	North south east and west		1	1						1	1	1		*				*
l)	Regular service – routes		1							1	2	1		*	1			*
m)	Regular service – start and stop times		1							1	2	1		*	1			*
n)	Regular service – how often?		1	1			1			1	2	1		*	1			*
o)	The local schedule		1	1						1	2	1		*	1			*
p)	Personal knowledge		1							1	2	1		*	1			*
q)	Role playing	1	1							2	2	1		*		*		*

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
r)	Problems that might arise	1	1							2	2	1		*		*		*
s)	Field trip	1	1							2	2	1		*	1	*		*
t)	I am bus smart	1	1	1						2	2	1		*				*
D	Riding the bus solo	1	1		1					2	2	1	2	*	1			

LEARNING ACTIVITIES

1. BUS EXPERIENCE

- **Oral Communication 1**
- **Thinking Skills**
  - Significant Use of Memory

Materials: None

Ask students if they have ever ridden the bus.

- Do they ride the bus regularly?
- What do they know about the system in their community?

2. BUS ETIQUETTE

- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory
- **Continuous Learning**

Materials: None

Discuss appropriate bus behaviour.

- Where should they sit?
- Are there times when they should give up their seat?
- Should they play music on the bus?
- Eat a hamburger?
- Drink beer?
- Use bad language?
- (Many of the appropriate behaviours discussed and practiced in the Social Skills unit of this resource would apply here.)

What can happen to a person who does not behave appropriately on the bus?

3. VOCABULARY • **Document Use 1** • **Oral Communication 1** • **Thinking Skills** ° Problem Solving 1 ° Decision Making 1 ° Significant Use of Memory • **Continuous Learning**	**Materials:** • Prepared vocabulary cards

Teach vocabulary (understanding of meaning, context, as well as visual word recognition) associated with transit / bus systems:

- Arrive
- Depart
- Fare
- From
- Route
- Schedule
- Service
- Terminal
- To
- Transfer
- Transit
- Via

Use a variety of ways to practise word recognition: matching games, locating spoken word, etc.

4. UNDERSTANDING TRANSIT GUIDE 1

- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Computer Use 1**
- **Continuous Learning**

Materials:

- Barrie Transit *Ride Guide*
- Student Activity Sheet: *Understanding the Ride Guide: Map*

Open the Barrie Transit *Ride Guide* with the map side facing the student.

Use the Student Activity Sheet: *Understanding the Ride Guide: Map.*

Have the student copy the headings of each section and also the direction arrow..

(If the spaces are too small, you could enlarge the map with a photocopier. Better still, open the activity sheet on a computer screen and use this as a keyboarding exercise as well. The finished sheet can be printed as reference for the student.)

5. UNDERSTANDING TRANSIT GUIDE 2

- **Document Use 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Barrie Transit *Ride Guide*
- Student Activity Sheet: *Understanding the Ride Guide: Back Page*
- Teaching Aid: *Ride Guide: Back Page Instructions.*
- Coloured pencils

Turn to the back page of the Barrie Transit *Ride Guide*.

Use the Student Activity Sheet: *Understanding the Ride Guide: Back Page* and the Teaching Aid: *Ride Guide: Back Page Instructions.*

- Discuss the helpfulness of understanding the layout of the flyer, even if they cannot read or understand all of the information. Show them that they CAN find key words like “fare” by scanning headings on both sides of the document.

6. BUS FARES

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Numeracy**
  - Money Math 1
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Barrie Transit *Ride Guide*
- Student Activity Sheet: *Bus Fares*.

Look at the map side of the Barrie transit *Ride Guide*.

- Find the box "Bus Fares."

Use Student Activity Sheet: *Bus Fares*.

After the student has completed locating and entering the required information, discuss the answers, making sure he / she can give a reason for the answers.

## 7. POINTS OF INTEREST • **Document Use 1** • **Oral Communication 1** • **Thinking Skills** ° Problem Solving 2 ° Decision Making 1 ° Significant use of Memory ° Finding Information 1 • **Continuous Learning**	**Materials:** • Barrie Transit *Ride Guide*

Look at the section of the Barrie Transit *Ride Guide* called “Points of Interest.”

- You may want to enlarge this section on an overhead.
- 1 is the transit terminal.
- Find it on the map.

Read some other numbers and places to the student and locate them on the map. Ask what they could find a certain numbers.

Look at the symbols for

- Fire department
- Hospital
- Secondary schools
- City parks
- Elementary schools

Find an example of each on the map.

- This requires concentration and problem solving (locating small details).

Introduce the term “legend” and explain that maps will usually have a Legend explaining the symbols used that will help us locate things.

8. USING A GRID FOR LOCATING	Materials:
• **Document Use 1** • **Oral Communication 1** • **Thinking Skills** ° Problem Solving 1 ° Decision Making 1 ° Significant Use of Memory ° Finding Information 1 • **Continuous Learning**	• Teaching Aid: *Grids* • Student Activity Sheet: *B-4*

Explain to students that one way to identify a location, especially on a complex map, is to use a grid.

- Explain that a grid is a table where the columns have a number or letter, and the rows do as well.
- Each cell in the table can be identified by giving the letters or numbers of its row and column.

Use Teaching Aid: *Grids*.

- Name coordinates of a cell, and have the student point to it.
- Repeat until you are convinced the skill is in place.

Now use Student Activity Sheet: *B-4* for applied practice with a simple map.

The game “Battleship” is a great way to practise this skill.

9. FINDING THE CO-ORDINATES

- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Barrie Transit *Ride Guide*
- Student Activity Sheet: *Find the Co-ordinates*

Use the Barrie Transit *Ride Guide.* Explain to students that they will need to use both sides of the guide.

Turn to the Street Index on the back.

- Ask students how the streets are listed.
- What will help them quickly go to the correct part of the list?
- Remind them that they noted where each letter was when they did Learning Activity 5.
- The index will tell them the co-ordinates to use on the map.
- Try a few together.
- Use Student Activity Sheet: *Find the Co-ordinates* for independent practise.
- Some streets cover multiple squares on the map.

Turn the map over and find the co-ordinate markers around the map border.

- Using the completed Student Activity Sheet, locate the streets on the map.

10. ON THE STREET WHERE I LIVE

- **Document Use 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials

- Map of student’s own town or city
- Telephone directory

With a map of the student’s town or city (if applicable), use the map grid to locate

- the student’s street,
- the LBS school location,
- work location (if they have one),
- fire hall,
- police station, etc.

They could look in the phone book for a friend’s address, or for a pizza store, and locate that on the map.

11. NORTH, SOUTH, EAST AND WEST

- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Barrie Transit *Ride Guide*

Look at the top section of the Barrie Transit *Ride Guide* map where the single arrow is located.

- What do they think N stands for?
- Ask what the other main directions are.

Draw a simple compass and label the directions. A simple way to remember is that when you face north, you can spell WE.

Have the students copy and label a compass in their own notes.

Explain that the arrow is always put on the north arm of the compass. Explain that the arrow is sometimes drawn on an angle on the map because it indicates true north. (the town, etc. is actually on an angle with reference to north.)

12. REGULAR SERVICE – ROUTES	**Materials:**
• **Document Use 1** • **Oral Communication 1** • **Thinking Skills** ° Problem Solving 2 ° Decision Making 1 ° Significant Use of Memory ° Finding Information 1 • **Continuous Learning**	• Barrie Transit *Ride Guide*

Discuss the meaning of the term schedule. (a chart or list that gives the time of certain events.)

- Explain to students that most city buses run at the same time (regularly) on the weekdays.
- Some change times on a Saturday and Sunday, some change for Sunday only.
- Some buses are more frequent in the early morning and early evening.
- Why? (people going to and from work and school).

Ask if they know the kind of schedule buses keep in their own location.

Explain that each city has its own schedule. They will look at the Barrie schedule (Barrie Transit *Ride Guide*) to learn how a schedule is set up. This will help them read their own town's schedule.

Look at the section called "Regular Service".

- Ask the students to find the column with coloured rows at the top of that section.
- What are those different coloured bars? (routes and route numbers).
- Help students find a route on the map and trace it with their finger. (You may need to model this first with one route and then have each one try to find another one.)

13. REGULAR SERVICE – START AND STOP TIMES • **Document Use 1** • **Oral Communication 1** • **Thinking Skills** ° Problem Solving 2 ° Decision Making 1 ° Significant Use of Memory ° Finding Information 1 • **Continuous Learning**	**Materials:** • Barrie Transit *Ride Guide*

Explain that buses don't usually run all night.

- Ask students why not. (Too few riders to make economic sense.)

It is helpful to know when the first bus of the day is, and also the last bus of the day. Why?

When might they need a bus

- In the morning?(go to work)
- At night?(after a movie)

Look at the "Regular Service" section again. (You could photocopy this section for the students)

- Find the two sets of columns with times listed.
- Highlight the words "Weekday Start Last" with yellow;
- Highlight "Saturday Start Last" with blue.
- Do all routes begin at the same time?
- Do they all end at the same time?

Students will notice that the last regular bus is still very early (mostly around 7 pm.) Show them that in Barrie, there is an evening schedule as well. [This section is quite complex and really not necessary for most of the students. Just point out that finding out about times of service is important.]

[If students are having trouble recognizing and reading the times, go to the "Digital Clock" unit in this resource.]

Find the "Sunday Service" section and compare the start and last times.

- Note that the service is more limited on Sunday.
- One route has no service on Sunday.
- Which one?

14. REGULAR SERVICE – HOW OFTEN?

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Barrie Transit *Ride Guide*
- Cardboard clock
- Student Activity Sheet: *When is the Next Bus?*

Explain that if you have missed a bus, it is useful to know when the next one is coming.

Look at the “Regular Service” section.

- Read the small paragraph at the top.
- How often do the buses run?

Look at the “Sunday Service” section.

- How often do the buses run?

Use a cardboard clock or write digital times on the board.

- Ask what is 1 hour later than the given time,
- half hour later,
- 15 minutes later.
- When students seem to have the idea, give them Student Activity Sheet: *When is the Next Bus?* for practice.
  - Give a variety of times from which to start.

15. THE LOCAL SCHEDULE

- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Barrie Transit *Ride Guide*
- Local bus schedule
- Student Activity Sheet: *Comparing Bus Schedules*

Obtain a local bus schedule, preferably one that the student will use, either to come to school or go to work.

- Explain to students that different cities will have different bus schedules but that often similar information is on them.
- However, there will also be differences in the information.

Use the Student Activity Sheet: *Comparing Bus Schedules*.

- Students must look on their own schedule to see which features it has in comparison to the Barrie guide.
- This will help them to transfer the learning already done, and serve as a bridge to teach them to read their own timetable and locate the bus they need.

16. PERSONAL KNOWLEDGE

- **Document Use 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Local bus schedule

With the student, look at the local schedule and find the bus stop nearest to his / her home.

- Ask if they have ever been to that stop.
- Does the timetable tell them when the bus will be at that stop?
- How would they find out? (Some cities have a hotline for each bus stop, with a code number for the stop. You will have to learn about the system in your area in order to help the student.)

17. ROLE PLAYING

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Teaching Aid: *Asking for a Transfer.*
- Teaching Aid: *Asking for Your Bus Stop*

Students will be faced with many opportunities for problem solving when taking the bus.

- Do they need to transfer?
- Do they know how to ask for help?
- What if they miss their stop?

Use the suggestions on the Teaching Aids: *Asking for a Transfer*, and *Asking for Your Bus Stop.*

Make up more role plays around possible bus situations for your students.

- Remember that they should use polite and appropriate language and behavior.
- Refer to “Social Skills” and “Going for the Interview”, in this manual for more practise with appropriate language and behavior.

18. PROBLEMS THAT MIGHT ARISE

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Teaching Aid: *What Will You Do Now?*

Several situations are listed on Teaching Aid: *What Will You Do Now?* You could put this up as an overhead, or cut up the cards to give to individual students, for example.

Discuss these scenarios with your students. They can be further opportunities for role plays and for students to work together to come up with solutions.

Come up with other possible scenarios. Just talking with students about what they have seen or experienced will give lots of ideas.

19. FIELD TRIP

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Working With Others**
- **Continuous Learning**

Materials:

- Teaching Aid: *Planning the Bus Field Trip*
- Teaching Aid: *Bus Training Checklist*

Use Teaching Aid: *Planning the Bus Field Trip.*

Go over the Student Activity Sheet: *Bus Training Checklist* with the students.

- Tell the students that you will be observing how they handle the items listed on the checklist and will be discussing the results with the students after the trip.
- This form allows the instructor and student to try this several times: enter the date at the top of the column and then Yes, Nor or N/A in the appropriate cell.

20. I AM BUS SMART **Reading Text 1** **Document Use 1** **Writing 1** **Oral Communication 2** **Thinking Skills** ° Problem Solving 2 ° Decision Making 1 ° Significant Use of Memory **Continuous Learning**	**Materials:** Student Activity Sheet: *I Am Bus Smart*

After the field trip, discuss the results with the group and with each individual.

Have each student fill in the Student Activity Sheet: *I Am Bus Smart* to accurately reflect his / her bus competence. This becomes both a memory aid and a part of their training plan.

Discuss the details that would be part of their answers to several of the statements on the chart. For example

- What # bus do you take?
- How would you ask for help?

Understanding the Ride Guide: Back Page Instructions

Tell students to use coloured pencils provided. They will be drawing boxes around specific sections of the back page, using the dotted lines on the Student Activity Sheet to show them the fold lines. Point out that there are 2 long folds making 3 columns and 7 folds across making 8 rows. They will notice that one of the columns is narrower than the other two. Have them line up the opened Transit Guide to have this narrower column on the left, matching the drawing on their Activity Sheet.

Write each heading on the board as you say it, so that they can locate by matching.

1. Draw a yellow box around the "Street Index" section.
2. Copy the letters, (A, B, C, etc) onto the sections that match the Guide.
3. Draw a red box around the "Fare Structure" section.
4. Draw a blue box around the "Transit Information" section, including all the phone numbers.
5. Draw a green box around the "How to Use the Transit System" section.
6. Draw a purple box around the "Transit Information" section.
7. Draw a brown box around the "Customer Tips" section.
8. Draw a black box around the pictured section.

Discuss how understanding how the page is organized will help them to find answers to specific questions.

Grids

	1	2
A		
B		

	A	B	C	D	E
1					
2					
3					
4					

Asking for a Transfer

Jose is taking a bus to work.

He must change from Route 12 to Route 6 when he gets to the terminal.

He must ask for a transfer.

Role play the conversation between Jose and the bus driver.

Driver How can I help you?

Jose I need to change buses at the terminal. May I have a transfer please?

Driver Here you are.

Jose Thank you. Have a good day.

Driver You too.

Asking for Your Bus Stop

Leslie is taking the bus to work for the first time.

She wants to make sure that she is getting off at the correct stop.

Role play the conversation between Leslie and the bus driver.

Driver Good morning.

Leslie Good morning. This is my first time taking the bus. I need to get off at the corner of Maple and King Street. Would you let me know when I have arrived at that stop please?

Driver Sit at the front of the bus and I will tell you.

Leslie Thank you. I appreciate your help.

What Will You Do Now?

You have missed your bus for work in the morning.

You have forgotten your bus pass and don't realize it until you
have started to get on the bus.

You know you have taken the wrong bus because you don't recognize the streets.

The bus is full and has standing room only. You do not have good balance and are unable to stand for a long time or distance.

You were so busy talking that you have missed your stop.

You feel sick on the bus.

Planning a Bus Field trip

BEFORE THE TRIP

- Select a start point (your classroom, the terminal, a worksite,…) and a destination. Obtain a bus timetable for that route(s).
- Possibly require a transfer to be made. If not, students could at least practise asking for one.
- Students must find out the fare for the field trip.
    - Ask if any of them have bus passes.
    - Do any of them qualify for discounted rates for which ID will be required?
- Discuss with students the start and destination of the trip.
    - They must identify the bus route.
    - They must locate the best bus stop to begin the trip.
    - They must locate the bus stop that will be closest to the destination. (If this is not on the bus timetable, they will need to ask the driver for the closest stop.)
    - They must find the best time to start the trip, and to return. (These should be on the timetable.)
    - If the location you are using has a phone system for finding this information, then have the students phone.

- Go over the *Bus Training Checklist* with the students. Instead of “for work”, read “for the field trip.” Explain that this is a general checklist that they can use in many situations, especially for using a bus to get to and from work.
    - Practise any of the points that they express doubt or concern with. Use discussion, problem solving, modeling and role playing techniques.

ON THE DAY OF THE TRIP

- Meet the students at the chosen location: your classroom, the terminal, a worksite,…
- Have fun!
- Be careful!
- Observe safety rules and traffic signs.

Bus Training Checklist

NAME:_______________________________

DESTINATION AND BUS ROUTE:_________________________________

Please respond with Yes, No, or N/A to the following questions

DATE				
1. Has some experience independently taking the bus.				
2. Knows correct fare / has bus pass				
3. Knows what # bus to take to work				
4. Knows what time to catch bus for work				
5. Knows where to catch bus for work				
6. Knows how to ask for transfer				
7. Knows when to ask for transfer				
8. Knows when to transfer				
9. Can read a bus schedule				
10. Knows when to pull cord for bus to stop				
11. Knows traffic rules / signs				
12. Observes traffic rules / signs				
13. Knows what time to catch bus after work				
14. Knows what # bus to take home				
15. Knows where to catch bus after work				
16. Will ask driver for help when needed				
17. Knows what to do if lost				
18. Knows where main terminal is				
19. Knows whom to ask for directions				
20. Knows how to use a pay phone				
21. Carries change in wallet				
22. Carries I.D.				
23. Knows home phone number				

Comments / Information to be aware of: ________________________________

____

____

____

Instructor: _____________________________________

Courtesy of KW Habilitation Services

Understanding the Ride Guide: Map

MAP OF BARRIE

MAP OF
MAPLE
AVENUE
TRANSIT
TERMINAL

Understanding the Ride Guide: Back Page

Bus Fares

Use the Barrie Transit Ride Guide to answer the following questions.

Find the box on the map side that says “Bus Fares.”

1. What is the regular cash fare? ___________
2. How much does a senior pay? ___________
3. What age is a senior? __________
4. How will the driver know that the person is a senior?
   ____
5. How much will a child under 5 years old pay?___________
6. How do you know?_________________________
7. Who else can ride for free?
   ____
8. What if you only have 3 loonies? What will you have to pay? How do you know?
   ____
   ____

Bus Fares cont.

9. What is the telephone number you would call for Transit Information? ____________________

10. What is the website you would use for further information?
 ____

11. How much will each rider pay?

 a) John is 67 years old and has a valid ID card. $_________

 b) Jack is 19 years old. $________

 c) Helen is 30 years old. $________

 d) Helen has her two children with her:

 a 2 year old _________ and a 4 year old ________
 e) Mark is visually impaired and has a valid C.N.I.B. card. $__________(CNIB = Canadian National Institute for the Blind)
 f) Jose is a 24 year old student with a valid student ID card. $__________

Bus Fares cont.

Now turn the *Ride Guide* over and find the section “Fare Structure”

12. Find the words “exact fare”. Read that paragraph. Tell your instructor in your own words what this means.

13. What is a “Ride Card”?

14. How much does an adult 5 ride card cost?_________

15. How much is that per ride?___________ (Hint: Divide the cost by the number of rides.)

16. What is a monthly pass? Would this be a good idea for someone who takes the bus to and from work every day?
____
____

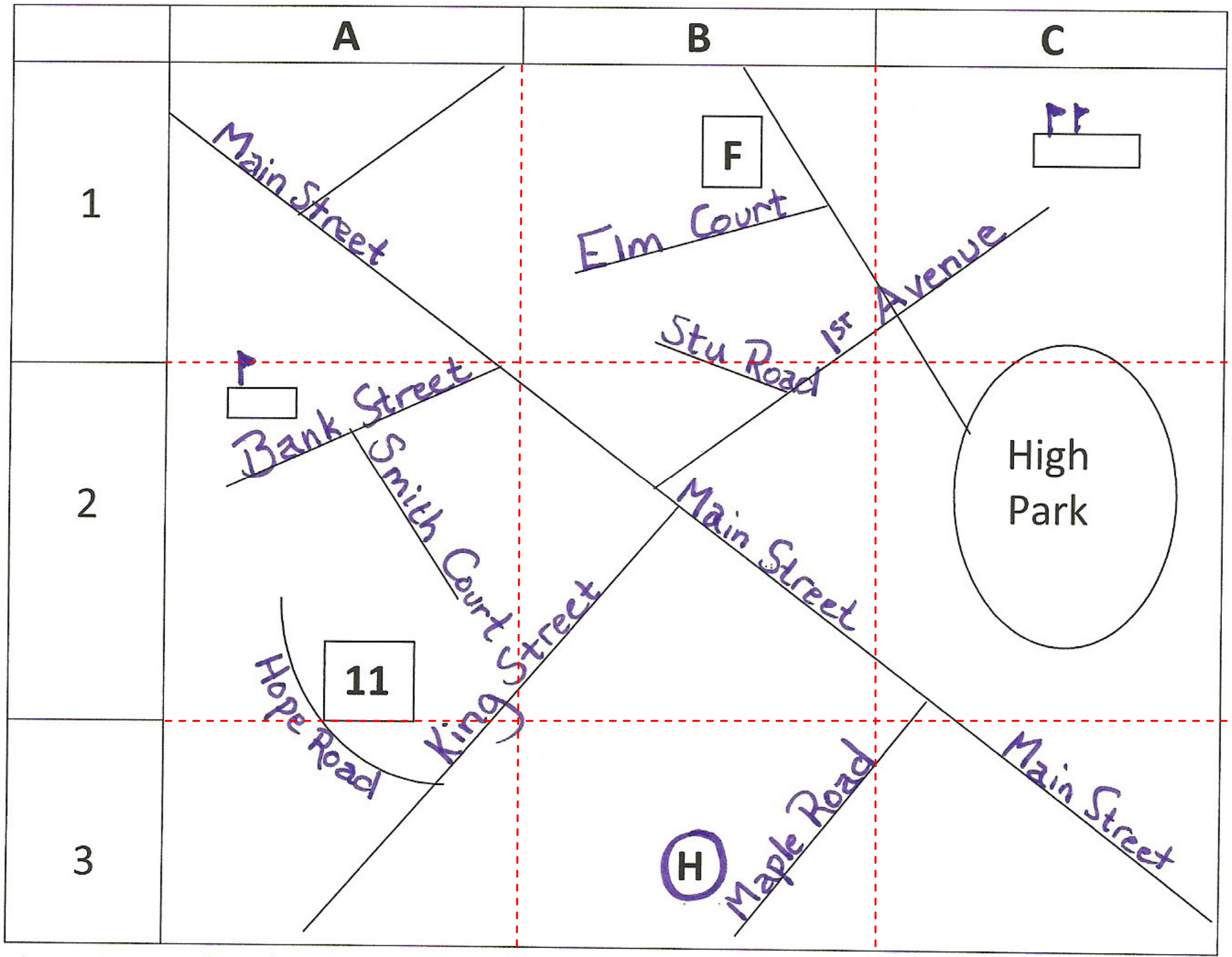
17. How much would a monthly pass cost you?

____

18. Where is one place you can you buy a monthly pass?

____

B – 4


A
B
C
1
2
3
Main Street
F
Elm Court
Stu Road
1st Avenue
Bank Street
Smith Court
High Park
Main Street
King Street
11
Hope Road
Maple Road
H
Main Street

Locate, using letter – number grid.

		Letter	Number
11	Police Station	____	____
F	Fire Station	____	____
H	Hospital	____	____
⚑	Bank Street Elementary School	____	____
⚑⚑	Rosemount Secondary School	____	____
	Maple Road	____	____
	Elm Court	____	____
	Main Street	____	____

Find the Co-ordinates

Use the Street Index on the Barrie Transit: *Ride Guide* to find the co-ordinates for each street.

Street	**Letter**	**Number**
Tara Road		
Craig Crescent		
Park Street		
Loon Avenue		
Forest Dale Drive		
Little Avenue		
Johnson Street		
Lockhart Road		
Bayview Drive		

When is the Next Bus?

Put the clock hands on your cardboard clock at the next bus time.

1 hour

Half hour

15 minutes

20 minutes

When is the Next Bus?

When is the next bus?

Missed bus at	Bus comes every	Next bus is at
2.00 pm	Hour	
3:30 pm	Half hour	
8:15 am	Fifteen minutes	
7:45 am	30 minutes	
12:20 pm	Half hour	
9:00 pm	Quarter hour	
11:55 am	20 minutes	

Comparing Bus Schedules

Look on your bus timetable to see if it has the same kind of information as the Barrie Transit *Ride Guide* does.

Answer Yes or No. You do not have to copy information. Just see if the information is there.

Feature	**Yours**	**Barrie**
Map		
Map legend (explaining symbols)		
Regular service		
Sunday service (and holidays?)		
Evening service		
Phone number		
Route name / number		
Only 1 route shown on the schedule		
Cost / fare		

I Am Bus Smart

I CAN	YES / DATE
I know the time of my bus	
I leave home in enough time to catch the bus	
I have my bus pass	
I know which bus stop to get off at	
I know the time of the bus I must take to get home	
I know the stop to get off at to go home	
I know what to do if I miss the bus to go to work	
I know what to do if I miss the bus to go home	
I know how to ask for a transfer	
I know how to use a transfer	
I know how to ask the driver for help	
I know what to do if I get lost on the bus	
I know how to behave politely and respectfully on the bus	

DEMONSTRATION INSTRUCTOR PAGE

Riding the Bus Solo

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 2**
- **Numeracy**
    - Money Math 1
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
    - Job Task Planning & Organization 2
    - Significant Use of Memory
    - Finding Information 1

DEMO DESCRIPTION

The student will take a bus trip independently. It could be to work, to a mall, to a friend's house, or to school.

The student must be prepared to report back to you about the trip.

INSTRUCTOR NOTES

- Provide *What I Have Learned and Skills Practised* from Evaluation section of this resource to link demonstration tasks with the Essential Skills.
- Add further achievement indicators as appropriate.

With student

- Let the student know that you will be asking some of the questions that appeared on the checklist you used for the group field trip.

ACHIEVEMENT INDICATORS

- Planned a bus trip
- Taken the bus trip independently using correct fare
- Reported back to the instructor about the bus trip
- Assessed own performance
-
-
-

Riding the Bus Solo
TASK 1

- You will take a bus trip by yourself.
- You must decide where you will go. Talk about this with your instructor.
- You must find out which bus to take.
- You must get the schedule and decide which time you will go.
- Go on the bus trip and then come home again.
- Tell your instructor about the trip.
- You will be asked some of the same questions that you answered on the field trip.
- *I Am Bus Smart* will be helpful in planning your trip.

DEMONSTRATION ASSESSMENT

Riding the Bus Solo

Student:___________________________

Instructor:_________________________

Date:_____________________________

Total Time for Demonstration:_______

Help Given? _____Yes _____No
Details:___________________________

Accommodations?: _____Yes ____No
Details:___________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Numeracy**
  - Money Math 1
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Job Task Planning & Organization 2
  - Significant Use of Memory
  - Finding Information 1

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Planned a bus trip			
• Taken the bus trip independently using correct fare			
• Reported back to the instructor about the bus trip			
• Assessed own performance			
•			
•			
•			

ADDITIONAL COMMENTS

Time

Time

Time

Time management is an important skill for all of us, both in the workplace and in our everyday lives. As a person prepares to enter the workforce, specific challenges with respect to time become apparent.

Ours is a fast paced world, and in the workplace, efficiency (not wasting time) is important to a company's success and profitability. Getting to work at an appropriate time, being ready to start at the correct time, completing tasks within a time frame, taking only the allowed time for breaks, not abusing time-off, reading and understanding a work schedule, and completing workplace documents, such as timesheets, are some of the expectations placed on the employee.

In order to manage time effectively, a person must be able to measure it, and to read the ways in which it is presented. Digital and analog clocks, standard date notation, etc., add an extra level of difficulty for the Level 1 student.

PREREQUISITE AND ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Reading numerals and number words
- Counting by 1s and 5s
- Writing numerals
- Simple addition
- Some sight vocabulary
- Understanding concepts of "before", "after", "more", "less"
- Knowing the names of the letters
- Setting an alarm clock
- Setting time on a clock (too many different ways – this should be an extra, individual activity)

OBJECTIVES

Students will

- Know the relationships among the various units of time
- Be able to use units of time measurement (second, minute, hour, day, week, month, and year)
- Tell time using both digital and analog clocks
- Be able to set and use a timer
- Write time using a.m. and p.m.
- Understand the 24 hour clock
- Know when a given time is approaching
- Measure elapsed time
- Manage their own time
- Read a schedule

MATERIALS

- Clocks of various kinds, (analog and digital), including a 60 minute stopwatch or timer
- Variety of schedules (bus, work, TV, etc.) on overhead as well as hard copy
- Materials for timing activities (Measurement of Elapsed Time) such as 100 plastic spoons and 10 baggies; paper to collate and staple; garbage bags to tie with twist-ties, etc.
- Overhead projector and dry erase markers
- Scissors, chart paper, markers, etc.

VOCABULARY

- A.M. a.m.
- Calendar
- Century
- Clock
- Day
- Decade
- Digital
- Hour
- Minute
- Month
- O’clock
- P.M. p.m.
- Schedule
- Second
- Time
- Timer
- Watch
- Week
- Year

RESOURCES

- Do an Internet search for up to date resources (Google “Teaching Time” as a start)

	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
UNITS OF TIME MEASUREMENT																		
1.	One second								1	1	1			*				*
2.	One minute						1	1	1	2	1	1		*				*
3.	Tasks in a minute								1	1	1	1		*				*
4.	Minutes / hour							1	2	2	2	1		*				*
5.	60 minutes		1	1			1			1				*				*
6.	Minutes and hours							1		1	1	1		*				*
7.	24 hours		1	1						1		1		*				*
8.	Hours and days							1		1	1	1		*				*
9.	Measuring hours		1							1	2	1		*				*
10.	Other ways to measure time									1	2			*				*
11.	Days of the week		1	1						1	1	1		*	1			*
12.	Months		1	1		1				1	1	1		*	1			*
13.	Year		1	1				1		2	1	1		*				*
14.	The date with numbers		1	1		1		1		2	2	1		*				*
D	It’s About Time	1	1	1		1	1	1	1		1	1		*				
DIGITAL CLOCK																		
15.	Making a digital clock		1							1			1					*
16.	Reading digital clock		1							1								*
17.	Hours on a digital clock		1					1		1				*				*

	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
18.	Writing the hours		**1**	**1**			**1**			**1**	**1**	**1**		*				*
19.	Practising the hours		**1**	**1**			**1**			**1**	**1**	**1**		*		*		*
20.	Minutes on a digital clock		**1**							**1**								*
21.	The hour changes after 59		**1**					**1**		**1**	**1**	**1**		*				*
22.	Reading digital times		**1**	**1**						**1**	**1**	**1**		*				*
23.	Set the clock		**1**				**1**			**1**	**1**	**1**		*		*		*
24.	Half hour		**1**				**1**	**1**		**1**	**1**	**1**		*				*
25.	Half past	**1**	**1**			**1**		**1**		**1**	**1**	**1**		*	**1**			*
26.	Half past: thirty						**1**	**1**		**1**	**1**	**1**		*				*
27.	Closer to which hour?		**1**					**1**		**1**	**1**	**1**		*				*
28.	This is what it means	**1**	**1**	**1**			**1**	**1**		**1**	**1**	**1**		*				*
29.	Recognizing the time		**1**				**1**	**1**		**1**	**1**	**1**		*		*		*
30.	A.M and P.M.		**1**							**2**								*
31.	A.M. / P.M. indicator light		**1**							**2**	**2**	**1**		*				*
32.	When do you do this?		**1**	**1**		**1**				**1**	**1**	**1**		*				*
33.	Students' daily schedule		**1**	**1**		**1**				**1**	**2**	**1**		*				*
34.	What's the time now?		**1**	**1**			**1**	**1**		**2**	**2**	**1**		*				*
35.	Reading times on schedules	**1**	**1**	**1**		**1**		**1**		**2**	**2**	**1**		*				*
36.	The right time	**1**	**1**	**1**			**1**			**1**	**2**	**1**		*				*

	Activity Description	**ESSENTIAL SKILLS**																
					N						TS							
		RT	DU	W	MM	SBA	MC	DA	NE	OC	PS	DM	JTPO	SUM	FI	WWO	CU	CL
37.	24 hour clock		**1**	**1**			**1**	**1**		**2**	**1**	**1**		*				*
D	Times on the job	**1**	**1**	**1**			**1**			**1**	**1**	**1**		*				
ANALOG CLOCK																		
38.	Make an clock		**1**							**1**	**1**	**1**						*
39.	Clockwise and anti-clockwise		**1**							**1**	**1**	**1**		*				*
40.	Numbers are hours		**1**	**1**						**1**	**1**	**1**		*				*
41.	Minutes		**1**	**1**			**1**			**1**	**1**	**1**		*				*
42.	Hands on the clock		**1**				**1**			**1**	**1**	**1**		*				*
43.	Changing the hours		**1**							**1**	**1**	**1**		*				*
44.	What hour is it?		**1**				**1**			**1**	**1**	**1**		*		*		*
45.	Reading minutes		**1**				**1**			**1**	**1**	**1**	**1**	*				*
46.	Changing the minutes		**1**				**1**			**1**	**1**	**1**	**1**	*				*
47.	Read analog; write digital	**1**	**1**	**1**			**1**			**1**	**1**	**1**	**1**	*				*
48.	Half hour		**1**				**1**	**1**		**1**	**1**	**1**		*				*
49.	Show the half hours	**1**	**1**	**1**			**1**			**1**	**1**	**1**		*				*
50.	Different ways to say it		**1**							**1**								*
51.	Minutes before the hour		**1**				**1**	**1**		**1**	**1**	**1**		*				*
52.	Quarter hours		**1**				**1**	**1**		**1**	**1**	**1**		*				*
53.	Quarter hour: 15 minutes		**1**				**1**	**1**		**1**	**1**	**1**		*				*
54.	Quarter to		**1**				**1**	**1**		**1**	**1**	**1**		*				*

	Activity Description	**ESSENTIAL SKILLS**																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
55.	Count the minutes by 5s		**1**				**1**	**1**		**1**	**1**	**1**		*				*
56.	Practise quarter hours	**1**	**1**	**1**			**1**			**1**	**1**	**1**		*				*
57.	A.M. or P.M.		**1**							**1**	**2**	**1**		*				*
D	Reading the time at work	**1**	**1**	**1**		**1**	**1**			**1**	**1**	**1**	**1**	*	**1**			
MEASUREMENT OF ELAPSED TIME																		
58.	Timing experiences									**2**	**1**	**1**		*				*
59.	Starting and stopping									**2**	**2**	**1**		*				*
60.	Using a clock to measure									**2**	**2**	**1**		*				*
61.	Using a stop watch		**1**	**1**		**1**	**1**			**1**	**1**	**1**	**1**	*		*		*
62.	Accuracy not timed									**2**	**2**	**1**		*				*
63.	Per		**1**	**1**		**1**	**1**	**1**		**2**	**1**	**1**	**1**	*				*
64.	Using a timer		**1**				**1**			**1**	**2**	**1**		*				*
65.	Setting a timer		**1**				**1**	**1**		**1**	**1**	**1**		*				*
66.	Calculating elapsed time									**1**	**2**	**1**		*				*
67.	1 hour more		**1**				**1**	**1**		**1**	**1**	**1**		*				*
68.	Hours later	**1**	**1**	**1**			**1**			**1**	**1**	**1**		*				*
69.	15 / 30 minutes later		**1**				**1**			**1**	**1**	**1**		*				*
70.	Minutes later	**1**	**1**	**1**			**1**			**1**	**1**	**1**		*				*

	Activity Description	**ESSENTIAL SKILLS**																
					N						TS							
		RT	DU	W	MM	SBA	MC	DA	NE	OC	PS	DM	JTPO	SUM	FI	WWO	CU	CL
71.	Experience 15, 30 minutes									**2**	**2**	**1**		*				*
72.	Estimate & time	**1**	**1**	**1**		**1**	**1**	**1**	**1**	**2**	**2**	**1**		*				*
D	How long? – Timing at work	**1**	**1**	**1**			**1**	**1**	**1**		**1**	**1**		*	**1**			
MANAGING TIME																		
73.	Getting there on time									**2**	**2**	**2**		*				*
74.	Get to work on time								**1**	**2**	**2**	**2**		*				*
75.	Time plan worksheet 1		**1**	**1**		**1**	**1**			**1**				*				*
76.	Time plan worksheet 2		**1**	**1**		**1**	**1**			**2**	**1**	**1**		*				*
77.	Time plan worksheet 3		**1**	**1**		**1**	**1**			**2**	**1**	**1**		*				*
78.	Time plan worksheet 4		**1**	**1**		**1**	**1**		**1**	**2**	**1**	**1**		*				*
79.	When to start	**1**	**1**				**1**			**1**	**1**	**1**		*				*
80.	Get to school on time		**1**	**1**			**1**		**1**	**2**	**2**	**1**		*				*
81.	Which bus to take		**1**			**1**	**1**			**1**	**2**	**1**		*				*
82.	More bus timing		**1**				**1**			**1**	**2**	**1**		*	**1**			*
83.	Time and ethics	**1**	**1**							**2**	**2**	**1**						*
D	I can get there on time	**1**	**1**	**1**		**1**	**1**		**1**		**1**	**1**		*				

Time

UNITS OF TIME MEASUREMENT

In this section, students will learn the various units used to measure time in a day. They will learn that there are 60 seconds in a minute, 60 minutes in an hour and 24 hours in a day. They will learn to compare lengths of time, being able to tell which is longer.

Then, they will learn about the date, the days of the week and months in the year. They will learn to read a calendar and to name the date in a variety of ways, including numerical.

They will see the concept of time stretching forward into longer periods of time, decades and centuries. While they will not need to measure these time periods, it is useful in other discussions about probationary periods, retirement planning, vacation planning, etc.

LEARNING ACTIVITIES

1. ONE SECOND • **Numeracy** ° Numerical Estimation 1 • **Oral Communication 1** • **Thinking Skills** ° Problem Solving 1 ° Significant Use of Memory • **Continuous Learning**	**Materials:** None
Ask students to describe how long a second is. What are some things you could do in one second? (blink, snap your fingers, take a step.) Have students do a one-second activity.	

2. ONE MINUTE

- **Numeracy**
  - Measurement & Calculation 1
  - Data Analysis 1
  - Numerical Estimation 1
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Minutes timer

Set a timer for one minute.

- Ask students to sit quietly for one minute without doing anything, to feel how long one minute is.
- Ask students to share feelings.

Ask students to identify which is longer – a second or a minute?

Explain that there are sixty seconds in one minute.

- You might have students count to sixty out loud as a way of remembering how long a minute is.

3. TASKS IN A MINUTE

- **Numeracy**
  - Numerical Estimation 1
- **Oral Communiation 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Timer

Ask students to identify tasks they could do in one minute.

- You might want to have them try some of these tasks and time them.
- See if their estimates were correct.

4. MINUTE / HOUR	Materials:

- **Numeracy**
  ◦ Data Analysis 1
  ◦ Numerical Estimation 2
- **Oral Communication 2**
- **Thinking Skills**
  ◦ Problem Solving 2
  ◦ Decision Making 1
  ◦ Significant Use of Memory
- **Continuous Learning**
	- Timer

Ask students which is longer, one minute or one hour?

Ask if they would like to sit quietly without talking or doing anything for one hour.

- Why or why not?

Ask them to list what they think they could accomplish in one hour in class.

- Put the timer on for an hour, and see if their estimates were correct,

  OR

- During other class activities, put the timer on for one hour. Tell the students that you will record everything that is accomplished in the one hour.

5. 60 MINUTES	Materials:

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  ◦ Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  ◦ Significant Use of Memory
- **Continuous Learning**
	- Timer showing 60 minute markings

Explain that there are "60 minutes in one hour".

Write this on the board and have students write it down.

If your timer is a one-hour timer, show the marks on the timer for each minute.

- Have the students count the marks.

6. MINUTES AND HOURS

- **Numeracy**
  - Data Analysis 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials: None

Ask students which is longer:

- 5 minutes or 20 minutes?
- 20 minutes or 50 minutes?
- 50 minutes or 60 minutes?

Remind students that 60 minutes is the same as one hour.

Ask which is longer – 50 minutes or one hour?

7. 24 HOURS

- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials: None

Ask students how many hours are in one day.

- Write "24 hours in one day" on the board and have students write it down.
- Talk about the 24 hours being divided into daytime and nighttime.
- Ask if they usually say that it is 19 o’clock.
- How do we count the hours in a day (1 – 12 and repeat.)
- Introduce the concepts of midnight and noon.
- These ideas will be further developed when learning to use digital and analog clocks

8. HOURS AND DAYS	**Materials:** None
• **Numeracy** ○ Data Analysis • **Oral Communication 1** • **Thinking Skills** ○ Problem Solving 1 ○ Decision Making 1 ○ Significant Use of Memory • **Continuous Learning**	
Ask students which is more: • 1 hour or 10 hours? • 10 hours or 24 hours? Remind students that 24 hours is the same as one day. Ask which is more – 10 hours or one day?	

9. MEASURING HOURS	**Materials:**
• **Document Use 1** • **Oral communication 1** • **Thinking Skills** ○ Problem Solving 2 ○ Decision Making 1 ○ Significant Use of Memory • **Continuous Learning**	• Timer (60 minute) • Variety of clocks and watches
Ask if you could use this 60 minute timer to measure hours. Why not? Ask how you can measure hours in a day. (clocks, watches) Look at the different types of clocks and watches (if available).	

10. OTHER WAYS TO MEASURE TIME

- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 2
  - Significant Use of Memory
- **Continuous Learning**

Materials: None

Have them think of other ways to measure the hours in a day (using the position of the sun, when it gets dark or the sun comes up, how they feel, i.e. hungry or tired, TV programs, etc.)

Explain that before clocks and watches were invented, people used these other ways to tell time.

Discuss with students situations when they have used these methods to tell the time.

11. DAYS OF THE WEEK.

- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Teacher Aid: *Days of the Week*
- Calendar

Ask students to name the days in the week.

- Explain that some people start the week with Sunday and others with Monday, but that either is OK.

Write the names of the days of the week on the board and ask students to copy them.

Use Teacher Aid: *Days of the Week*.

- Cut the cards out and shuffle.
- Have students put them in order.

Look at any page in the calendar.

- Ask students to find the days of the week.
- Explain that they are usually written out either in full or as abbreviations at the top of the calendar.
- What do they think the abbreviations might be?
- List the most common ways to abbreviate days of the week.
- Have them copy the abbreviations onto the back of their days cards.
- Place the same game using the abbreviations.

Explain how to read the date from the calendar, looking at the rows and columns organization.

- Ask which day was the 1st of the month, the 14th, the 22nd.
- Have them name various days, using the day of the week and the number.

12. MONTHS

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Scheduling or Budgeting & Accounting 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Teacher Aid: *Months*
- Calendar
- Scissors
- Student Activity Sheet: *30 Days Has September*

Ask students to name the months in the year.

- Write these on the board for them to copy.
- Show the abbreviation as well as the name in full.

Use Teacher Aid: *Months*.

- Cut the names out and have them arrange them in order.
- Have them copy the abbreviations onto the backs of the appropriate months cards.
- Have them arrange the abbreviations in order.

OR

- Give them 2 cards and ask what comes in between,

OR

- Give all the cards but one and ask what is missing.

Look at the calendar and find where the month is named on each page.

Look at each month and see how many days are in it.

- Complete the chart on Student Activity Sheet: *30 Days Has September…*

Practise naming specific dates, using day, month and date (Friday, December 3) or day, date, month (Friday, 3rd of December).

- Explain that both orders are used.

13. YEAR

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Data Analysis 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials: None

Ask students what year it is.

- Write this on the board.
- Explain that the first two digits name the century.
  - We talk of it as 1 more than the number showing (we are now in the 21st century.)
  - This may be too difficult a concept for some, but not for others.
  - The century begins with the year 1 and ends with the hundred.
    - 21st = 2001 – 2100:
    - see Wikipedia for explanation
  - Common speech uses the terms 20th century and 21st century, knowing we are now in the 21st century is useful.

Point to the 3rd digit and explain that this names the decades: the 20s, 30s, 90s etc.

- Tell them there is no particular name for the first 2 decades in a century.

Name some years and have them write them.

Have them read aloud some years. (1937 = 19…37; 2004 = 2 thousand and 4)

14. THE DATE WITH NUMBERS

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Scheduling or Budgeting & Accounting 1
  - Data Analysis 1
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Various forms with different ways of showing the date
- Student Activity Sheet: *The Months in Numbers*
- Student Activity Sheet: *Name that Date.*

Ask for today's date: day, month, date, year.

Tell students that in the workplace, when a date is asked for, it usually does not include the day of the week. Remind them that they can say it in different orders. (see Activity 11).

Ask them if they have ever had to fill in the date on a form.

- Did they have to write it in full words?
- With abbreviations?
- Did the form sometimes just give them squares to fill in.
- Show them examples from a variety of forms.

Explain that the months of the year can be represented by numbers.

- January = 1, etc.
- If the form has 2 squares for the month, they may have to add a 0 in front of the number: May = 05.
- Have students complete the chart on Student Activity Sheet: *The Months in Numbers*

Explain that sometimes it is ok to use just the last 2 digits of the year. Other times, they will need to use all 4 digits.

Explain that if the squares have letters below, they are telling them which information to put there:

- d = date; m=month, y = year.
- Standard cheques now will use a standard date format: dd/mm/yyyy.

Practise reading and writing various dates in numerical format.

- Use Student Activity Sheet: *Name that Date.*

Days of the Week

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Teaching Aid Time

onths

January	**February**
March	**April**
May	**June**
July	**August**
September	**October**
November	**December**

Teaching Aid Time

30 Days Has September

Month	Days
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

The Months in Numbers

Write the number that stands for each month.

Practise these till you know them by heart.

January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

Name That Date

Write the dates in numbers.

March 12, 2005 ____________________ (dd/mm/yyyy)

June 23, 1989 ____________________ (yyyy,mm,dd)

October 1, 2001____________________ (mm/dd/yy)

August 4, 2007____________________ (dd/mm/yyyy)

December 25, 2006 ____________________ (yyyy,mm,dd)

April 30, 2004 ____________________ (mm/dd/yyyy)

Write the date that the numbers represents.

(dd/mm/yyyy) 15 / 09 / 1997 ________________________

(yyyy/mm/dd) 2007/11/16 ________________________

(dd/mm/yy) 31/02/05 ________________________

(mm/dd/yy) 7/22/03 ________________________

(yyyy/mm/dd) 2007/06/29 ________________________

DEMONSTRATION INSTRUCTOR PAGE

It's About Time

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Scheduling or Budgeting & Accounting 1
  - Measurement & Calculation 1
  - Data Analysis 1
  - Numerical Estimation 1
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory

DEMO DESCRIPTION

The student will complete the fill-in-the-blank exercises that show the understanding of the various units of time measurement.

INSTRUCTOR NOTES

Provide *What I Have Learned and Skills Practised* from the Evaluation section of this resource to link demonstration tasks with the Essential Skills.

With student

- Read Tasks aloud if necessary.

ACHIEVEMENT INDICATORS

- Completed fill in the blank statements with appropriate units, numbers, etc
- Chosen the longer of two lengths of time with different units
- Understood the approximate length of various activities using standard units of time measurement
- Assessed own performance

Demonstration Time

It's About Time

TASK 1

Fill in the blanks with one of the following:

more, less, 12, 24, 60, second, minute, hour

1. There are _______ minutes in one hour.
2. There are _______ hours in one day.
3. A _________ is less than one minute.
4. An hour is________ than one minute.
5. A minute is more than one ____________

Underline which of the following is more:

1. 5 minutes or 50 minutes?
2. 1 hour or 35 minutes?
3. 20 hours or 20 minutes?
4. 1 day or 20 hours?
5. 45 minutes or 1 day?

Demonstration Time

It's About Time
TASK 2

Choose one of the following words to make sense in the sentence:

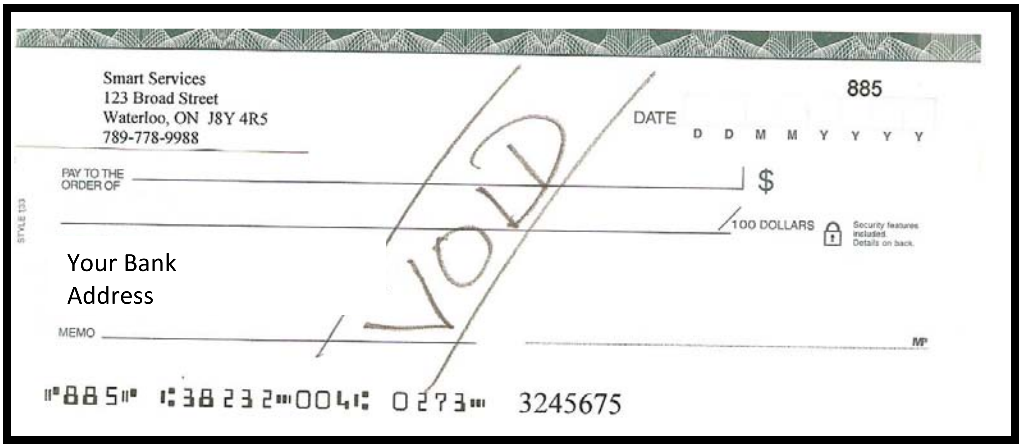
second minute hour

1. It takes one __________ to do my homework.
2. It takes one __________ to wash my hands.
3. It takes one __________ to get supper ready.
4. It takes one __________ to sneeze.
5. It takes one __________ to sing “Happy Birthday”.
6. It takes one __________ to clean my room.
7. It takes one __________ to say your first name.
8. It takes one __________ to brush my teeth.
9. It takes one __________ to watch a TV program.
10. It takes one __________ to drink a glass of water.

Demonstration	Time

It's About Time
TASK 3

Use today's date to complete the date portion of the following documents:



Smart Services
123 Broad Street
Waterloo, ON J8Y 4R5
789-778-9988

885

DATE
D D M M Y Y Y Y

PAY TO THE ORDER OF $

/100 DOLLARS

Security features included. Details on back.

VOID

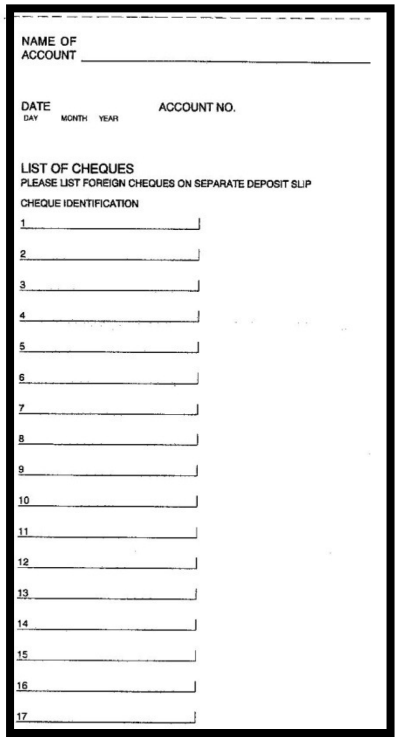
Your Bank
Address

MEMO

MP

STYLE 133

⑈885⑈ ⑆38232⑉004⑆ 0273⑉ 3245675



NAME OF ACCOUNT

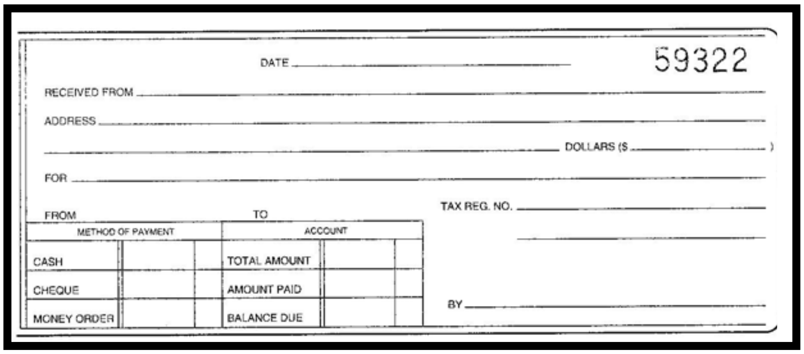
DATE
DAY MONTH YEAR

ACCOUNT NO.

LIST OF CHEQUES
PLEASE LIST FOREIGN CHEQUES ON SEPARATE DEPOSIT SLIP

CHEQUE IDENTIFICATION

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17



59322

DATE

RECEIVED FROM

ADDRESS

DOLLARS ($)

FOR

FROM TO

TAX REG. NO.

METHOD OF PAYMENT			ACCOUNT		
CASH			TOTAL AMOUNT		
CHEQUE			AMOUNT PAID		
MONEY ORDER			BALANCE DUE		

BY

Demonstration Time

DEMONSTRATION ASSESSMENT

It's About Time

Student:___________________________

Instructor:_________________________

Date:_____________________________

Total Time for Demonstration:_______

Help Given? _____Yes _____No
Details:__________________________

Accommodations?: _____Yes ____No
Details:__________________________

ESSENTIAL SKILLS:
- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
    - Scheduling or Budgeting & Accounting 1
    - Measurement & Calculation 1
    - Data Analysis 1
    - Numerical Estimation 1
- **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Completed fill in the blank statements with appropriate units, numbers, etc			
• Chose the longer of two lengths of time with different units			
• Understood the approximate length of various activities using standard units of time measurement			
• Assessed own performance			

Demonstration Time

ADDITIONAL COMMENTS

DIGITAL CLOCK

Students need to read time when it is presented in a linear, or digital, format. They probably are most comfortable with this kind of clock, as it is most commonly used for alarm clocks, and many watches now use digital displays. As well, they are likely familiar with the TV guide, bus timetables, or other documents where they will have seen time presented this way. (Even if they have not been able to actually use those documents.)

Reading digital time has its own conventions (how to "say" the time); the concepts of a.m. and p.m. will be practiced here.

The 24 hour clock is included, briefly, in this unit.

This unit does not address the issue of setting digital alarm clocks. As makes of digital clocks vary, and therefore instructions do too, generic activities would not be possible. Setting these clocks would be a useful activity using a variety of digital alarm clocks gathered by instructor and students. Use this as an opportunity to develop both the reading of the instructions, and the "Computer Use" (Essential Skill) of using this simple technology.

LEARNING ACTIVITIES

15. MAKING A DIGITAL CLOCK

- **Document Use 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Job Task Planning & Organization 1
- **Continuous Learning**

Materials:

- Teaching Aid: *Make A Digital Clock – Instructions*
- Student Activity Sheet: *Make A Digital Clock*
- Student Activity Sheet: *Digital Clock Number Strips*
- Cardboard, scissors, glue

Students may make their own digital clocks.

- Use the pattern on the Student Activity Sheet: *Make A Digital Clock* and Student Activity Sheet: *Digital Clock Number Strips.*
- Read the instructions from the Teaching Aid.

16. READING DIGITAL CLOCK

- **Document Use 1**
- **Oral Communication 1**
- **Continuous Learning**

Materials:

- Digital clock

Explain that we measure the hours in the day with numbers.

Explain that when we say it is 2 o'clock (write this on the board), we mean that the clock says it is at 2.

Look together at a digital clock.

2:00

Hours:

17. HOURS ON DIGITAL CLOCK

- **Document use 1**
- **Numeracy**
  - Data Analysis 1
- **Oral communication 12**
- **Thinking Skills**
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Digital clock

Explain how to read a digital clock.

- Point out the colon.
- Explain that the numbers in front of the colon are the hours.

Changing the hours only, ask students to read the times.

- What is the highest number for hours?

18. WRITING THE HOURS

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Digital clock (real, or cardboard)

Show students how to write down the time (e.g. 2 o'clock would be written as 2:00).

As you change the hours, ask students to write down the times.

19. PRACTISING THE HOURS

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials:

- Students' cardboard digital clocks

Have students practise with partners and their own cardboard digital clocks.

- Ask one student to change the hours on the clock.
- The other student should say the time and then write it down.

20. MINUTES ON DIGITAL CLOCK

- **Document Use 1**
- **Oral Communication 1**
- **Continuous Learning**

Materials:

- Digital clock

Look together at a digital clock.

Explain that the numbers after the colon are the minutes after the hour.

4:25

Hours : Minutes

For example, 4:25 means 25 minutes after 4 o’clock.

Change the minutes on your digital clock and ask students to read the minutes.

21. THE HOUR CHANGES AFTER 59

- **Document Use 1**
- **Numeracy**
    - Data Analysis 1
- **Oral Communication 1**
- **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Significant Use of Memory
- **Continuous Learning**

Materials:

- Digital clock

Slowly advance the minutes on a digital clock, so that the students see the change to the next hour.

Ask them to pay close attention to the minute numbers.

- Ask students what is the highest number for minutes.
- Point out that the minutes only go to 59, because there are 60 minutes in one hour.
- 60 minutes after one hour is the next hour.

Give examples: 60 minutes after 3 is what hour?

22. READING DIGITAL TIMES
- **Document Use 1**
- **Writing 1**
- **Numeracy**
  ° Data Analysis 1
- **Oral Communication 1**
- **Thinking Skills**
  ° Problem Solving 1
  ° Decision Making 1
  ° Significant Use of Memory
- **Continuous Learning**
	Materials:
	- Digital clock

Change the times on the digital clock. Ask students to say each time on the clock, and then write it down.	

23. SET THE CLOCK
- **Document Use 1**
- **Numeracy**
  ° Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  ° Problem Solving 1
  ° Decision Making 1
  ° Significant Use of Memory
- **Working With Others**
- **Continuous Learning**
	Materials:
	- Students' cardboard digital clocks

In partners, ask students to set their cardboard digital clocks to the following times: - 4:19, - 2:52, - 9:30, - 6:59, - 5:06, etc.	

## 24. HALF HOUR 	
- **Document Use 1**
- **Numeracy**
  ○ Measurement & Calculation 1
  ○ Data Analysis 1
- **Oral Communication 1**
- **Thinking Skills**
  ○ Problem Solving 1
  ○ Decision Making 1
  ○ Significant Use of Memory
- **Continuous Learning**
	Materials:
	- Teaching Aid: *Number Line*

Remind students again that there are 60 minutes in each hour.

Ask students if they know how many minutes are in a half hour.

- If necessary, suggest that students fold a prepared number line in half to discover what number is half-way to 60.
    - Use Teaching Aid: *Number Line*

25. HALF PAST

- **Reading Text 1**
- **Document Use 1**
- **Numeracy**
  - Scheduling or Budgeting & Accounting 1
  - Data Analysis 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Local TV schedule (as overhead)

Explain that 7:30 means that 30 minutes have passed since 7 o'clock.

- This is half-way to the next number, or 8 o'clock.
- We sometimes refer to 7:30 as "half past 7."

Tell students that shows on TV usually start at the hour or the half hour.

- Ask students to name a TV show that starts at 7:00 and another one that starts at 7:30.

Look at a TV schedule (use overhead if doing this with a group; otherwise, use actual document).

- Find the times 7:00 and 7:30.
- Can they find the name of the TV program they suggested?

26. HALF PAST: THIRTY

- **Numeracy**
  - Measurement & Calculation 1
  - Data Analysis 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials: None

Ask students if they know what time is half-way between 1:00 and 2:00 (1:30).

- Give both names for the time.
- Give other examples for practice.

27. CLOSER TO WHICH HOUR?

- **Document Use 1**
- **Numeracy**
  - Data Analysis 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials: None

Point out that any number higher than 30 is closer to the next hour.

Give students a time (e.g. 5:10).

- Write it on the board.
- Ask what hour comes after 5:00.
- Is 5:10 closer to 5:00 or to 6:00?

Give another time (e.g. 3:45).

- What hour comes next?
- Is this time (3:45) closer to 3:00 or to 4:00?

28. THIS IS WHAT IT MEANS
• **Reading Text 1**
• **Document Use 1**
• **Writing 1**
• **Numeracy**
  ◦ Measurement & Calculation 1
  ◦ Data Analysis 1
• **Oral Communication 1**
• **Thinking Skills**
  ◦ Problem Solving 1
  ◦ Decision Making 1
  ◦ Significant Use of Memory
• **Continuous Learning**
	Materials:
	• Student Activity Sheet: *This is What It Means*

Use Student Activity Sheet: *This is What It Means.* • Read each statement with the students if needed.	

29. RECOGNIZING THE TIME
• **Document Use 1**
• **Numeracy**
  ◦ Measurement & Calculation 1
  ◦ Data Analysis 1
• **Oral Communication 1**
• **Thinking Skills**
  ◦ Problem Solving 1
  ◦ Decision Making 1
  ◦ Significant Use of Memory
• **Working With Others**
• **Continuous Learning**
	Materials:
	• Digital clock

Say a time aloud. • Change the time on a digital clock and ask students to tell you when the requested time appears. You could make this into a game with a group of students. • The winner would be the student who called out, or stood up, closest to when the given time appeared.	

30. A.M AND P.M.

- **Document Use 1**
- **Oral Communication 2**
- **Continuous Learning**

Materials:

- Teaching Aid: *A.M and P.M.*

Ask how many hours are in one day. Draw this on a number line or use Teaching Aid: *A.M and P.M.*

Point out that most digital clocks have only 12 numbers for the hours. So, it is necessary to repeat the hours. (12 + 12 = 24)

That means we will have 2 one-o'clocks, 2 two-o'clocks, etc., and we need a way to tell the times apart.

- The first 12 hours go from 12 midnight to 12 noon.
  - We use a.m. for these hours.
- The second 12 hours go from noon to midnight.
  - We use p.m. for these hours.
- (If they ask where the letters "a.m." came from, explain this is Latin for "ante meridian" or "before the middle; similarly, p.m. is "post meridian" or "after the middle".)

Show this on the number line.

## 31. A.M / P.M. INDICATOR LIGHT • **Document Use 1** • **Oral Communication 2** • **Thinking Skills** ° Problem Solving 2 ° Decision Making 1 ° Significant Use of Memory • **Continuous Learning**	**Materials:** • Digital clock

Point out that digital clocks often have a little light that shows whether the time is a.m. or p.m.

- Show students where this light is on real clocks, and show them how they can tell whether it says 1:00 a.m. or 1:00 p.m.

Ask students to point out other ways to tell if it is a.m. or p.m.

- a.m. is morning;
- p.m. is afternoon or evening;
- Explain that part of the night is in the p.m. and part in the a.m.)

Sometimes only one time makes sense.

- For example, if you have a doctor's appointment at 2:00, will that be 2:00 a.m. or 2:00 p.m.? How do you know?

Give other examples.

- Do you eat breakfast at 8:00 a.m. or at 8:00 p.m.?
- Would you go to school at 9:00 a.m. or 9:00 p.m.?
- Would you go shopping at 4:00 a.m. or 4:00 p.m.?

32. WHEN DO YOU DO THIS? • **Document Use 1** • **Writing 1** • **Numeracy** ° Scheduling or Budgeting & Accounting 1 • **Oral Communication 1** • **Thinking Skills** ° Problem Solving 1 ° Decision Making 1 ° Significant Use of Memory • **Continuous Learning**	**Materials:** • Student Activity Sheet: *I Do This At*

Ask students to write down the times they do certain activities. This may be done orally, or use Student Activity Sheet: *I Do This At…* Include a.m. and p.m.

- Get up in the morning
- Come to school
- Have lunch
- Take a coffee break
- Leave school
- Eat supper
- Go bowling; go to a show, etc.
- Watch favourite shows on T.V.
- Go to bed

33. STUDENT'S DAILY SCHEDULE • **Document Use 1** • **Writing 1** • **Numeracy** ° Scheduling or Budgeting & Accounting 1 • **Oral Communication 1** • **Thinking Skills** ° Problem Solving 2 ° Decision Making 1 ° Significant Use of Memory • **Continuous Learning**	**Materials:** • Student Activity Sheet: *My Day*

You could ask students to keep a schedule with times of everything they do in a day. They should include at least 10 activities.

Use Student Activity Sheet: *My Day*

34. WHAT’S THE TIME NOW? • **Document Use 1** • **Writing 1** • **Numeracy** ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • **Oral Communication 2** • **Thinking Skills** ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • **Continuous Learning**	**Materials:** • Timer • Digital clock

If students need more practice with this activity, set the timer in your classroom for random times.

- Every time the timer goes off, ask students to write down the time (from the digital clock) and what they were doing.
- If the minutes are after 30, ask what hour is coming up next.
- Ask them,
  - “If you were not at school, what would you be doing at this time?”
  - “If you were at work, what might you be doing?”

35. READING TIMES ON SCHEDULES

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Scheduling or Budgeting & Accounting 1
  - Data Analysis 1
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Sample bus and work schedules that use digital time display
- Students' cardboard clocks

Look at other schedules with written times (see sample bus and work schedules)

- Have students read the times of specific buses or person's shifts.
- Discuss what time of day this is-morning, noon, afternoon or evening.
- What activities does this time come after?
- What activities does this come before?

Have students set their cardboard digital clocks for the times on the schedule (including marking the a.m. or p.m. with an X).

36. THE RIGHT TIME

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Student Activity Sheet: *The Right Time*

Use Student Activity Sheet: *The Right Time*.

- You may need to help the students read the words.
- Make sure that they understand the directions.

37. 24 HOUR CLOCK

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
  - Data Analysis 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Student Activity Sheet: *24 Hour Clock*
- Student Activity Sheet: *This Day Has 24 Hours*

Ask students if they have ever heard of a 24 hour clock. Ask if they have ever travelled by train or airplane? (These sometimes use 24 hour schedule.)

- Discuss why this is used (avoids ANY confusion re a.m. or p.m. – especially in military situations.)

Explain that some workplaces use a 24 hour clock.

- This means that instead of stopping at 12 and beginning again, they start at 1 a.m. and continue to count till 24 (midnight).
- Instead of writing 1 p.m., they would write 13:00, and say “thirteen hundred hours.”

Use Student Activity Sheet: *24 Hour Clock,* and Student Activity Sheet: *This Day Has 24 Hours.*

- Students will first write the numbers 13 – 24 to correspond to the afternoon hours, then will rewrite given hours using the 24 hour format.
- Point out that by adding or subtracting 12 they can get from one format to the other.

Make a Digital Clock

INSTRUCTIONS

1. Cut on solid lines around clock pattern. Cut 2, for front and back, out of cardboard.

2. On front side only, cut out the inner rectangles where the numbers will appear. Cut out the square where the a.m./p.m. light will appear.

3. Cut out the strips for the light symbol and the numbers.

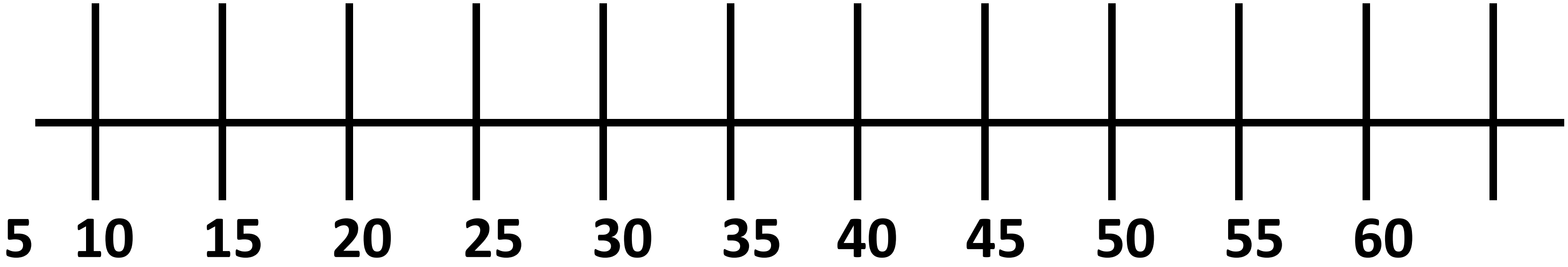
4. Tape or glue the minutes strips to make a strip from 00 to 59.

5. Insert the strips between the two layers of cardboard so the numbers appear through the windows, and the "light" through the a.m./p.m. square.

6. Fasten the two layers of cardboard so that the strips will slide up and down.

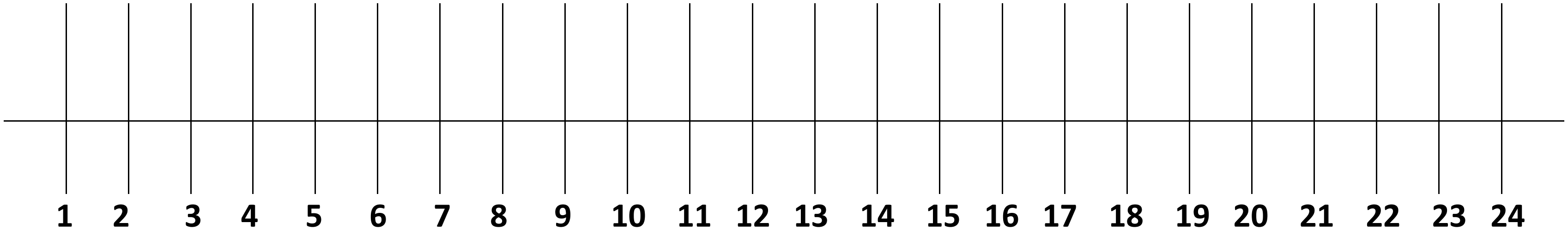
Teaching Aid	Time

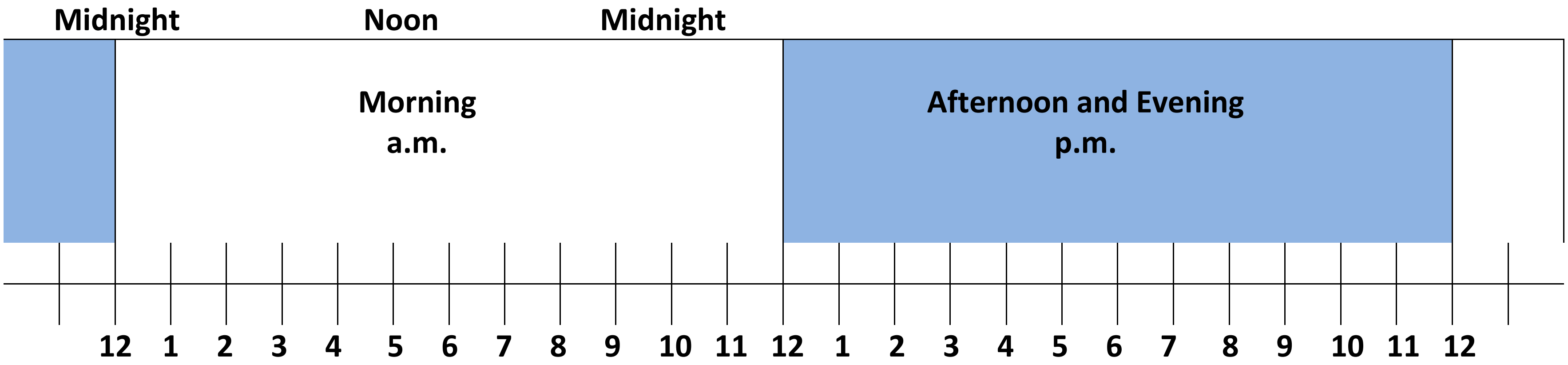
Number Line


5
10
15
20
25
30
35
40
45
50
55
60

Teaching Aid	Time

A.M. and P.M.


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24


Midnight
Noon
Midnight
Morning
a.m.
Afternoon and Evening
p.m.
12 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12

Make A Digital Clock

☐ : ☐

☐ **P.M**

X

Digital Clock Number Strips

1
2
3
4
5
6
7
8
9
10
11
12

00
01
02
03
04
05
06
07
08
09
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57
58
59

This Is What It Means

Fill in the blanks with the word or number that fits:

1. 1:15 means 15 ___________ after one o'clock.

2. 6:10 means 10 minutes _________ six o'clock.

3. 12:45 means _____ minutes after 12 o'clock.

4. 3:35 means 35 minutes after ______o'clock.

5. 20 minutes after five is written as ________ .

6. 4: 18 is between______ o'clock and _______ o'clock.

7. The time halfway between 10 and 11 is _____________

8. 6:30 is halfway between _______ and ________ .

Which hour is each time closest to?

9:05 ________ 2:50 ________

4:45 _______ 12:10 _________

1:15 ________ 8:35 ________

6:20 ________ 10:25 _________

I Do This At

ACTIVITY	TIME
Get up in the morning	_____________
Come to School	_____________
Have lunch	_____________
Take a coffee / smoke break	_____________
Leave school	_____________
Eat supper	_____________
Go out with friends	_____________
Watch favorite TV show	_____________
Go to bed	_____________

My Day

Write the time on the left and what you did on the right.

TIME	WHAT I DID

The Right Time

- Draw a line to connect the words to the correct time:

three twenty	1:58
six forty-seven	3:30
one fifty-eight	9:21
nine twenty-one	6:47
half past three	3:20

- Draw a line from the time to an activity that might happen at that time of the day:

12:30 p.m.	Go home from work
3:00 a.m.	Go out for the evening
5:00 p.m.	Eat lunch
7:30 a.m.	Sleep
9:00 p.m.	Eat breakfast
10:15 a.m.	Coffee break

24 Hour Clock

Complete the chart.

12 hour clock		24 hour clock
a.m.	1	1:00
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
p.m.	12 noon	
	1	13:00
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
a.m.	12 midnight	

This Day Has 24 Hours

How would the following numbers be written on a 24 hour clock?

12 hour clock	24 hour clock
4 a.m.	
11:30 a.m.	
2:15 p.m.	
6:00 p.m.	
7:30 p.m.	
11:45 p.m.	
8:15 a.m.	
8:15 p.m.	

How would the following times be written on the 12 hour clock? Don't forget a.m. and p.m.

12 hour clock	24 hour clock
	5:30
	13:15
	22:00
	18:45
	9:15
	23:30
	14:20
	17:35

DEMONSTRATION INSTRUCTOR PAGE

Times on the Job

ESSENTIAL SKILLS

- **Document Use 1**
- **Oral Communication 1**
- **Numeracy**
    - Measurement & Calculation 1
- **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Significant Use of Memory

DEMO DESCRIPTION

The student will be told specific times that something is to happen at work and must either say when that time appears on the digital clock (if the instructor is changing the clock), or must set the clock to show that time. A.M. and P.M. must be correct as well as the numbers.

INSTRUCTOR NOTES

- Provide a digital clock or use student’s cardboard digital clock.
- Read the scenarios aloud to the student. It is important that the student NOT read these so that no visual clues to the numbers are given.
- Adjust the times on the clock for each scenario (begin the clock at 6:00 a.m.), changing the minutes slowly so that the student has time to say “Stop”. DO NOT vary the speed of change (giving a clue).
- OR Let the student set the times on the clock to show the named time. (Set the clock at 6:00 a.m. to begin.)
- Provide *What I Have Learned and Skills Practised* from the Evaluation section of this resource to link demonstration tasks with the Essential Skills.
- NOTE: If student uses a real digital clock to set the times, then add Computer Use 1 to the Essential Skills included in the demonstration.

With student

- Remind student to check the a.m. / p.m. light.

ACHIEVEMENT INDICATORS

- Recognized specific times on digital clock from oral cue
- Understood standard units of time measurement (minutes, hours)
- Understood fractional units of time measurement (half-past, quarter to, etc)
- Understood a.m. and p.m. in context of work activities.
- Assessed own performance

Demonstration Time

Times on the Job
TASK 1

You need to know what time it is when you are at work. I will read some work situations. Listen carefully to each one. Show me the right time by (choose one)

- Setting the time on the clock.
- Telling me when the correct time appears on the clock.

1. You leave your house at seven in the morning.
2. Your bus comes at seven ten.
3. You begin work at eight in the morning.
4. Your boss says that you have a meeting with him at ten fifteen.
5. Your co-worker has asked you to take the early lunch today. It starts at eleven forty-five.
6. You should be back from lunch by twelve forty-five.
7. Your afternoon break starts at quarter past two.
8. You should be back from your break by half past two.
9. Your job finishes each day at four thirty.
10. Your bus comes at four thirty-eight.

Demonstration Time

Times on the Job
TASK 2

Digital Clock Self- Evaluation

I CAN	YES /DATE
I can read the numbers on a digital clock.	
I can read the hours.	
I can read the minutes.	
I know the difference between minutes and hours on a digital clock.	
I can tell if the clock says a.m. or p.m.	
I know what happens at certain times.	
I know when a certain time is getting close by looking at the digital clock.	

Demonstration	Time

DEMONSTRATION ASSESSMENT

Times on the Job

Student:___________________________

Instructor:_________________________

Date:_____________________________

Total Time for Demonstration:_______

Help Given? _____Yes _____No
Details:__________________________

Accommodations?: _____Yes ____No
Details:__________________________

ESSENTIAL SKILLS:

- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Computer Use 1**

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Recognized specific times on digital clock from oral cue			
• Understood standard units of time measurement (minutes, hours)			
• Understood fractional units of time measurement (half-past, quarter to, etc)			
• Understood a.m. and p.m. in context of work activities.			
• Assessed own performance			

Demonstration Time

ADDITIONAL COMMENTS

ANALOG CLOCK

Many people and businesses still use analog clocks. It is important that the individual be able to read the analog clock, to the nearest five minutes for practical purposes. Occasionally, reading to the nearest minute may be required in jobs such as logging phone calls, or noting times in a medical situation, for example. Students will need to understand what quarter hours and half hours look like on an analog clock, and be familiar with the expressions “quarter to” and “quarter after”. They must also be able to match digital and analog displays.

A sample work schedule will be part of the demonstration, to show that the student can relate the digital expression of work time to the clock on the wall.

Roman numerals are not taught in this unit. However, some wall clocks and some wrist watches use them on the dial.

LEARNING ACTIVITIES

38. MAKE AN ANALOG CLOCK	**Materials**
• **Document Use 1** • **Oral Communication 1** • **Thinking Skills** ° Problem Solving 1 ° Decision Making 1 • **Continuous Learning**	• Analog clock • Student Activity Sheet: *Analog clock* • Markers, scissors
Students should each make an analog clock using the Student Activity Sheet: *Analog Clock* and a real clock as the model.	

## 39. CLOCKWISE & ANTICLOCKWISE	**Materials**

- **Document Use 1**
- **Oral communication 1**
- **Thinking Skills**
  ° Problem Solving 1
  ° Decision Making 1
  ° Significant Use of Memory
- **Continuous Learning**
	- Analog clock
	- Teaching Aid: *Clockwise and Anti-Clockwise*

Explain that the numbers represent hours on the clock.

- The numbers go in order beginning at the 1.

Have the students follow the numbers around the clock face with their hands, making a circular motion.

Explain that this is what is meant by “clockwise”.

Draw the clockwise direction on the board, or use the Teaching Aid: *Clockwise and Anti-Clockwise.*

## 40. NUMBERS ARE HOURS	**Materials**

- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  ° Problem Solving 1
  ° Decision Making 1
  ° Significant Use of Memory
- **Continuous Learning**
	- Analog clock
	- Students’ cardboard clocks

As students write the numbers in order on their clocks, have them repeat the numbers out loud.

Ask what number is at the top of all analog clocks.

41. MINUTES

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials

- Analog clock
- Students' cardboard clocks

Explain that the small dots or marks represent the minutes on the clock.

- Ask students to count the number of marks BETWEEN the numbers (4).
- Explain that each number on the clock also gets a dot or mark to count as a minute.
- Ask students to count from 1 to 60 as they mark in the minutes on the clock face.

42. HANDS ON THE CLOCK

- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Wall clock

Ask students to look at the hands on a real clock.

- How many hands are there? (2 or 3 depending on whether there is a second hand)
- What is different about the hands?
  - One may be red and moves quickly around the clock-this is the second hand. It takes one second to move from one small mark to the next.)
  - The smaller hand is called the hour hand. Notice that it is the right length to point right at the numbers or hours.
  - The larger hand is called the minute hand. It often reaches all the way to the numbers or tiny minute marks.

43. CHANGING THE HOURS

- **Document Use 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Wall clock or students' cardboard clock

Placing your minute hand at the 12, move the hour hand from one number to the next.

Ask students to call out what time it is. Then mix up the order.

44. WHAT HOUR IS IT?

- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Working With Others**
- **Continuous Learning**

Materials

- Student Activity Sheet: *What Hour is It?*

Give students an opportunity to practice hours with their own clocks.

- Remind them that the other hand (i.e. minute hand) should be at the twelve.
- First, ask students to make their clock tell the same time as your clock.
- Then, ask each student to make their clock read a different time on the hour. Have the other students read the times.

OR

- This exercise may be done in pairs, taking turns making and reading the times on their clocks.

Use Student Activity Sheet: *What Hour is It?* for more practice.

45. READING MINUTES

- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation 1
  - Data Analysis 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Wall clock
- Students' cardboard clocks

Point out that the longer hand is the minute hand. It points right at the little marks or minutes.

Rather than counting the minutes by ones, it is easier for us to count the minutes by fives. (Remind students that there are 5 little marks from one number to the next.)

- Have students count by fives to different places on the clock.
- If the minute hand points in between two clock numbers, tell students to count by fives to the closest number before the minute hand, then by ones till they reach the hand.

Use your cardboard clock to set times (eg. 3:06) and have students tell what time it is.

Then ask them to set their clocks to show times correct to a minute.

46. CHANGING THE MINUTES

- **Document Use 1**
- **Numeracy**
    - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Job Task Planning & Organization 1
    - Significant Use of Memory
- **Continuous Learning**

Materials:

- Wall clock

Keeping the hour hand at 12, move the minute hand from one number to the next.

Ask students what time it is (12:05,12:10,12:15 etc.).

- Point out that the hour hand will also move a little past the number it was pointing to as minutes *go* by after the hour. It will get closer to the next hour as the minute hand goes past 30 and moves towards the 12.
- Tell them to always ask themselves what number the hour hand just left?
    - What number is it moving towards?
- The minute hand will help to give a more specific time.

47. READ ANALOG; WRITE DIGITAL

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
    - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Job Task Planning & Organization 1
    - Significant Use of Memory
- **Continuous Learning**

Materials:

- Students' cardboard clocks
- Wall clock
- Student Activity Sheet: *Analog to Digital*

Give students an opportunity to practice with their own clocks.

Keeping the hour hand between 2 and 3, give students times (2:20, 2:40, 2:05 etc.) and ask them to move the minute hand to the right number.

- Have them compare their time to yours to see if they were right.

Use Student Activity Sheet: *Analog to Digital* to practice writing the minutes past the hour.

## 48. HALF HOUR 	
- **Document Use 1**
- **Numeracy**
  ◦ Measurement & Calculation 1
  ◦ Data Analysis 1
- **Oral Communication 1**
- **Thinking Skills**
  ◦ Problem Solving 1
  ◦ Decision Making 1
  ◦ Significant Use of Memory
- **Continuous Learning**
	Materials:
	- Teaching Aid: *Half and Quarter* (Paper clock without clock hands)
	- 60 minute timer

Use Teaching Aid: *Half and Quarter.*

- Have students fold the paper clock in half right at the 12 mark.
- Ask what number is halfway around the clock at the very bottom. (6)

Ask students what time is halfway from one hour to the next (half past or :30)

- Are there 30 minutes from the 12 to the 6?
- Count the minutes or compare the clock to a 60 minute timer.
- Note that the 30 and the 6 are both at the bottom.

## 49. SHOW THE HALF HOURS 	
- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
  ◦ Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  ◦ Problem Solving 1
  ◦ Decision Making 1
  ◦ Significant Use of Memory
- **Continuous Learning**
	Materials:
	- Students' cardboard clocks
	- Student Activity Sheet: H*alf Past*

Ask students to make the time 2:30 on their clocks.

- Remind them to move their hour hand halfway between the 2 and 3 as well.
- Give them other half hour times: 4:30, 5:30,10:30, etc.

Ask students for the other term for each time (half past..)

Use Student Activity Sheet: *Half Past* for more practice.

## 50. DIFFERENT WAYS TO SAY IT	**Materials:**
- **Document Use 1** - **Oral Communication 1** - **Continuous Learning**	- Wall clock

Explain that there are different ways of saying the time.

- When the minute hand is moving away from the 12, we often say a number "past" or "after" the hour.

Show 10:05 on the wall clock.

- Explain that we could say 10:05 or we could say "5 minutes past 10" or "five after ten".
- 2:20 could also be 20 minutes past (or after) 2.

Give students some practice examples:

- 7:15,
- 9:20,
- 8:10, etc.

## 51. MINUTES BEFORE THE HOUR	**Materials:**

- **Document Use 1**
- **Numeracy**
  ◦ Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  ◦ Problem Solving 1
  ◦ Decision Making 1
  ◦ Significant Use of Memory
- **Continuous Learning**
	- Wall clock

When the minute hand is on the other side of the clock moving up towards the 12, we often say a number "to" the coming hour.

- For example, 4:50 would be " "10 to 5".
- Explain that we can count backwards by 5's from the 12 to see how far away from the hour we are.

Give students some examples to practise with:

- 1:55,
- 5:50,
- 11:35, etc.

52. QUARTER HOURS

- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Paper clocks

Ask students to fold their paper clock in half along the previous fold.

- Then have them fold the circle again in half.
- Open it up and count the number of equal sections (4).
- Explain that each part of the clock is one fourth or one- quarter.
- Count to show that there are four quarters in a whole.

53. QUARTER HOUR: 15 MINUTES

- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Paper clock

Ask what numbers appear on the quarter fold. (3 and 9)

- Which number appears 15 minutes after the hour?
- When the minute hand has gone one quarter of the way around the clock, how many minutes have passed? (15)
- Explain that 2:15 means 15 minutes past 2 or "quarter past 2".
  - Sometimes, we say "quarter after 2" instead of "past".

54. QUARTER TO

- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Wall clock / paper clock

Have students count out 45 minutes after the hour.

- Ask what number appears on the clock 45 minutes after the hour. (9)

OR

Have students put their timer paper over their clock.

- Note that the quarter fold also passes through the number 9.

Explain that we do not say 45 minutes past, nor three-quarters past.

- We say the time is "quarter to" the next hour.

55. COUNT THE MINUTES BY FIVES

- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Wall clock

If this concept of "after" and "to" is too confusing for students, then omit it and encourage students to count the minutes by 5, starting at 12 and moving clockwise.

- They will always report times as 4:45 or 4:50.
  - Help the students notice that this is like reading the digital clock.

Encourage students to recognize that as the minute hand moves up toward the twelve, the next hour gets closer and closer.

56. PRACTISE QUARTER HOURS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Student Activity Sheet: *Quarter After, Quarter To*
- Student Activity Sheet: *Time in Two Ways*

Use Student Activity Sheet: *Quarter After, Quarter To* to practise the quarter hours.

Then use Student Activity Sheet: *Time in Two Ways* to practise the digital and word descriptions.

With any activity sheets, you may require students to

- Write the times shown on the clocks
- Match the times shown on the analog clocks with the correct digital times
- Move the hands of their own clock to a given time
- Draw the hands of the clock to show given times

Note that students will never be required to do the latter two tasks in real life, although these activities may provide added practice using clocks.

- Emphasis should be placed on the first two types of activities.

### 57. A.M. OR P.M.?	**Materials:** Wall clock
Document Use 1 **Oral Communication 1** **Thinking Skills** ° Problem Solving 2 ° Decision Making 1 ° Significant Use of Memory **Continuous Learning**	

Ask students to look at the wall clock and see if they can find an a.m. / p.m. indicator.

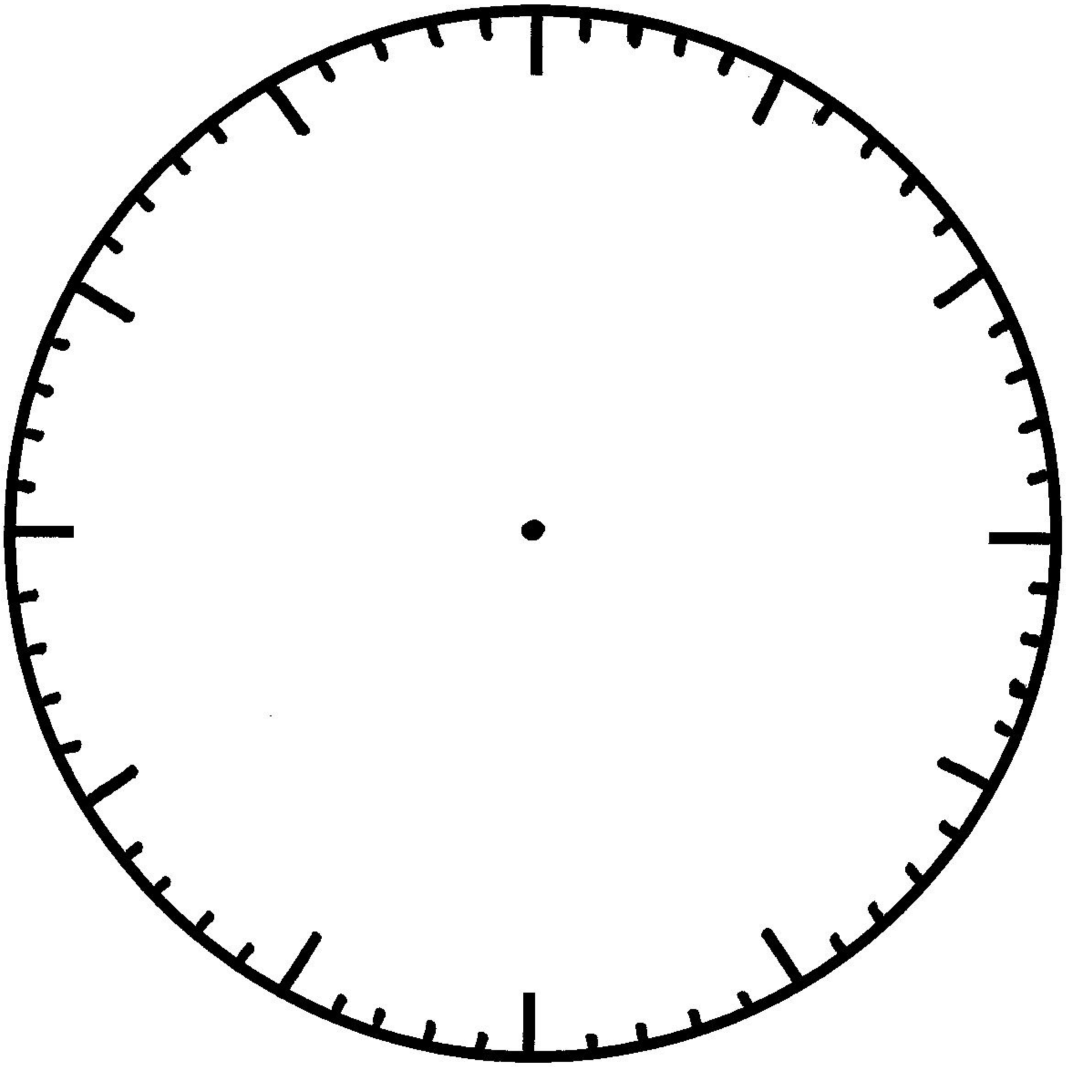
Point out that analog clocks will never indicate a.m. or p.m.

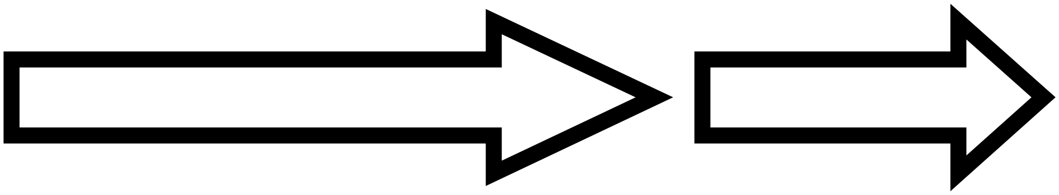
- Ask students how they will decide if the time is a.m. or p.m.

Give the following example:

- You have come home during daylight from a long trip and are very tired.
- You lie down for a nap and when you wake up, it is dark.
- The clock says 10:45.
- Will this be a.m. or p.m.?
- How do you know?

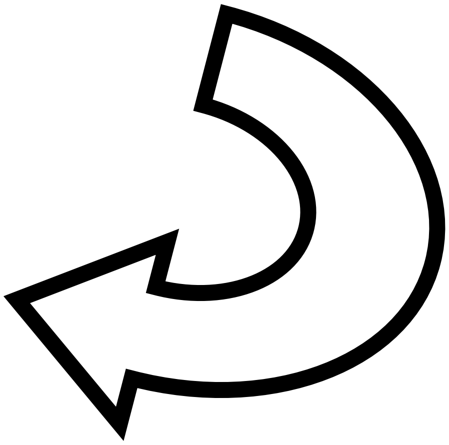
Make a Wall Clock



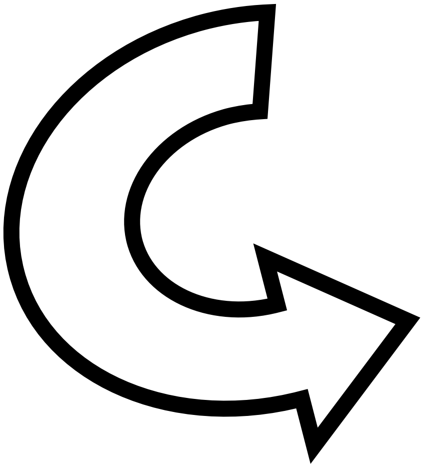


Clockwise and Anti-clockwise

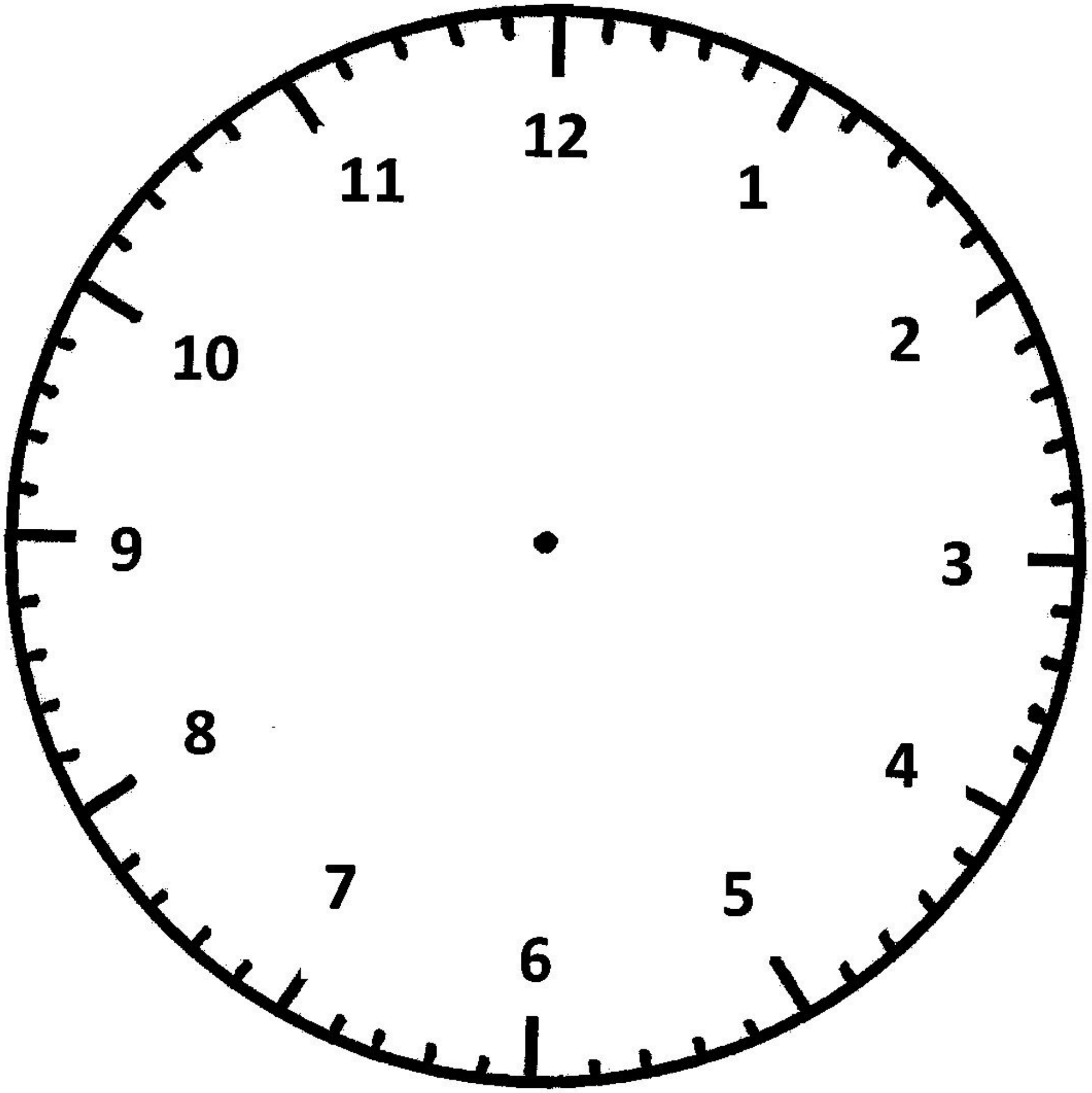
CLOCKWISE follows around the numbers in order: 1 to 2 to 3, etc.



ANTI-CLOCKWISE goes in the other direction: 12 to 11 to 10, etc.

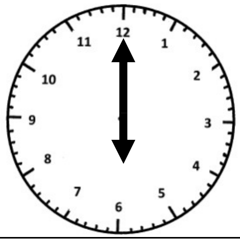
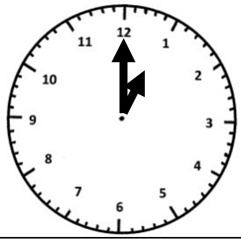
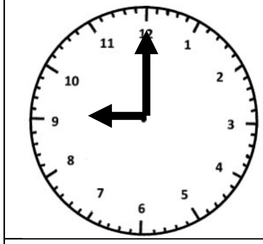
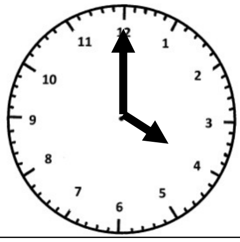
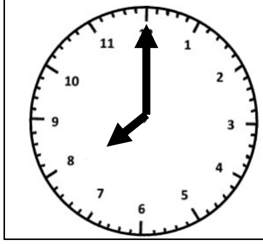
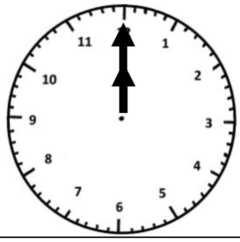


Half and Quarter

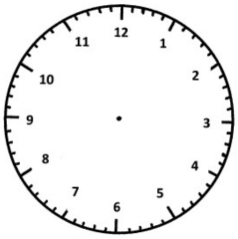
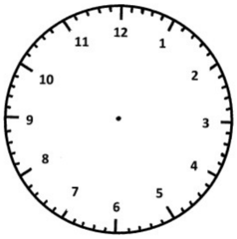
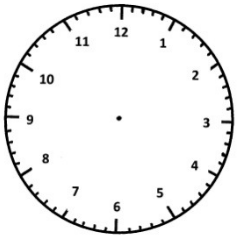
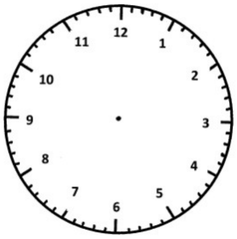

12
1
2
3
4
5
6
7
8
9
10
11

Name That Hour!

Write the correct hour beside each clock.

	___o'clock		___o'clock
	___o'clock		___o'clock
	___o'clock		___o'clock

Draw hands to show the named time.

 3:00	 5:00
 7:00	 11:00

Name That Hour 2

Match each clock to the correct time.

2:00

8:00

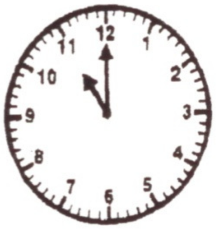
7:00

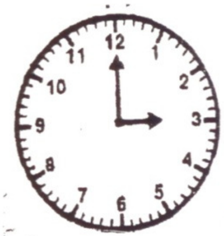
11:00

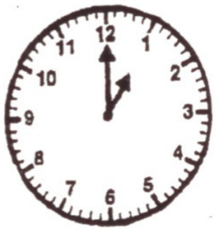
9:00

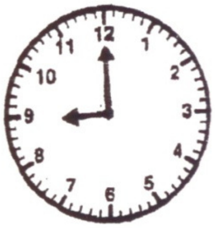
3:00

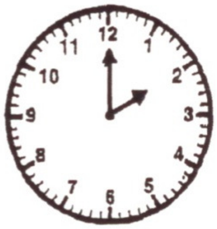
1:00

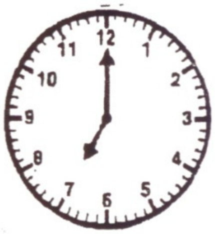


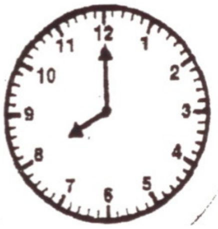






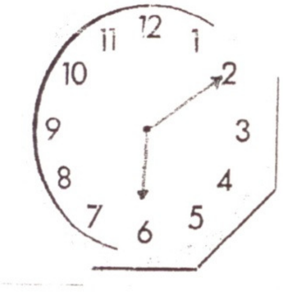




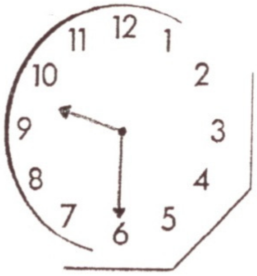


Analog to Digital

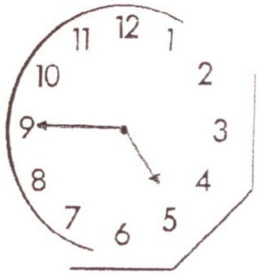
Write the digital display to match the clock time.



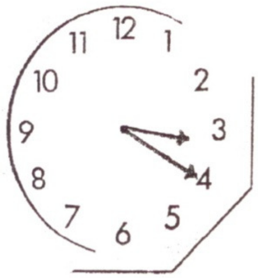
6: ______



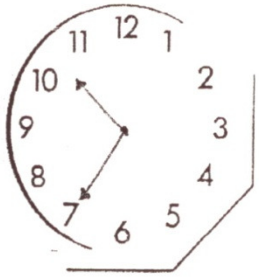
9: ______



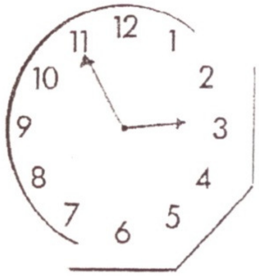
4: ______



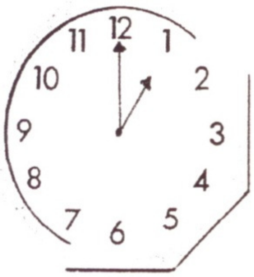
3: ______



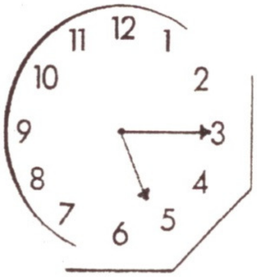
10: ______



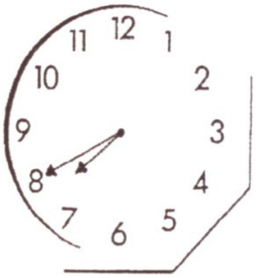
2: ______



1: ______



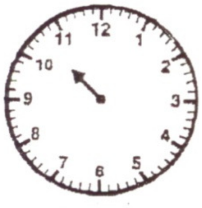
5: ______



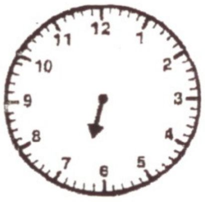
7: ______

Half Past

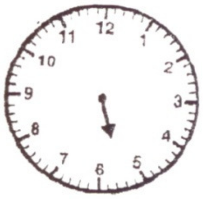
Draw the missing hand on each clock.



10:30



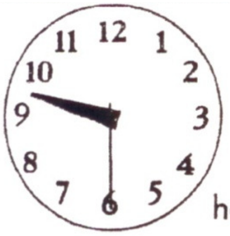
6:30



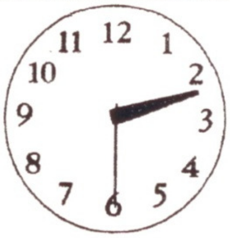
5:30

At half past the hour, the minute hand always points to ___.

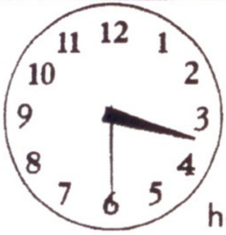
Write the time shown on each clock.



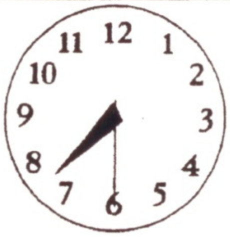
half past ____



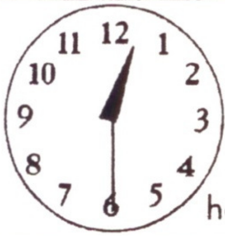
____ :30



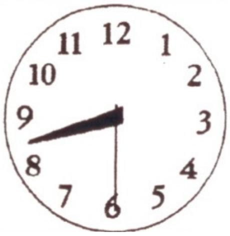
half past ____



____ :30



half past ____

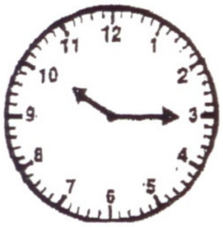


____ :30

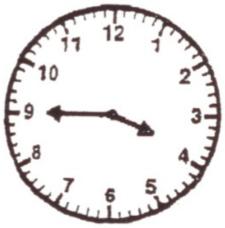
Quarter After, Quarter To

Draw a line from the clock to the correct time.

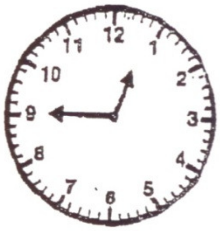
A.



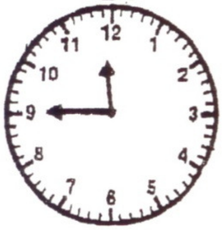
B.



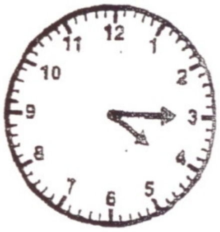
C.



D.



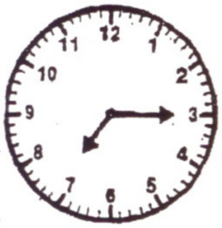
E.



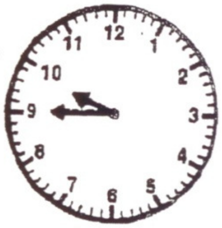
7:15
3:45
11:45
6:15
1:45

9:45
10:15
2:15
12:45
4:15

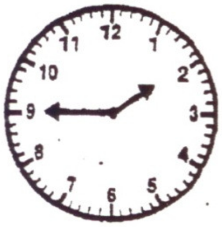
F.



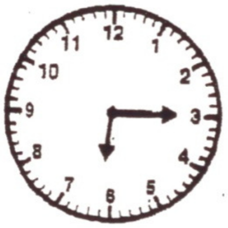
G.



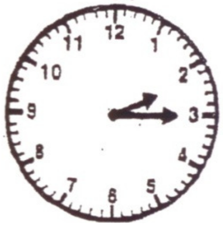
H.



I.



J.

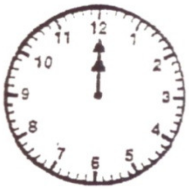


Time In Two Ways

Write the time on each clock in two ways.

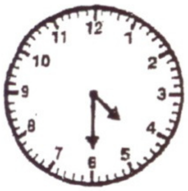
Use these words:

O’clock, half past,
quarter after, quarter to



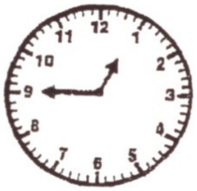
12:00

12 o'clock



B. ____________

____



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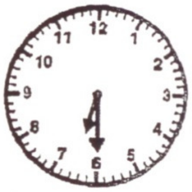

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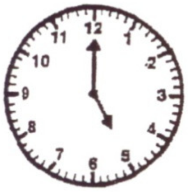

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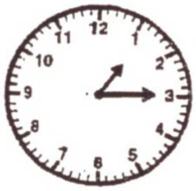

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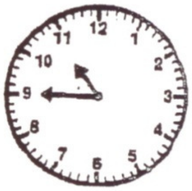

G. ____________

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DEMONSTRATION INSTRUCTOR PAGE

Reading the Time at Work

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Numeracy**
  - Scheduling or Budgeting & Accounting 1
  - Measurement & Calculation 1
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 1
  - Significant Use of Memory
  - Finding Information 1

DEMO DESCRIPTION

The student will write the time shown on the analog clock using digital format, will tell the time orally to the instructor, and will set an analog clock to show a given time.

The student will read a work schedule and identify times to work and to take lunch and breaks. The student will relate a given time to the associated activity indicated by the work schedule.

INSTRUCTOR NOTES

- Provide an analog clock on which student may set the hands.
- Put the student's name in the blank space on the work schedule used for Task 2.
- Provide *What I Have Learned and Skills Practised* from the Evaluation section of this resource to link demonstration tasks with the Essential Skills.

With student

- Go over the achievement indicators so student knows what is to be demonstrated.

ACHIEVEMENT INDICATORS

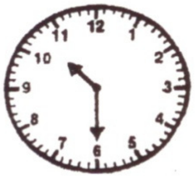
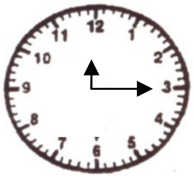
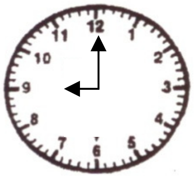
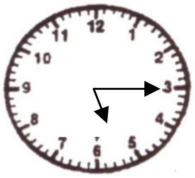
- Read time on an analog clock and expressed it in oral and digital format (5 minute intervals).
- Read a work schedule and located times relating to himself/herself.
- Related given times to specific activities in a work situation .
- Set the hands on an analog clock to show a time given in digital format.
- Assessed own performance.

Demonstration Time

Reading Time at Work

TASK 1

Write the time shown on the following clocks. Tell your instructor the time.

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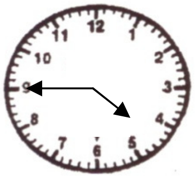
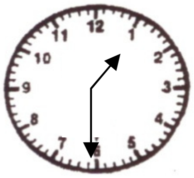
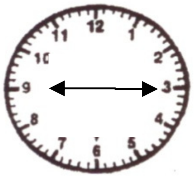




_______ _______ _______

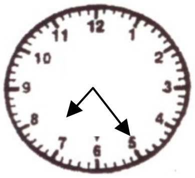
Match each of the above times with a work-related activity.

- Punching in your time card ____________
- Serving the food at lunch _____________
- Afternoon coffee break _____________
- Washing the lunch dishes ______________
- Catching the bus home ______________
- Preparing (cutting up) the food for lunch ______
- Late afternoon meeting______________

Demonstration	Time

Reading the Time at Work
TASK 1 cont.

Write the time in digital format, and tell your instructor in words.



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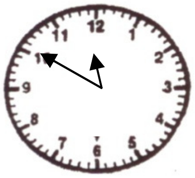

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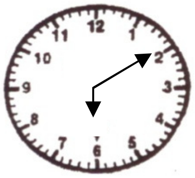

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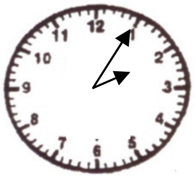

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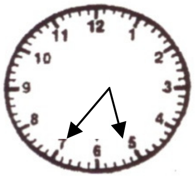

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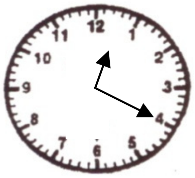

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Demonstration Time

Reading Time at Work
TASK 2

Find your name on the work schedule.

Find the times you are expected to work this week.

Set the clock to show the times

- You should start work
- Your morning break (15 minutes)
- Your lunch break (half an hour)
- Your afternoon break (15 minutes)
- You may leave work

What should you be doing at the following times?

- 8:45 a.m. ____________
- 12:15 p.m. _____________
- 2:55 p.m. ______________

Demonstration	Time

Reading Time at Work

TASK 2 cont.

Work Schedule

Name	Work shift	a.m. break	Lunch	p.m. break
Gary Allan	9 - 5	10:30	12:30	3:00
Paul Smith	12 – 7	--	5:00	2:45
Mary Jones	5 – 9	--	--	7:00
	8:30 – 4:30	10:15	12:00	2:30
Susan Bell	10 – 6	11:00	1:00	3:15

Demonstration Time

Reading Time at Work

TASK 3

SELF EVALUATION

I CAN	YES / DATE
I can read the numbers on the wall clock.	
I can read the hours.	
I can read the minutes.	
I can write the times correctly.	
I can give other names for the same time.	
I can say the time.	
I can tell if the time is a.m. or p.m.	
I know what happens at certain times.	
I can find my own name on a work schedule.	
I can find the time I begin work.	
I can find the time I end work.	
I can find the time of my lunch and breaks.	
I know when a certain time is getting close.	
I know what I should be doing at a certain time.	
I can set the hands on a wall clock to a given time.	

Demonstration Time

DEMONSTRATION ASSESSMENT

Reading the Time at Work

Student:___________________________

Instructor:_________________________

Date:______________________________

Total Time for Demonstration:_______

Help Given? _____**Yes** _____**No**
Details:___________________________

Accommodations?: _____**Yes** ____**No**
Details:___________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Scheduling or Budgeting & Accounting 1
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 1
  - Significant Use of Memory
  - Finding Information 1

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Read time on an analog clock and expressed it in oral and digital format (5 minute intervals)			
• Read a work schedule and located times relating to himself/herself			
• Related given times to specific activities in a work situation			
• Set the hands on an analog clock to show a time given in digital format			
• Assessed own performance			

Demonstration Time

ADDITIONAL COMMENTS

MEASUREMENT OF ELAPSED TIME

It is often important in the workplace to know how long a certain task will take. This is especially important if there is a decision to make as to whether or not to begin a task, whether there is enough time to complete it. It is also important for planning and managing one's own time (like how long it takes to walk to the bus stop.)

Students will learn to use a timer, measuring minutes and seconds. They will also learn how to calculate elapsed time by comparing two times. They will learn how to add 15 minutes, 30 minutes and hours more to a given time, so that they can know when to return from break, etc.

Students will also learn to anticipate time: to know when a certain time is getting close. Part of this will be estimating time.

LEARNING ACTIVITIES

58. TIMING EXPERIENCES

- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials: None

Ask students why anyone might want to time what someone does:

- In races to see who has the best time,
- In the workplace to see how long it takes the workers to complete a job,
- To budget your own time better,
- To make sure that you get back to work from lunch on time,
- In cooking to make sure the baking is done but not burned, etc.

59. STARTING AND STOPPING

- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
    - Significant Use of Memory
- **Continuous Learning**

Materials:

- Analog clock

Explain that in order to measure the length of time for an activity, everyone needs a starting point.

- Ask students what would be a good starting point for them on the clock. (Most people use the 12 if they have a choice.)
- Ask students what would be the ending point (when the activity is completed).

Ask students if they have seen runners in a race.

- How does the timer know to start timing the racer (starting gun).
- How does the timer know to stop timing the racer (when he crosses the finish line).

60. USING A CLOCK TO MEASURE

- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
    - Significant Use of Memory
- **Continuous Learning**

Materials: None

If you were working in a factory and had to place spoons into plastic bags, your boss might want to know how quickly you worked.

One way would be to see how long it took you to fill one bag.

- What would be the starting point on the clock?
- How would he know when to stop timing?

When timing seconds or minutes, you need to keep track of how many times the second hand goes around.

How might you do this? (writing down each time the hand passes the 12, counting out loud to yourself)

## 61. USING A STOPWATCH	**Materials:**

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  ° Scheduling or Budgeting & Accounting 1
  ° Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  ° Problem Solving 1
  ° Decision Making 1
  ° Job Task Planning & Organization 1
  ° Significant Use of Memory
- **Working With Others**
- **Continuous Learning**
	- Stopwatch
	- 35 plastic spoons and a baggie
	- Glass of water
	- 3 piles of paper to collate and staple, or shred
	- Garbage bags and twist-ties
	- Other supplies as you decide

Teach students how to use a stopwatch.

- Show them how to read how many minutes have elapsed. (You may ignore the seconds at this time.
- If students are able, have them give times in minutes and seconds,
- Give times in minutes to the nearest minute – rounding up or down from 30 seconds.)

Give the students experience timing different activities.

- Ask two or three students to time each activity.
- Use chart paper to record results.
- Compare the times they each got.
- This could be an individual game or a team, relay kind of game.

Take turns with the watches with second hands (or stop watches). For each activity, ensure that students know when to stop timing.

Activities might include:

- Filling a bag with 20 spoons
- Untying and tying up both shoes
- Drinking a whole glass of water
- Collating a number of pages and stapling them together
- Shredding a piece of paper
- Tying up a garbage bag
- Filling a bucket with water
- Walking quickly to the end of the hall and back.

62. ACCURACY NOT TIMED

- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials: None

Point out that it is often more important that we are accurate with our work than it is to be fast. That is why these activities are usually not timed.

Discuss what activities could be done quickly and could be timed, and which would need to be done carefully and therefore would not be timed.

- Going to the washroom,
- Handing out papers,
- Making change,
- Calculating a bill,
- Filling in a form

Discuss other situations that the students can think of.

Sometimes work tasks must be done accurately and quickly (typing).

63. “PER”

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Scheduling or Budgeting & Accounting 1
  - Measurement & Calculation 1
  - Data Analysis 1
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- 200 plastic spoons, 20 baggies
- Other materials as required

Another way of measuring the speed of an activity is count how many times you can do something in a chosen unit of time, for example in a minute or in an hour.

- The result is reported as “ this many per hour” (16 per hour)
- Per means “in a”:
- Ask what might be measured per second, per minute, or per hour
- Explain that a / is used to represent the word “per”: 16/hour

In the earlier factory example, the boss might want you to count how many bags you fill in one hour.

- How might you measure one hour? (a timer, using the clock)

Try this by timing how many baggies containing 10 plastic spoons may be filled in 10 minutes.

Make up other situations to practise timing this way.

64. USING A TIMER

- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Timer

Explain how to use a timer.

- It works just like a clock – each little mark represents one minute.
- You turn the dial to the number of minutes that you want.
- Remember it is much easier to count by 5's.
- At the end of that time, a buzzer will sound to tell you that time is up.

Ask students to think of situations when a timer would be useful (baking, waiting for glue to set, as a reminder to rinse colouring from hair at the hairdresser's, timing for a test, etc.)

65. SETTING A TIMER

- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation 1
  - Data Analysis 1
- **Oral Communication1 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Timer

Give students practice setting a timer for different periods of time (5 minutes, 20 minutes, one hour, 45 minutes, etc.)

Ask students to count how many times they can do something in that time period,

- How many pages they can read in 20 minutes,
- How many bags they can fill in 5 minutes,
- How many packets they can collate in 20 minutes.

66. CALCULATING ELAPSED TIME • **Oral Communication1** • **Thinking Skills** ° Problem Solving 2 ° Decision Making 1 ° Significant Use of Memory • **Continuous Learning**	**Materials:** None

Often, you need to know when a period of time has gone by and you don't have a timer with you.

For example, you are allowed a one-hour lunch break at work.

- How will you know when one hour is up? (Use the clock or watch.)
- In this case, what will be the starting point? (when you leave for your break)

67. ONE HOUR MORE • **Document Use 1** • **Numeracy** ° Measurement & Calculation 1 ° Data Analysis 1 • **Oral Communication 1** • **Thinking Skills** ° Problem Solving 1 ° Decision Making 1 ° Significant Use of Memory • **Continuous Learning**	**Materials:** • Real or cardboard wall clocks • Real or cardboard digital clock

Explain that there are two ways of measuring one hour.

- Suppose it is 1:15.
- Using your cardboard wall clocks, set the time.
- Now move the hour hand in a clockwise direction one hour.
- What time will it be? (2:15)

If you have a digital watch and no clock, you will have to add one hour to the present time.

- Write 1:15 on the board.
- Ask students which number represents the hours (1).
- Remind them the hours come before the colon.
- Write 1 on the board.
- Now add 1 hour.
- The minutes stay the same. 1 + 1 = 2.
- You must be back by 2:15.

68. HOURS LATER

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
    - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Significant Use of Memory
- **Continuous Learning**

Materials:

- Student Activity Sheet: *Hours Later*

Give students oral practice with adding one, two or three hours to a given time.

- Then give them Student Activity Sheet: *Hours Later* for additional practice.

69. 15 – 30 MINUTES LATER

- **Document Use 1**
- **Numeracy**
    - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Significant Use of Memory
- **Continuous Learning**

Materials

- Cardboard analog clocks
- Digital clock

Repeat the previous activity using 15 or 30 minutes, rather than hours.

Ask students which hand on the analog clock they will move in a clockwise direction if they want to add minutes to a particular time (minute hand).

- Have students move the minute hand 15 minutes in a clockwise direction from 1:15.
    - What time is it?
- Now add 30 more minutes to 1:30.
    - What time is it?

For a digital watch, they will have to add 15 or 30 to the minutes on the digital clock.

- Ask students which number represents the minutes in 1:15 (the number after the colon).
    - Write 15 on the board.
    - Then add 15 minutes. 15 +15 = 30
    - You must be back by 1:30.
- If your break was 30 minutes, add 15 + 30 = 45.
    - You must be back by 1:45.

70. MINUTES LATER

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials

- Student Activity Sheet: *Minutes Later*

Give students oral practice with adding 15 or 30 minutes to given times

- 4:00,
- 10:15
- 5:45 etc.

Encourage students to use their cardboard wall clocks to figure out the times or to add if they have digital watches.

- You may need to remind them that minutes on the clock only go to 59. Instead of 60, you go to the next hour.

Then give Student Activity Sheet: *Minutes Later* for additional practice.

71. EXPERIENCE 15, 30 MINUTES

- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials

- Timer
- TV guide

To help students feel how long 15 minutes and 30 minutes are, set the timer and see what they have done in that period.

Ask students to suggest other activities that they can do in 15 minutes; and in 30 minutes.

Are any TV shows just 15 minutes long?

- What shows are 30 minutes long?

72. ESTIMATE AND TIME

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Scheduling or Budgeting & Accounting 1
  - Measurement & Calculation 1
  - Data Analysis 1
  - Numerical Estimation 1
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials

- Student Activity Sheet: *I Timed It*

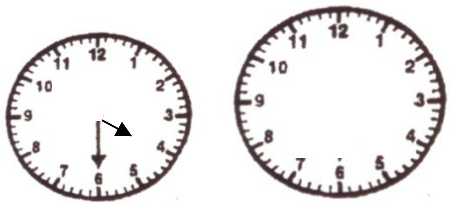
Ask students to estimate how long it takes them to do certain activities at home.

Then have them time these activities.

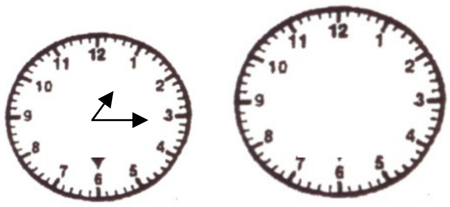
- Remind them to write down the time they start an activity, and the time they finish.
- In class, you will help them figure out how long these activities take.
- Some students will need a clock to help figure the time difference out, while others will be able to subtract.
- It is not important that the times be exact. (You may want to say to time it to the closest 5 minutes if they are using a wall clock.)
- It will help if they can begin their activities on the hour or half-hour.
- Use Student Activity Sheet: *I Timed It.*

Hours Later

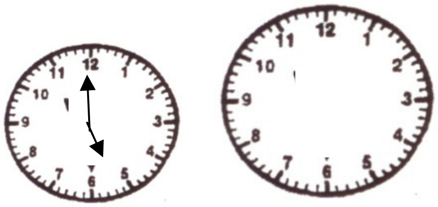
Show the correct time on the larger clock.



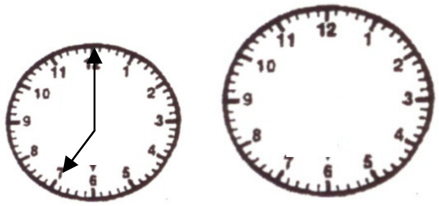
1 hour later



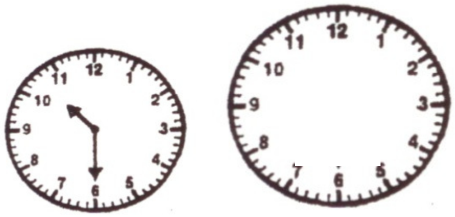
2 hours later



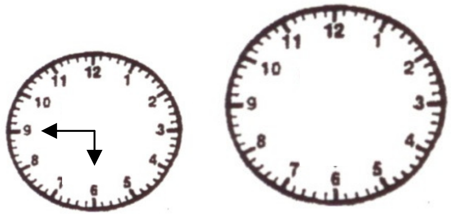
3 hours later



1 hour later



1 hour later



2 hours later

Minutes Later

Fill in the blanks with the correct time. Use your wall clocks.

1. It is 11:00 a.m. In 30 minutes, it will be _________.
2. It is 4:30 p.m. In 30 minutes, it will be___________.
3. It is 7:00 p.m. In 15 minutes, it will be___________ .
4. It is 8:15 a.m. In 15 minutes, it will be___________ .
5. It is 2:30 p.m. In 15 minutes, it will be___________ .
6. It is 5:45 a.m. In 15 minutes, it will be___________ .
7. It is 9:45 p.m. In 30 minutes, it will be___________.
8. It is 12:15 p.m. In 30 minutes, it will be ___________.
9. It is 12:30 a.m. In 30 minutes, it will be ___________.
10. It is 11:45 a.m. In 30 minutes, it will be _________.

Minutes Later cont.

11. Which of the following times is getting closer to 4:30?

3:30 or 4 ____________

12. Which of the following times is getting closer to 7:00?

6:30 or 6:45 ______________

13. Which of the following times is getting closer to 9:15?

8:45 or 9:00 ________________

14. Which of the following times is getting closer to 1:00?

12:45 or 1:30 ______________

I Timed It

For each of the following activities,

- Guess how long it usually takes you.
- Record the time you start each activity.
- Record the time you complete each activity.
- Figure out how long it **actually** takes you. (in minutes)

Activity	**Guess (min.)**	**Time started**	**Time ended**	**Actual length of time**
Taking a bath or shower				
Getting dressed				
Shaving OR Putting on make-up				
Eating a meal				
Brushing teeth				
Doing your hair				
Getting to school				
Doing chores at home (name the chore)				

DEMONSTRATION INSTRUCTOR PAGE

How Long? – Timing at Work

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Numeracy**
  - Measurement & Calculation 1
  - Data Analysis 1
  - Numerical Estimation 1
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1

DEMO DESCRIPTION

Students will read several job specific situations. They must set clocks to the time demanded, adding hours and minutes as appropriate. They will be required to calculate elapsed time by looking at two wall clocks and comparing.

INSTRUCTOR NOTES

- Provide a cardboard analog clock, and a timer.
- Provide *What I Have Learned and Skills Practised* from the Evaluation section of this resource to link demonstration tasks with the Essential Skills.
- Do not assist with setting of the clock.
- If the student is only using digital time telling, you will need to adjust the tasks.

With student

- Read situations aloud if necessary
- Record student answers, but do not write times

ACHIEVEMENT INDICATORS

- Added 1 hour, 30 minutes and 15 minutes to a given time.
- Set timer for 15 minutes.
- Calculated elapsed time from start to finish of a job.
- Given examples of what could be done in 30 minutes to show estimate of length of time
- Assessed own performance.

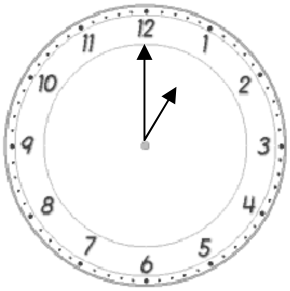
Demonstration	Time

How Long? - Timing at Work
TASK 1

- Read or listen to each of the following situations.
- Answer the questions.
- You must write the times and set the hands on the clock to the correct time, or set the timer.
- You may tell your instructor some of the answers.

SITUATION 1

- You are at work. The wall clock shows the following:



- The boss comes to tell you that there will be an important meeting in 30 minutes in the staff room. You must be there on time.

a) What time is the meeting? _________

b) Set your clock to show the time of the meeting.

c) What is something that takes you 30 minutes to do? Tell your instructor.

Demonstration	Time

How Long? - Timing at Work
TASK 1 cont.

SITUATION 2

- You are sitting with friends at your break at work. You are allowed a 15 minute break.

- You get talking and forget about the time. Now you think you may be late getting back.

- You ask the others what time you left. They say, "10:30."

- You look at your watch. It reads "10:44."

a) What time should you be back from break? _______

b) Are you late right now? Yes____ No____

c) What would you do next?

Demonstration	Time

How Long? - Timing at Work
TASK 1 cont.

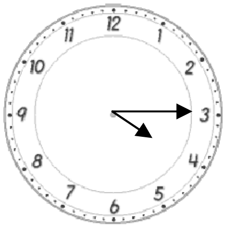
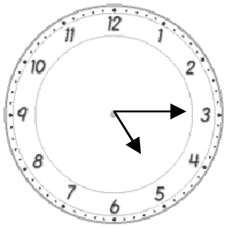
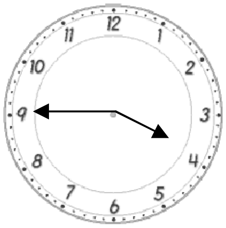
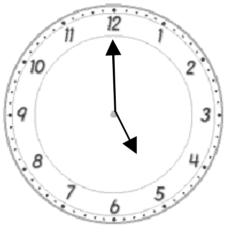
SITUATION 3

- Your boss tells you that you have two hours to clean up the work area. Your watch reads 3:15.

a) What time must the clean up be finished by? ______

b) Which of the clocks shows the time that clean up must be finished? (Circle it)

c) Which of the clocks shows a time that is getting very close to your deadline? (Put a square around it)

Demonstration	Time

How Long? - Timing at Work

TASK 1 cont.

SITUATION 4

You have just put some cookies in the oven at work. You have been told to set the timer for 15 minutes.

- Set the timer for 15 minutes.

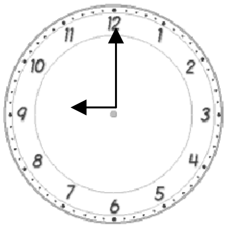
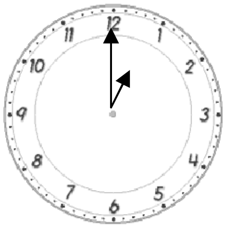
Demonstration	Time

How Long? – Timing at Work
TASK 2

You have to say on your time sheet how long you spent on 3 different jobs.

You look at the clock when you begin and when you finish.

Job 1: starts at finishes at It took this long

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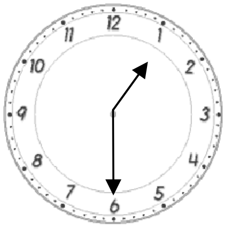
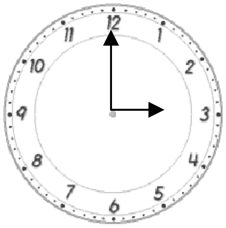
Job 2:

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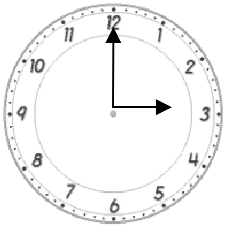
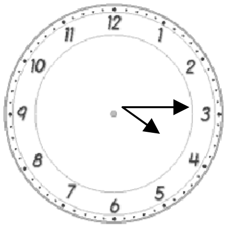
Job 3:

____

Demonstration Time

How Long? – Timing at Work
TASK 3

I KNOW HOW LONG IT TAKES

Skill	**Yes**	**Date**
I can read a wall clock		
I can write times correctly		
I can estimate the time to do something		
I can add 30 minutes to a given time		
I can add 15 minutes to a given time		
I can add hours to a given time		
I know when a given time is getting close		
I can set a time correctly		
I can tell how long a task took by using a clock		

Demonstration	Time

DEMONSTRATION ASSESSMENT

How Long? – Timing at Work

Student:___________________________

Instructor:_________________________

Date:_____________________________

Total Time for Demonstration:_______

Help Given? _____**Yes** _____**No**
Details:___________________________

Accommodations?: _____**Yes** ____**No**
Details:___________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
  - Data Analysis 1
  - Numerical Estimation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1

ACHIEVEMENT INDICATORS	**BEGINNING**	**DEVELOPING**	**ACCOMPLISHED**
• Added 1 hour, 30 minutes and 15 minutes to a given time.			
• Set timer for 15 minutes.			
• Calculated elapsed time from start to finish of a job.			
• Given examples of what could be done in 30 minutes to show estimate of length of time			
• Assessed own performance.			

ADDITIONAL COMMENTS

MANAGING TIME

Getting to work on time is critical for job success. Students will learn how to know what time they need to get up and get out of their home in order to get to work on time. This is transferable to other situations of planning and managing time. Students will learn to plan backwards from the desired time, taking into account how long each step of the process will take to determine a start time.

LEARNING ACTIVITIES

73. GETTING THERE ON TIME

- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory
- **Continuous Learning**

Materials: None

Discuss with students the importance of getting to places on time.

- When is it important to be on time? (for work, for an interview, to school, if someone is counting on you or waiting for you, for a movie)
- When is it not so important to be on time? (leisure activities, party).
- What will people think of you if you are late?
- What will people think if you are too early?

74. GET TO WORK ON TIME • **Numeracy** ° Numerical Estimation 1 • **Oral Communication 2** • **Thinking Skills** ° Problem Solving 2 ° Decision Making 2 ° Significant Use of Memory • **Continuous Learning**	**Materials:** None

Discuss the following situation:

- Your boss wants you to start work at 8:00 a.m.
- You get to the parking lot at 8:00 a.m.
- Are you on time for work?

Discuss all the things that need to be done between arriving at the parking lot and beginning work (walking into the building, removing coat, changing into a uniform, signing in, checking job assignment, etc.).

- Ask students how long each of these activities would take.
- So what time will you begin work?
- What time should you have arrived at the parking lot? (5 or 10 minutes early)

Explain that it is important to think about all the things that need to be done and how long it will take to do them in order to get to places on time.

75. TIME PLAN WORKSHEET 1

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Student Activity Sheet: *Time Plan Worksheet*
- Overhead projector and dry erase markers
- Cardboard analog clock

Sometimes it is good to work backwards from the time you want to be somewhere.

Work through an example with the students, using their analog clocks.

Use Student Activity Sheet: *Time Plan Workshee.t* (Give each student a copy and use one on an overhead projector.)

- Tell students that they need to be ready for school which starts at 9:30 a.m.
- Have students set their clocks for 9:30.
- Write this on the last line of the time plan.

76. TIME PLAN WORKSHEET 2

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Student Activity Sheet: *Time Plan Worksheet*
- Overhead projector and dry erase markers
- Cardboard analog clock

Do you want to be at school before 9:30?

- How much ahead? (10-15 minutes.)
- Ask why.

Explain that planning to be a bit early gives you time to get ready for working; it also leaves a little leeway in case something unexpected happens (like the bus being late).

Tell students to move the minute hand backwards 15 minutes.

- What time should you arrive at school? (9:15)
- Write this on the second last line of the time plan.

77. TIME PLAN WORKSHEET 3

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Student Activity Sheet: *Time Plan Worksheet*
- Overhead projector and dry erase markers
- Cardboard analog clock

Then decide how long it will take you to get to school.

- If you walk, how long does it take you?
- For our example, let's say it takes 30 minutes.
- Help them to move their minute hands backward 30 minutes.
- What time is it now? (8:45)
- So what time will you need to leave the house?
- Write on the time plan – continue from the bottom up.

78. TIME PLAN WORKSHEET 4

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
  - Numerical Estimation 1
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Student Activity Sheet: *Time Plan Worksheet*
- Overhead projector and dry erase markers

Then decide how long it takes to get up, to get showered, to get dressed, eat breakfast, etc.

- Write these activities on the overhead time plan.
- Ask students to estimate times for each.
- Choose easy figures to work with (e.g. an hour or half hour).
- Total the times.
- Ask students to move their hour hand backwards for each activity.
- What time is it now?
- So what time will they need to set the alarm for?
- Explain that they will need to think in this way when planning to be on time.

79. WHEN TO START

- **Reading Text 1**
- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Overhead projector and dry erase markers
- Cardboard clocks
- Teaching Aid: *When Should I Start?*

Give students practice with planning in this way.

Using the overhead, uncover one situation on the Teaching Aid: *When Should I Start?* at a time.

- Help students, using their clocks, to figure out the answer.

80. GET TO SCHOOL ON TIME

- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Measurement & Calculation 1
  - Numerical Estimation 1
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

Materials:

- Completed Time Plan Worksheet
- New copy of Student Activity Sheet: *Time Plan Worksheet*
- Cardboard clocks

Help students to figure out their individual time schedules to get to school.

- Ask students to refer to the group’s completed Time Plan Worksheet, and help them add up the total time needed.
- If class starts at 10 a.m., what time should they get up?
- What time should they leave the house?

Each student should complete a new Time Plan Worksheet based each his or her individual time needs.

81. WHICH BUS TO TAKE?

- **Document Use 1**
- **Numeracy**
  - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
  - Finding Information 1
- **Continuous Learning**

Materials:

- Bus schedules (for overhead)
- Overhead projector
- *Bus Smart* in this manual

If most of your students use buses to get places, help them to use a bus schedule to figure out what time to catch the bus.

- Put a local bus schedule on the overhead.
- Explain that it is important to find out what times the bus will leave.

Example:

- You know it takes 30 minutes on the bus. (Ask students if they didn't know how long it took, how could they find out? e.g. take the trip and time it or ask someone at the bus station)
- If you need to be at work by 8:00, what time is the latest the bus can leave?
- Is there a bus at that time?
- If not**, what is the closest time before that?**

*** Use *Bus Smart* in this manual to learn more about using the bus schedule.

82. MORE BUS TIMING

- **Document Use 1**
- **Numeracy**
    - Measurement & Calculation 1
- **Oral Communication 1**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
    - Significant Use of Memory
    - Finding Information 1
- **Continuous Learning**

Materials:

- Bus schedules (for overhead)
- Overhead projector

Give students different situations involving buses.

Using the schedule on the overhead, ask students at what times certain buses will leave.

- If it takes you 15 minutes on the bus and you need to be at work by 9:00 a.m., what bus will you take?
- If it takes you 30 minutes and you need to be at work by 4:00 p.m., what bus will you take?

83. TIME AND ETHICS

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 2**
- **Thinking Skills**
    - Problem Solving 2
    - Decision Making 1
- **Continuous Learning**

Materials:

- Student Activity Sheet: *What Should I Do?*

As a specific time approaches, decisions about what to do may be needed. Explain that this can frequently happen at work and they will need to think about what the best thing to do is.

Give students Student Activity Sheet: *What Should I Do?* and discuss their choices, asking for reasons.

Make up other situations to practise.

Learning Activity Time

When Should You Start?

SITUATION 1

You have a doctor's appointment at 11:00 a.m. It will take you half an hour to get there. What time should you leave?

SITUATION 2

You have invited friends for supper at 6:00 p.m. It will take you 2 hours to make supper. What time should you start supper?

SITUATION 3

The boss tells you to come to work 15 minutes early tomorrow. Usually, you start work at 8:30 a.m. What time will you start tomorrow? What time should you arrive at work?

SITUATION 4

It is very slippery out and you need to walk to the bus stop. Usually it takes you 10 minutes, but you think it might take twice as long today. You need to be at the bus stop by 7:45. What time should you leave home?

SITUATION 5

You need to finish sweeping the floor by 11:00 a.m. so that it is ready for the lunch crowd. It takes you 40 minutes to do this. When should you start?

Time Plan Worksheet

Time of Activity	Activity

What Should I Do?

Read each situation. The choose the best answer.

1. You work in a store that closes at 9:30 p.m. It is now 9:15 p.m. There are no customers around. What should you do?
   a) Take a break
   b) Clean up and get ready to leave
   c) Lock up and leave

2. You should start work by 8:00 a.m. As you are walking to work, you notice that it is 7:45. What should you do?
   a) Walk fast so you won't be late
   b) Stop for a coffee
   c) Slow down so you won't be too early

3. You left work for a dentist appointment at 1:45 p.m. The boss gave you 2 hours to get back to work. You come out of the office by 2:45. What should you do?
   a) Hurry back to work so you won't be late
   b) Go shopping with the extra time
   c) Go back to work, but take your time

4. You must get to work by 4:00 p.m. It takes you 15 minutes on the bus. You should catch the bus that leaves at
   a) 2:00 p.m.
   b) 3:00 p.m.
   c) 3:30 p.m.

What Should I Do? cont.

5. You have an interview at 1:00 p.m. It takes you 30 minutes on the bus to get there. You should catch the bus at
   a) 12:15 p.m.
   b) 12:15 a.m.
   c) 12:45 p.m.
   d) 12:45 a.m.

6. You have a 15 minute break. You have had a coffee and chat with a friend. Now you want a smoke that will take 5 minutes, and you need to stop at the washroom after that. What should you do?
   a) Go ahead and have the smoke, and stop at the washroom on the way back.
   b) Have the smoke, go back to work, and go to the washroom in another 5 minutes.
   c) Go to the washroom, and have a smoke on your next break.

7. Your workmate has offered you a ride home and said you need to be at the front door by 5:00 p.m. Your boss comes by and asks you to finish one more job. That will take an extra 20 minutes, and it is already 4:45. What should you do?
   a) Tell the boss to forget it, cause you don't have time
   b) Do the job, and be late for your ride
   c) Tell your workmate and ask if he can wait a few minutes; if not, you will take the bus as normal.

DEMONSTRATION INSTRUCTOR PAGE

I Can Get There on Time

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
    - Scheduling or Budgeting & Accounting 1
    - Measurement & Calculation 1
    - Numerical Estimation 1
- **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Job Task Planning & Organization 1
    - Significant Use of Memory

DEMO DESCRIPTION

The student will follow step by step instructions to plan what must be done at what time in order to arrive at an interview at a set time. The plan will then be entered on a time plan worksheet.

The student will follow the time plan as a "dry run" for getting to an interview (or any appointment) on time. Items on the plan must be checked off with completion times noted. The final step of arriving at the destination on time, but not too early is the main goal.

The student will complete a self-evaluation and discuss the results with the instructor.

INSTRUCTOR NOTES

- Provide a real or cardboard clock, either digital or analog.
- Provide *What I Have Learned and Skills Practised* from the Evaluation section of this resource to link demonstration tasks with the Essential Skills

With student

- Read any words needed, but not times.
- You may help with spelling and writing, but not with calculating, adding, or writing times
- Discuss the results: did the time plan work? Is this something the student could use for other situations?

ACHIEVEMENT INDICATORS

- Followed step by step instructions
- Estimated length of time for several activities
- Calculated start times using end time and length of time needed
- Added times
- Wrote a time plan in order
- Followed the time plan and reported on the results
- Assessed own performance

Demonstration	Time

I Can Get There on Time

TASK 1

You have a job interview today at 1:15 p.m., downtown.

Follow each of the steps on the worksheet to plan how to get there on time.

- You may get help reading or writing the words.
- You must write the times yourself.
- You may use a clock to figure out times.

Demonstration	Time

I Can Get There on Time

TASK 1, cont.

I Must Leave By…

Step 1:What time should you arrive for the interview?

____

Step 2:How will you get there?

____

How long will it take to get there?

____

What time should you leave home?

____

Demonstration	Time

I Can Get There on Time

TASK 1, cont.

Getting Ready

Step 3: What do you need to do to get ready to leave. List at least 3 important activities and how long it will take for each.

	Activity	Amount of time
1		
2		
3		
4		
5		
6		

Step 4 What is the total time needed to get ready?

____

Step 5 What time will you need to start getting ready?

____

Demonstration Time

I Can Get There on Time

TASK 1, cont.

My Time Plan

Step 6: Write out your time plan. Leave the right column blank.

Time	Activity	Time completed
	Leave for interview	
	Arrive for interview	
1:15	Interview	

Demonstration	Time

I Can Get There on Time

TASK 1 cont.

Putting the Plan into Action

Step 7:

Use your time plan.

- Start at the time you said you would start.
- Check off each step and write the time you complete it.
- Go for the interview. (When you get to the location, write the time. Would you be **on time**?)
- Discuss the results with your instructor

Demonstration Time

I Can Get There on Time
TASK 2

Complete the self evaluation based on the steps outlined in Task 1. Discuss this with your instructor.

I Can Manage My Time

I CAN	YES /DATE
I know what time to arrive for an appointment: not too early, not late	
I can think of things I would need to do to get ready	
I can estimate the length of time to do something	
I can add times to get a total	
I know how to figure out when each activity should start	
I know to leave a little extra time	
I can read a clock correctly	
I can write times correctly	
My time plan was realistic for me (I got there at the right time)	

Demonstration	Time

DEMONSTRATION ASSESSMENT

I Can Get There on Time

Student:___________________________

Instructor:_________________________

Date:_____________________________

Total Time for Demonstration:_______

Help Given? _____**Yes** _____**No**
Details:__________________________

Accommodations?: _____**Yes** ____**No**
Details:__________________________

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Numeracy**
  - Scheduling or Budgeting & Accounting 1
  - Measurement & Calculation 1
  - Numerical Estimation 1
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 1
  - Significant Use of Memory

ACHIEVEMENT INDICATORS	**BEGINNING**	**DEVELOPING**	**ACCOMPLISHED**
• Followed step by step instructions			
• Estimated length of time for several activities			
• Calculated start times using end time and length of time needed			
• Added times			
• Wrote a time plan in order			
• Followed the time plan and reported on the results			
• Assessed own performance			

Demonstration Time

ADDITIONAL COMMENTS

EVALUATION

EVALUATION

The **Evaluation** unit is divided into three sections:

- The section *For the Employer* looks at Essential Skills as they may relate to the job. It examines ways to assess the adult student and suggests points to be considered when dealing with adult students who have low literacy and skill levels.

- The section *For the Support Worker* gives specific on-site job tasks to be observed as they are completed by the potential employee. A checklist is added in order to give feedback to the employee following the tasks.

- The section *For the Student* encourages the student to become more familiar with the Essential Skills as they relate to jobs and everyday life. A reflective self-evaluation checklist is provided as a sample for the student.

The Ontario Skills Passport Work Plan (see *Using the Ontario Skills Passport* in this manual) could be a valuable evaluation tool for employers who are taking a student on work experience, for support workers who are trying to match a student's skills with job requirements, for the instructor as a training plan, and for the student to organize his or her skills for a portfolio.

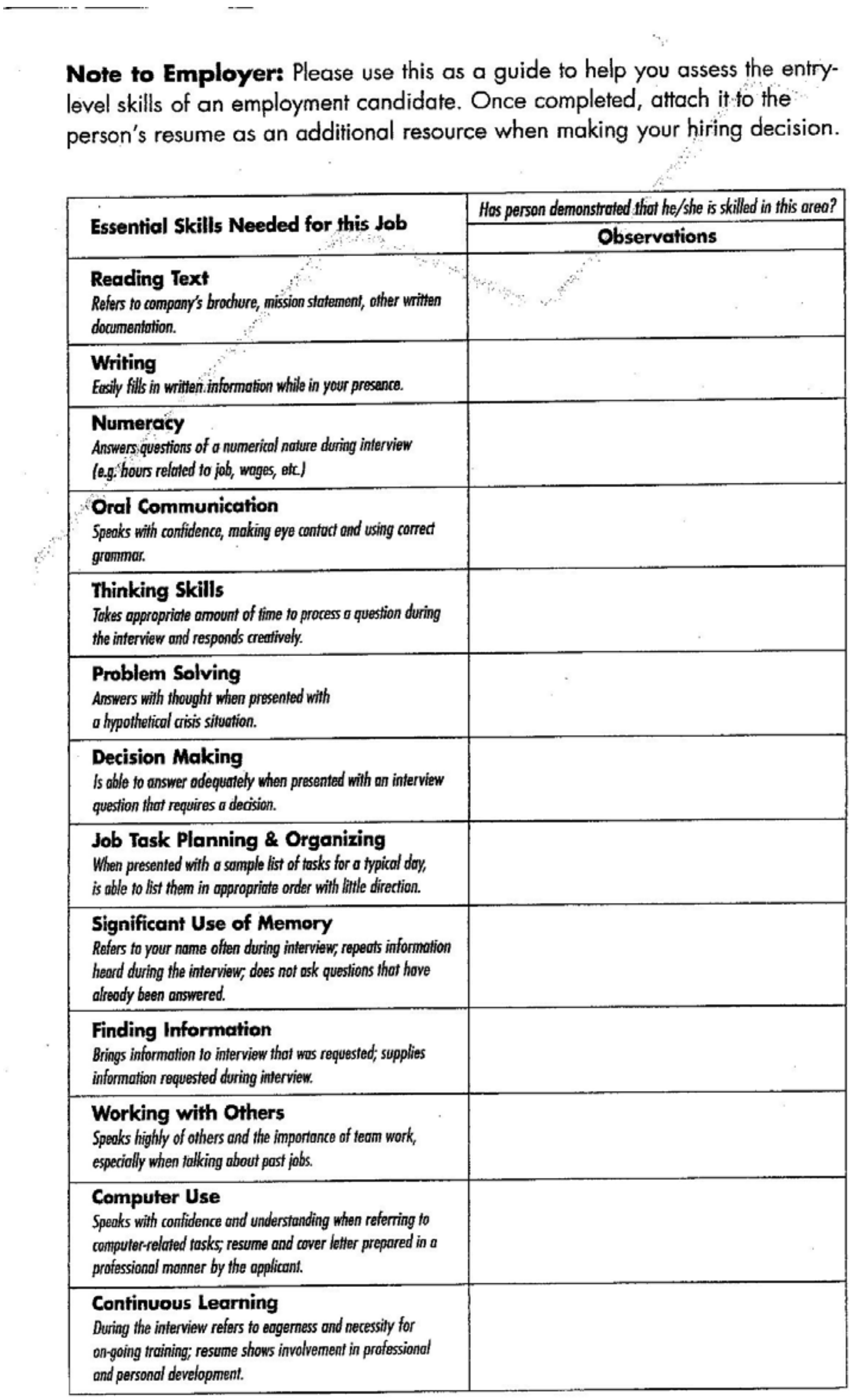
FOR THE EMPLOYER

A summary of Essential Skills at Level 1 is provided with this resource binder. It would be helpful to become familiar with these profiles as they should facilitate the assessment process.

Thank you for your continued support to our adult students.

Hiring Assessment

Essential Skills Checklist



Note to Employer: Please use this as a guide to help you assess the entry-level skills of an employment candidate. Once completed, attach it to the person's resume as an additional resource when making your hiring decision.

Essential Skills Needed for this Job	*Has person demonstrated that he/she is skilled in this area?*
	Observations
Reading Text *Refers to company's brochure, mission statement, other written documentation.*	
Writing *Easily fills in written information while in your presence.*	
Numeracy *Answers questions of a numerical nature during interview (e.g. hours related to job, wages, etc.)*	
Oral Communication *Speaks with confidence, making eye contact and using correct grammar.*	
Thinking Skills *Takes appropriate amount of time to process a question during the interview and responds creatively.*	
Problem Solving *Answers with thought when presented with a hypothetical crisis situation.*	
Decision Making *Is able to answer adequately when presented with an interview question that requires a decision.*	
Job Task Planning & Organizing *When presented with a sample list of tasks for a typical day, is able to list them in appropriate order with little direction.*	
Significant Use of Memory *Refers to your name often during interview; repeats information heard during the interview; does not ask questions that have already been answered.*	
Finding Information *Brings information to interview that was requested; supplies information requested during interview.*	
Working with Others *Speaks highly of others and the importance of team work, especially when talking about past jobs.*	
Computer Use *Speaks with confidence and understanding when referring to computer-related tasks; resume and cover letter prepared in a professional manner by the applicant.*	
Continuous Learning *During the interview refers to eagerness and necessity for on-going training; resume shows involvement in professional and personal development.*	

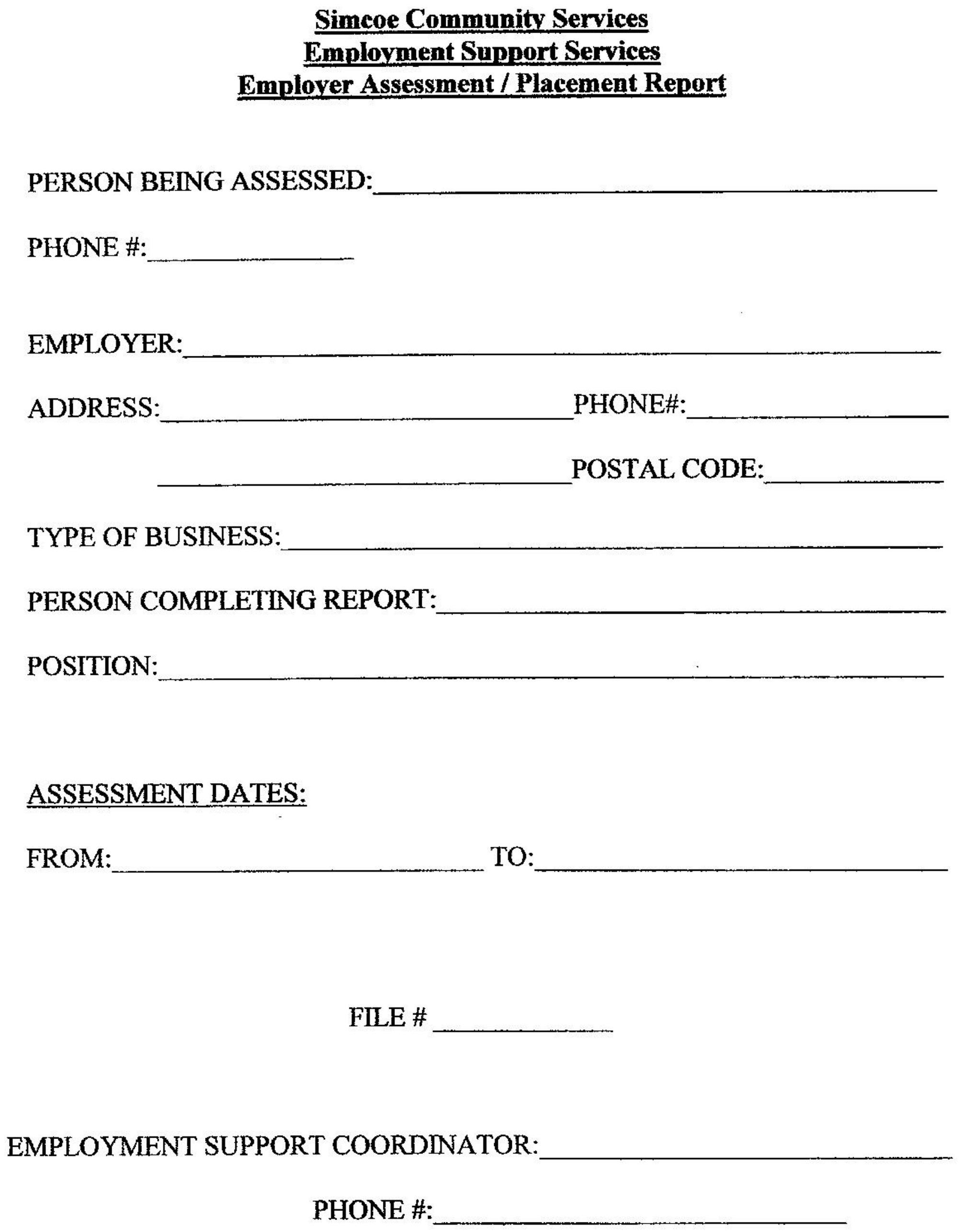
10 Steps to Good Working Relationships

The following points should be considered when working with a person with lower level literacy skills (or a person who is developmentally challenged). It is especially important that co-workers are also fully aware of the person's abilities and responsibilities.

1. **BE DIRECT**- let the employee know exactly what is expected e.g. "When my door is closed it means that I am busy. You may not come in without knocking."
2. **GIVE SIMPLE AND CLEAR DIRECTIONS**- be specific with time limits for the task e.g. "The shredding needs to be completed this morning before you go on break.'
3. **TREAT ADULTS AS ADULTS-** be aware of the tone of your voice and use appropriate language.
4. **REGULAR MEETINGS**- establish a time weekly, if possible, to give feedback.
5. **DO NOT IGNORE UNWATNED BEHAVIOUR-** it will not go away!
6. **ADDRESS THE BEHAVIOUR, NOT THE PERSON-** e.g. "When you barge into the room where I am having a meeting, and interrupt, it is very rude."
7. **BE CONSISTENT-** e.g. if it is not acceptable to hang around the water cooler and chat, don't overlook it.
8. **SPEAK DIRECTLY TO THE PERSON**- toe to toe and eye to eye can be intimidating for some. Stand about arm's length away and slightly to the side. Don't speak via a co-worker or support staff member.
9. **BE PATIENT**- it may take longer for work routines to be established.
10. **ENJOY-** working with a happy employee makes for a good working environment.

Thank you for your co-operation and willingness to employ this client.

Courtesy of KW Habilitation Services



Simcoe Community Services
Employment Support Services
Employer Assessment / Placement Report

PERSON BEING ASSESSED:____________________________________

PHONE #:_____________

EMPLOYER:____

ADDRESS:__________________________PHONE#:________________

__________________________POSTAL CODE:___________

TYPE OF BUSINESS:____

PERSON COMPLETING REPORT:________________________________

POSITION:____

ASSESSMENT DATES:

FROM:_______________________ TO:__________________________

FILE # ___________

EMPLOYMENT SUPPORT COORDINATOR:__________________________

PHONE #:__________________________

Courtesy of Simcoe Community Services

PLEASE GIVE AS MUCH INFORMATION AS YOU CAN AND BE AS SPECIFIC AND FRANK AS POSSIBLE.

1. DUTIES:

A What specific tasks did our person perform for you? ____________________

____

____

B What specific qualities are required in order to perform these tasks? (E.G. good finger dexterity, good telephone manner, etc.)________________

____

C Do these tasks make up a Aregular job@ in your firm, or were adjustments made for our person? If there were adjustments, what were they?

____

____

2. EMPLOYMENT QUALITIES:

Compared to competitive standards, considering level of experience, how does our person rate in the following areas? (If a particular area does not apply, please stroke through all four (4) boxes.)

A WORK HABITS AND ATTITUDES:

	Excellent	**Good**	**Average**	**Needs Improvement**
Punctuality				
Attendance				
Appearance and Hygiene				
Motivation				

Comments: ____

____

____

Courtesy of Simcoe Community Services

B Actual Work-Related Skills:

	Excellent	Good	Average	Needs Improvement
Quality of work				
Speed of work				
Initiative				
Ability to work independently				
Following spoken instructions				
Learning from being shown				
Remembering what is learned				
Dealing with variations in routine				
Skill level acquired to date				

Comments: ____

____

____

C Interpersonal Skills:

	Excellent	Good	Average	Needs Improvement
Ability to accept supervision				
Co-worker relationship				

Comments: ____

____

____

Courtesy of Simcoe Community Services

2. **COMMENTS:**

A. Please comment on any notable strengths/abilities of the person:

B. Based on your experience with this person, would he or she be successful in this kind of work? If so, is the person ready now, or is more training required?

C. Could this training be obtained on the job?

D. Please comment on any areas of performance in which the person needs to improve.

E. If another kind of work would be better suited to this person, have you any ideas to help us find it? We would really appreciate any ideas or suggestions.

F. Additional Comments:

Thank you very much for your co-operation in completing this report.

Courtesy of Simcoe Community Services

SUPPORT WORKERS

The following materials have been used by job placement support workers in assessing employee suitability for a specific job with a specific employer. Thanks are given to KW Habilitation Services for allowing us to reprint these documents.

The instruction and review pages should be used as models for developing similar assessment tools that are specific to the job placements being assessed.

After contact has been made by the worker with an employer, a list of job-related skills is compiled. The worker then takes a potential employee to the site to practise the necessary skills. An evaluation of the client is conducted and a match for the job is made, if appropriate.

INDUSTRIAL REVIEW INSTRUCTIONS (JANITORIAL)

Upon arrival, head downstairs to the basement cafeteria.

- Have the individual start by folding the chairs and stacking them against the wall.
- Give a demonstration on how to use a push broom properly; then have the individual sweep the entire area, making sure to get under the tables and garbage cans, etc. The industrial broom and dust pan will be found in the kitchen behind the door or in the furnace room.
- The industrial mop and bucket can be found in the furnace room. Fill the bucket with water only. Give a demonstration on how to use the mop, and have the individual mop the same area that was swept. Have the individual take the mop and bucket back to the furnace room, empty the bucket into the laundry tub, and hang the mop to dry.
- Give a demonstration on how to take down and set up a folding table. Have the individual take down and set up the table three times. Notice if their pace increases as they become more familiar with the task.
- Have the individual set all the chairs back in their places.

- Head back to CP office. There are 6 pizza boxes and a box of office supplies in the furnace room.
- Give one demonstration on how to fold a pizza box. Have the individual fold all of the boxes and sort them in piles by size. Have them complete this task three times, noting if their pace increases as they become more familiar with the task.
- Place all the office supplies on the table. Give the individual a packing list (also found in the box of office supplies), and ask them to fill the order, placing each item in the box. When they are done, cross reference the list with what has been placed in the box.

- Have the individual vacuum the multi-function room.

Courtesy of KW Habilitation Services

INDUSTRIAL REVIEW

NAME: ________________________ DATE: ______________________

	YES	NO	COMMENTS
Attendance			
Punctuality			
Appropriate attire			
Hygiene and appearance			
Stamina			
Following instructions			
Focused on the job			
Environmental awareness			

SKILL / TASK	ABILITY	QUALITY	PACE	COMMENTS
Lifting				
Table & chair set up				
Sweeping with industrial broom				
Industrial mop & pail				
Vacuuming				
Package business supply order				
Folding pizza boxes				
Stacking boxes by size				

OBSERVATIONS:____

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Reviewer’s Signature: ______________________________________

Courtesy of KW Habilitation Services

GROCERY REVIEW INSTRUCTIONS (RETAIL)

When you first arrive, go to the office and let contact people know you are there. Have the individual put on a safety vest and proceed outside.

- Throughout the review, watch how the individual interacts with the customer.
- Have the individual do cart retrieval, letting them know that the carts need to be separated by colour. Once complete, return the safety vest to the office.
- Give a quick tour of the grocery store, pointing out where the frozen food section is, the dry food, the pharmacy, etc.
- In the dairy section, have the individual tell you which products require stocking. Ask them to estimate how much they need of one or two products. Go into the back; find a cart (you may have to ask for one); go into the cooler and have the individual look for the product that requires stocking. Remind and/ or give a demonstration of proper lifting techniques before loading the cart. Take the product out to the floor.
- Explain the process of stock rotation: oldest product forward, newest product to the back. Have the individual stock the product. If this task is fairly simple for the individual, you may have to return to the cooler to get more stock.
- Have the individual face up the stock, pulling everything forward, making it look neat and tidy, and make sure the English side is facing forward.
- Have the individual find and price different products throughout the store.
- Let contact people know you are leaving.

Courtesy of KW Habilitation Services

GROCERY REVIEW

NAME: ________________________ DATE: ______________________

	YES	NO	COMMENTS
Attendance			
Punctuality			
Appropriate attire			
Hygiene and appearance			
Stamina			
Following instructions			
Focused on the job			
Environmental awareness			

SKILL / TASK	ABILITY	QUALITY	PACE	COMMENTS
Customer interaction				
Product estimation				
Lifting technique				
Stock rotation				
Stock facing				
Product pricing				

OBSERVATIONS:____

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Reviewer's Signature: ____

Courtesy of KW Habilitation Services

RETAIL REVIEW INSTRUCTIONS

Upon arrival, let contacts know you are there.

- Throughout this review, watch how the individual interacts with the customers.
- Give the individual an orientation of the store and point out the various departments.
- In the back room, have the individual sort a bag of clothing. Have them do a quick look for stains, rips or tears, and place the clothing in a pile.
- Give them a demonstration of how to use the tagging gun, and have them tag the clothing, hang the clothing on the appropriate hanger, and place it on a movable rack, sorting the clothing by gender and by style (men's pants, men's shirts, women's skirts, children's coats, etc.)
- Once there is a full rack of clothing, take the rack out and have the individual hang the clothing on the appropriate racks. Have the individual hang them by colour and / or pattern. Watch to see if the individual reads the posted signs.
- Have the individual straighten the clothes racks and pick up and clothing that has fallen on the floor.

Courtesy of KW Habilitation Services

RETAIL REVIEW

NAME: ________________________ DATE: ______________________

	YES	NO	COMMENTS
Attendance			
Punctuality			
Appropriate attire			
Hygiene and appearance			
Stamina			
Following instructions			
Focused on the job			
Environmental awareness			

SKILL / TASK	ABILITY	QUALITY	PACE	COMMENTS
Customer interaction				
Clothes sorting				
Observation skills				
Using tagging gun				
Reading signs				
Tidying racks and store as necessary				

OBSERVATIONS:____
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Reviewer's Signature: ____

Courtesy of KW Habilitation Services

RESTAURANT REVIEW (FOOD PREPARATION)

Call in advance to let them know you are coming.

Enter through the main doors and proceed back to the kitchen. Announce your arrival. Have the individual put on a hair net (found on shelf in food prep area) and apron (found in dish area). If there is another dishwasher present, ask them if they can work in another area of the kitchen for a little while.

- Give a quick overview of where things go, and where required items such as racks and scrubbing pads can be found.
- Have the individual organize the work station by sorting and stacking similar dishes together.
- Have the individual rack the dishes.
- Once the dishes are racked, spray the dishes.
- Load the dishwasher with two racks. Have the individual watch one full load go through. You can tell when the dishwasher is done by watching the plugs and water at the side of the dishwasher. (You will be able to see when the soap and rinse is added.) At then end, ask the individual to begin telling you when the dishwasher has completed its cycle. Only give three prompts throughout the review for them to tell you; if they do not, they do not have the ability.
- Have the individual unload the dishes, quickly checking to make sure the dishes are clean, and then stack them on the shelves, putting similar dishes together. Make sure they wipe their hands on a cloth before touching clean dishes.
- Have the individual repeat the above steps on their own. Answer questions; give verbal prompts or model tasks as needed.
- Near the end of the review, show the individual how to do the utensils and ramekins. Both utensils and ramekins will be soaking in bins. Each bin of utensils/ramekins is dumped on a flat rack (ramekins upside down) with another rack placed on top so that they do not fly around while in the dishwasher. When they are finished, the utensils are to be sorted into a utensil rack and run through the dishwasher a second time. They can be left in this rack as a server will come and put them away. The ramekins are sorted by size and piled at the end of the dish counter for the servers to take. Remember to refill the bins with water and pre-soak (one glug), found under the counter.
- Have the individual check the garbage cans in the dish area and the food prep area and change them if necessary. The garbage then gets taken out the back door and thrown in the garbage compactor.

If you have any problems with the dishwasher, inform the kitchen manager.

Courtesy of KW Habilitation Services

RESTAURANT REVIEW

NAME: ________________________ DATE: ______________________

	YES	NO	COMMENTS
Attendance			
Punctuality			
Appropriate attire			
Hygiene and appearance			
Stamina			
Following instructions			
Focused on the job			
Environmental awareness			

SKILL / TASK	ABILITY	QUALITY	PACE	COMMENTS
Dishwashing instructions				
Stacking dishes				
Washing ramekins				
Washing utensils				
Garbage can checks				
Following instructions generally				

OBSERVATIONS:____
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Reviewer’s Signature: ____

Courtesy of KW Habilitation Services

STUDENT

Before the student is given an opportunity to self-evaluate on the job, he/she should have some practice with filling in forms, and other related skills in the classroom setting. In particular, he/she should have practiced self-evaluation with respect to the tasks done in the demonstrations. For this purpose a general Essential Skills self-assessment form is included. This form is the one suggested for use at the completion of all demonstrations in the student units, both in this resource and in the sector binders. This is a good way to show the student that skills developed in the learning environment are transferrable to the workplace.

NOTE TO STUDENT:

Refer to the Essential Skills unit in this binder to ensure that you understand each skill and how each might relate to your life and your job.

e.g. If you wrote a grocery list, that would be

- Essential Skills – Document Use
  Writing
  Thinking skills: Problem Solving,
  Decision Making,
  Significant Use of Memory

If you were able to re-set your alarm clock, that would be

- Essential Skills - Numeracy: Measurement and Calculation,
  Thinking skills: Problem Solving,
  Decision Making,
  Job Task Planning and Organization,
  Significant Use of Memory

When you have worked at a job for a time, try filling in a Self-Evaluation form. Discuss it with your support worker and / or your supervisor.

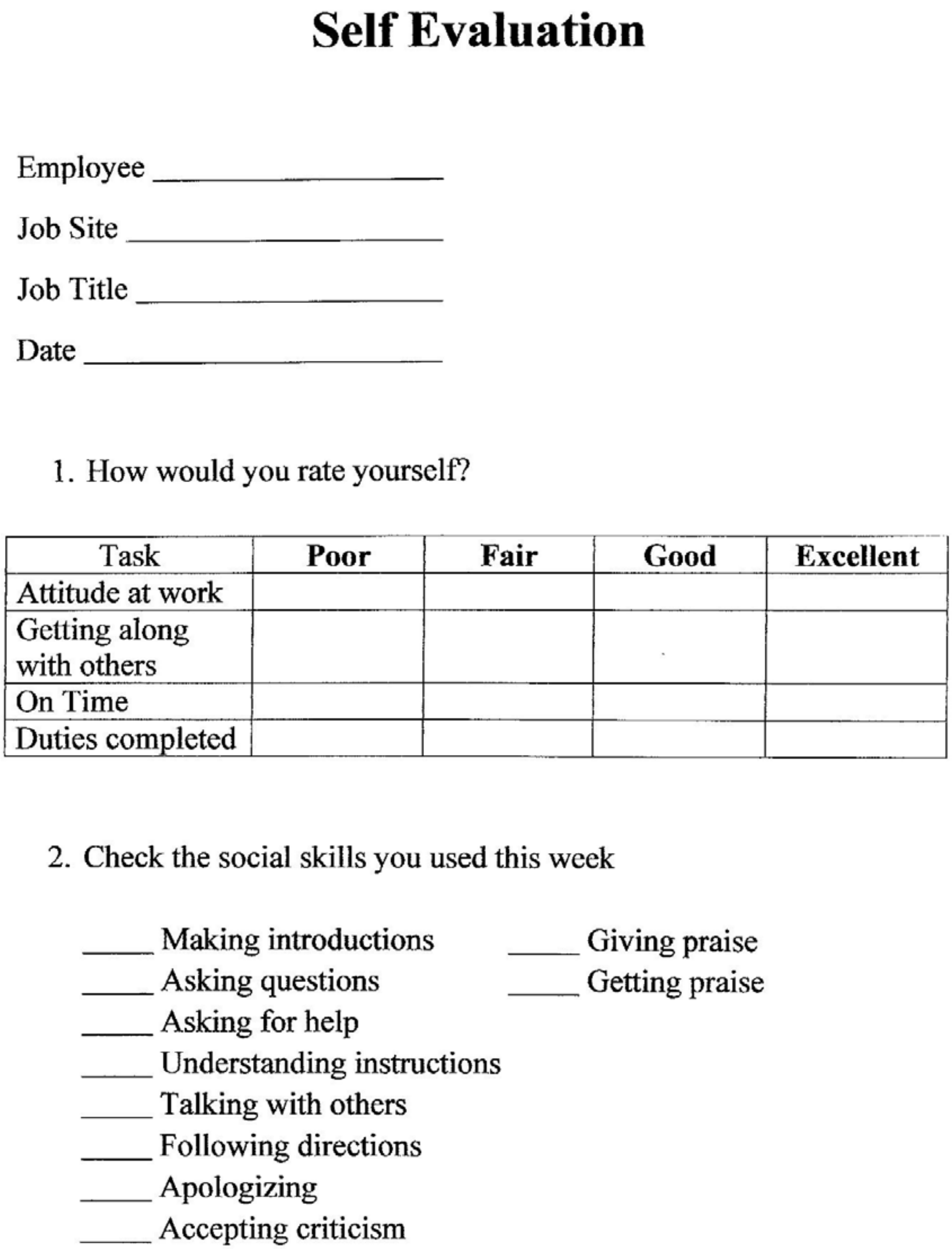
What I Have Learned and Skills Practised

Name: ______________________ Activity: ______________________

Essential Skills

Essential Skills Used / What I Did	Reading Text	Document Use	Writing	Numeracy	Oral Communication	Thinking Skills	Working with Others	Computer Use	Continuous Learning

Reprinted from ***On the Way to Work,*** courtesy of Waterloo Region District School Board



Self Evaluation

Employee ____________________

Job Site ______________________

Job Title _____________________

Date _________________________

1. How would you rate yourself?

Task	**Poor**	**Fair**	**Good**	**Excellent**
Attitude at work				
Getting along with others				
On Time				
Duties completed				

2. Check the social skills you used this week

_____ Making introductions
_____ Asking questions
_____ Asking for help
_____ Understanding instructions
_____ Talking with others
_____ Following directions
_____ Apologizing
_____ Accepting criticism
_____ Giving praise
_____ Getting praise

Courtesy of KW Habilitation Services