

# Practitioner Guide to Workbooks 1 and 2

*Skills at Work series*

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**Resources for adult learning**

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The early ideas for a “series of materials to help adults develop the literacy and technology skills needed for work” were reshaped many times before they evolved into *Skills at Work*. Many people and events helped us develop a better understanding of workforce literacy, where it fits in adult literacy and basic skills programs, and how to create materials that respect the adults who use them.

Jane Barber wrote the original drafts of the print materials and took the terrific workplace photographs that appear in the workbooks. Trudy Kennell coordinated the project and wrote the two learner *Workbooks*, the *Practitioner Guide* for them, and the *Guide to Blended Learning*. Karen Geraci wrote the *Guide to Workforce Literacy*. Her insightful work will help the literacy field in Ontario consider different ways to incorporate workforce literacy into their programs. Mike Kelly created and animated the on-line activities that complement these print materials – a great blended learning package! You’ll see his face and hear his voice when you check out the *Skills at Work* on-line activities on the AlphaRoute Web site.

Thanks to Lorry Kirkwood who edited each of the print components of *Skills at Work*. Pascale Soucy and Fritz van den Heuven created the design for the materials, and Pascale coordinated their printing.

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Settling on a name for the very broad audience for these materials was not an easy task. The series was written for practitioners/instructors/tutors who are teaching/tutoring in adult literacy programs with learners/students. We hope you feel included as you use *Skills at Work*.

**Susan Toews**

*Manager of Field Consulting, Centre AlphaPlus Centre*

# Introduction



## Notes

This practitioner guide is for instructors and tutors who are working with adults using the *Skills at Work* workforce literacy materials. The complete *Skills at Work* package contains the following:

1. Guide to Workforce Literacy
2. Practitioner Guide for Workbooks 1 and 2
3. Workbook 1: Assess your skills
4. Workbook 2: A day on the job
5. Guide to Blended Learning
6. On-line activities on the AlphaRoute Web site. Go to <http://alpharoute.alphaplus.ca> and choose **English**.

## Objectives

*Skills at Work* explores common entry-level jobs and the ways literacy skills are applied generally at work. Its target audience is adults in Literacy and Basic Skills (LBS) programs whose goals include employment.

The original goal of these materials was to provide training on the literacy, numeracy, and technology skills needed for work. As the project progressed, readers and field testers expressed their own and their students' needs and anxieties around work. The feedback received asked for a broader approach in the materials.

Reviewers encouraged *Skills at Work* to present the complexity of work. They recommended leaving decisions about pacing the presentation of content to you, the instructor or tutor, in collaboration with your students, based on their previous experience at work, or their lack of experience.

Comments such as these helped with decisions about content:

“There are two things we look for in our back-to-work program – good attendance and punctuality. If participants have those habits, we can train them on everything else.”

“It’s not enough for people to get a job – they need to be able to *keep a good job.*”

“Employers tell me that skills aren’t everything – employees need to be able to solve problems and think things through.”

Throughout the *Skills at Work* materials, you will see references to “Essential Skills”. Essential Skills are the skills people use to carry out a wide variety of everyday life and work tasks. In fact, they include the very skills some employers – such as the employers referred to in the last quote above – don’t see as skills at all. It’s important to convey to students that these *are* skills, that they can be learned, and that they are important at work.

You will find more information about Essential Skills on this Web site: <http://www15.hrdc-drhc.gc.ca>. The following information comes from the Essential Skills Web site.

“Essential Skills are not the technical skills required by particular occupations but rather the skills applied in all occupations. For example, writing skills are required in a broad range of occupations. The complexity and frequency of writing varies, of course. Some workers fill out simple forms every day, while others write daily or monthly reports.

Essential Skills enable people to do their work. For example, repairpersons may have to read and understand written work orders before they can do the repairs.

Essential Skills are **enabling skills** that:

1. Help people perform the tasks required by their occupation and other activities of daily life.
2. Provide people with a foundation to learn other skills.
3. Enhance people’s ability to adapt to change.”

The nine Essential Skills that appear on the Human Resources and Skills Development Canada (HRSDC) Web site are:

1. Reading text
2. Document use
3. Writing
4. Numeracy (math)
5. Oral communication



## 6. Thinking skills

- Problem-solving
- Decision-making
- Critical thinking
- Job task planning and organizing
- Significant use of memory
- Finding information

## 7. Working with others

## 8. Computer use

## 9. Continuous learning

When you go to the Essential Skills Web site, you will find a *Readers' Guide to the Essential Skills Profiles*. This guide provides valuable information about jobs and the Essential Skills needed for them.

Broadly speaking, LBS programs in Ontario cover the skills contained within Essential Skills Levels 1 and 2, which were adapted from the International Adult Literacy Survey (IALS) levels. Of the 190 Essential Skills Occupational Profiles on the Essential Skills Web site, 150 require high school or less, and so provide helpful information about the jobs adults in literacy programs have a good chance of getting.

When you are working with workforce literacy, you learn very quickly that adults may have goals that include jobs whose Essential Skill requirements exceed the level at which they are reading, writing, or using math. Jobs don't line up neatly according to literacy level. Every job has tasks at low levels in some areas and higher levels in others. The Essential Skills Occupational Profiles can help you and the adults you are working with identify the skills they will need to work in the jobs they want, and then decide how to develop those skills.

In *Workbook 2*, you will read job stories told by people working in real jobs. Following each of these stories is information gleaned from the Essential Skills Occupational Profiles about the skills workers need to do their jobs.

Read more about how to use the Essential Skills Web site and the Occupational Profiles in your program on page 14.

## Recognizing and valuing students' work experience

Your literacy program may be very comfortable with workforce literacy programming or may be just beginning to deliver it. Your students might have some or all of the following work experiences. They may be:

- Injured workers who are preparing to return to work
- Laid off workers who are focused on returning to work with improved workplace literacy skills
- People who have worked at a number of jobs but have difficulty keeping them
- People who have worked but not for pay
- People who have never worked
- People who have multiple barriers which have prevented them from working but who are interested in knowing more about working
- People whose goals don't match their skill levels
- People whose immediate goal is upgrading but whose long-term goal includes employment
- People who are working but who recognize they need additional skills because of increased literacy demands on them

These variables mean you need a range of strategies, approaches, techniques, and information you may not feel in control of yet. Even if you are quite comfortable addressing these issues, you may be looking for new ideas for your programming.

Despite the fact large numbers of your students may not have worked before, they still bring a wealth of experience to their classes or tutor sessions. The workbooks have been written to encourage students to reflect on what they bring to the materials from their own experience.



### What do you think?

When they get to the **What do you think?** sections, encourage learners to write, discuss, and think about the questions. Start discussions with stories of your own paid and unpaid work experiences and build on those.

## Matching the *Skills at Work* materials to the rest of what you do

You will want to relate what you find in *Skills at Work* to the rest of your literacy programming. The charts below are included to show how *Skills at Work* relates to the Ontario Literacy Coalition's *Level Descriptions*. You will be able to relate *Skills at Work* content to your work assessing students, developing and working with training plans, setting goals, and doing literacy programming.

Your students, on the other hand, need to know what they're learning in more everyday language so they can describe their Essential Skills as they prepare to enter or re-enter the workplace. They will use this language in resumés, on application forms, in cover letters, and during interviews. The language in the self-assessment checklists, for example, will help students describe their skills appropriately to potential employers. Students' need for this kind of language continues after they are employed as well, and may help them keep their jobs.

### ***Skills at Work* and Literacy and Basic Skills Levels**

*Skills at Work* has been developed for Literacy and Basic Skills (LBS) students working at a range of reading levels. The material is written approximately at an LBS Level 2 reading level as defined in *Working with Learning Outcomes*. It meets the Ontario Literacy Coalition's suggested criteria for selecting reading passages for students at Level 2, as shown in this table:

<b>Physical properties</b>	<ul style="list-style-type: none"> <li>• Text is clear easy-to-read print</li> <li>• Page layout is well-spaced</li> <li>• May contain illustrations/symbols, simple charts/graphs to provide context cues</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Text is familiar, taken from everyday life</li> <li>• Text has personal and/or general relevance</li> <li>• Focuses on concrete information or ideas, with simple inferential meaning</li> </ul>
<b>Length</b>	<ul style="list-style-type: none"> <li>• 200 words or less</li> <li>• A page of short paragraphs</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Mainly concrete with some abstract but common words</li> </ul>
<b>Sentences</b>	<ul style="list-style-type: none"> <li>• Generally follow natural order – subject, verb, object, with some inversions</li> <li>• Simple, compound, and some complex sentences</li> </ul>

Source: *Suggested Criteria for Selecting Reading Passages and Guidance in Asking Reading Questions*, Ontario Literacy Coalition, April 1999.

The tables on the following three pages are also from this source.

## How to use *Skills at Work* with students at various levels

### Level 1

Use the same techniques you would use with any text and activities.

Use photographs of workers and workplaces to begin discussions about work.

Present manageable sections of text at any one time.

<b>Check reading strategies by listening to the student reading</b>	<ul style="list-style-type: none"> <li>• See if she knows the sounds that correspond to the letters/combinations of letters.</li> <li>• Observe if she reads word-by-word or if she recognizes some words from memory, helping her fluency.</li> <li>• Does she recognize predictable word patterns and simple sentence structure common to speech?</li> <li>• Does her reading show a grasp of punctuation (recognizing periods, commas, question marks)?</li> <li>• Note whether she uses any reading strategies, such as rereading to clarify meaning.</li> </ul>
<b>Forms and conventions</b>	<ul style="list-style-type: none"> <li>• Find out if the reader recognizes the basic set-up of the text (for example, the title of the story).</li> </ul>
<b>Check comprehension by listening</b>	<ul style="list-style-type: none"> <li>• Do any miscues change the meaning of the sentence?</li> <li>• Does she understand what she reads?</li> </ul>
<b>Interpretation</b>	<ul style="list-style-type: none"> <li>• Can the reader retell the story?</li> <li>• Can the reader express thoughts and feelings about the story?</li> <li>• Can the reader predict what will happen next in the story?</li> <li>• Can the reader interpret everyday symbols in the text?</li> </ul>

## Level 2

You will probably find that a student working at Level 2 needs some support as she is reading the materials.

As one instructor said, “When Level 2 students couldn’t read a word and I read it for them, they almost always understood the word, they just couldn’t read it yet.”

<b>Check reading strategies by listening to the student reading</b>	<ul style="list-style-type: none"> <li>• See if she reads unfamiliar words by sounding out using phonics.</li> <li>• Does she recognize word parts (for example, suffixes such as -tion)?</li> <li>• See if she uses the rest of the sentence to figure out what the word means.</li> </ul>
<b>Check reading strategies by observing the student answer questions</b>	<ul style="list-style-type: none"> <li>• Does she scan the text for information?</li> <li>• Is she able to use context cues and personal experience to gather meaning from the text?</li> </ul>
<b>Forms and conventions</b>	<ul style="list-style-type: none"> <li>• Does she use pre-reading cues? Is she becoming used to how the text is set up?</li> <li>• Does she understand the basic set-up of simple charts?</li> <li>• Can she read a short text (a page of short paragraphs)?</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Can she follow simple instructions?</li> <li>• Can she tell what the reading material is about (the topic, the main idea, and the supporting detail)?</li> </ul>
<b>Interpretation – ask the student questions that require her to:</b>	<ul style="list-style-type: none"> <li>• Scan for information</li> <li>• Interpret information in a chart</li> <li>• Show she understands the difference between fact and opinion</li> <li>• Relate her opinions to the opinions in the text, and consider ideas from various written materials to inform her opinions</li> <li>• Make a simple inference</li> <li>• Express thoughts and feelings about ideas in the text</li> </ul>

### Level 3

A student working at Level 3 will be able to work more independently with the materials.

<p><b>Check reading strategies by listening to the student reading</b></p>	<ul style="list-style-type: none"> <li>• See if she uses a variety of strategies to read unfamiliar words (for example, phonics, knowledge of word parts, knowledge of grammar and punctuation, etc.).</li> <li>• Does she reads fluently? See if she adjusts speed to help comprehension.</li> </ul>
<p><b>Check reading strategies by observing the student answer questions that require her to:</b></p>	<ul style="list-style-type: none"> <li>• Skim the text to get a general idea</li> <li>• Scan to find specific information</li> <li>• Take simple notes</li> </ul>
<p><b>Forms and conventions</b></p>	<ul style="list-style-type: none"> <li>• Can she find information in reference material?</li> <li>• Is she familiar with a variety of writing forms? Can she select the appropriate text to complete the task?</li> </ul>
<p><b>Check comprehension by asking questions that require the student to:</b></p>	<ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• Identify the main idea and supporting details</li> </ul>
<p><b>Interpretation – check by asking questions that require the student to:</b></p>	<ul style="list-style-type: none"> <li>• Make reasoned judgments on the accuracy and reliability of the information in the text</li> <li>• Compare information from different sources</li> <li>• Make an inference</li> <li>• Make a reasonable conclusion</li> <li>• Identify the writer’s point of view</li> </ul>

## Blended learning approach

Use the workbooks alone or in combination with the on-line *Skills at Work* activities, software, and other paper-based materials. Learners can use the on-line activities at convenient times either in your program or on their own time. Choose a pace that suits the learners you work with. Use the materials in a group or one-to-one.

Although there are many definitions of blended learning, the basic concept is that it includes both on-line and face-to-face elements and a mix of formats, media, and experiences so the best (that is, the most appropriate) approach can be used for each part of the learning experience.

To learners, blended learning means achieving their goals by being able to choose from a variety of media (Web-based materials, print materials, audio tapes, software, etc.) and learning methods that take into account what they already know and that address their learning style.

To practitioners, blended learning means organizing and making choices available to students, including where they learn, the pace at which they learn, and the media and materials they use to achieve their goals.

You'll notice as you work with these materials that some of the information and activities appear in the workbooks, and that there are suggestions to do other activities and get other information on the Internet. There is also a **Resource list** at the end of this guide which includes books, software, and more Internet links. A set of on-line activities has been developed specifically for *Skills at Work* and they appear in the AlphaRoute learning environment. AlphaRoute can be found at <http://alpharoute.alphaplus.ca>. Choose **English**.

The on-line activities in *Skills at Work* provide an opportunity for your students to participate in elearning. A growing number of Canadian companies and organizations deliver their staff training via a combination of instructor training, manuals, videos, and elearning. The experience of using a blended approach including elearning with *Skills at Work* on-line activities will help prepare your students for what they will encounter when they are working.

Blended learning is quietly happening around the world in education and at work. Students in adult literacy programs will need to be familiar with this way of learning so they are ready when they encounter it at work and during further education, and so they can access and assess information and services the same way as the rest of the population.



In the rush to be on-line, people sometimes put information, courses, or services on-line that are better accessed in a different way. That is one of the most important features of using a blended approach. It is important to use the appropriate media for the appropriate task. Students don't need to have everything available in every format. If something is better learned in print or face-to-face, use that better medium. On-line sailing courses won't get you ready for the feeling of choppy seas, but you can complement on-the-water courses with information from the Internet: You can find and learn about safety symbols, boating regulations, and use on-line charts and maps.

The *Skills at Work* materials give students opportunities to work on-line as well as to develop and use skills in more traditional paper-based ways. As you use the materials with students whose goals include employment, think about how you could use a similar technique with students who have different goals. How would you blend a variety of materials, media, and methods for these students?

To find out more about blended learning, see the *Skills at Work Guide to Blended Learning*.



### Learn more on-line

In addition to the two workbooks, you will find activities on the Web in the AlphaRoute learning environment at <http://alpharoute.alphaplus.ca>. Choose **English**. The goal of the on-line activities is to help learners with the literacy and technology skills they will use at work.

When you see the icon above, there is an on-line activity that extends or follows up on the workbook. Wherever this icon appears, there will also be a message for your students saying, "Decide how much time you want to spend on-line, and then come back to this workbook." Students should feel they can also use the on-line activities whenever they want a change of pace from working with the print materials.

When your students first visit the on-line activities, they should listen to the brief introduction. When they visit later, they can choose to skip the introduction. They will see graphics representing some common technologies used at work:

- elearning by computer
- Telephone
- Fax machine
- Gauges

- Photocopier
- Wireless PC
- Calculator
- Interac machine
- ATM (automated teller machine)

As the students work through the activities, they will learn about the technologies, how to use them, and their uses in the workplace.

When your students use the calculator activities on-line, prepare them for the tasks by reviewing concepts such as decimals, percents, and multiplication and division before they go on-line. You can print out the quizzes for students who prefer to work on paper.

## **Instructional design of the materials**

The on-line activities and the workbooks were developed with these approaches in mind:

- Present information in a neutral way with a focus on skill development
- Value what adults bring to the learning
- Include activities that will satisfy different learning styles in the materials
- Provide information before testing learners' knowledge
- Tell students what they are learning
- Help students develop and recognize their transferable literacy skills
- Provide examples of realistic entry-level jobs; break down stereotypes about certain kinds of jobs, such as the image of work that appears on TV, that "clean" office work is better, that only men do certain kinds of work, or that only women do other kinds of work
- Approach self-management and self-direction issues by helping the student:
  - become aware of how others handle certain situations
  - be aware of how they handle the same situations
  - make decisions about whether a personal change is necessary
  - make decisions on how to go about making changes

- Provide self-assessment activities to help adults discover their interests and existing skills
- Include goal-setting activities to help learners plan a learning path
- Create links from the print materials to the on-line materials

## **Job stories – Workbook 2**

These stories tell about jobs from employees' points of view. The stories include information about daily tasks and duties. You will usually find pictures accompanying the stories. The jobs are entry-level and are intended to be realistic for people in literacy programs.

### **The skills behind this job**

This section follows each job story. It analyzes the kinds of tasks the worker does and identifies the Essential Skills required for the job.

Students will probably be interested in getting similar information about other jobs which don't appear in the job stories. There are several steps to identify the literacy skills students will need for any job. Start by finding out what the actual job tasks are, using the following methods:

- Have students find out about job tasks by interviewing people who work at the job. There is an interview process described in **Unit 1** of *Workbook 1* which will help students do this.
- Have students look at newspaper job ads for the job they want. Take note of the job requirements.
- A third way is for you, the instructor or tutor, to look at the Human Resources and Skills Development Canada Essential Skills site: <http://www15.hrdc-drhc.gc.ca>.

This Web site presents Essential Skill Occupational Profiles for 190 occupations. This is extremely useful if there are learners in your program who want to work at jobs you aren't familiar with – not because you need to learn everything about the tasks for every job, but because the profile tells you and the learner what Essential Skills the learner will need to get that job.

Each occupational profile is assigned a number called a NOC, from the National Occupational Classification (NOC) system. A **More jobs like this** section follows each job story in *Workbook 2*. You will find the NOCs for the listed jobs in the corresponding **More jobs like this** sections in this practitioner guide.

The National Occupational Classification (NOC 2001) Web site is included in the **Resource list**. The site contains occupational information for more than 30,000 job titles.

## **The Essential Skills Web site clearly explains the Essential Skills**

After you have identified the job tasks, the next step is to identify the literacy skills workers require to do those tasks, using what you know about jobs in general, and by using the Occupational Profiles information. As a working person, you already have good insight into what is required in general for employment. Couple this with the information on the Essential Skills Web site to get a sense of the Essential Skills needed to do the job tasks.

The Essential Skills site lets you search for information in different ways. For example, if you want to look for jobs that demand a high degree of problem-solving, you can get a list of those jobs. You can then use the list to show students that they'll need to develop skills in problem-solving if their desired job is on the list, or to help students who are terrific problem-solvers identify the jobs that will take advantage of those skills.

Here's an example of one way to use information from the Occupational Profiles. If you find out a learner wants to work in any job that involves working with dangerous materials or chemicals, safety training will be required. It's not your job to duplicate the safety training, but you can help the learner succeed (sometimes there's a test, or a sign off) at the training. These are some of the skills the learner will need for the training:

- Listening effectively
- Taking notes
- Finding information in a training manual, using a table of contents or an index
- Identifying the markings that identify hazardous materials
- Solving problems
- Reading charts, tables, and diagrams
- Following instructions

One of the things you will need to consider is how to ensure students realize they can later transfer these skills to workplaces. As you and your learners become actively involved in addressing workforce literacy skills, look for the skills behind jobs that exist in your local area.

In addition to the Occupational Profiles on the Essential Skills Web site, you will also find a collection of authentic workplace materials. A very easy-to-read introduction to the materials explains the scope of the collection and how to search it. Print and use any of these forms to extend practice from *Skills at Work* and to help learners see how they can transfer what they are learning to new materials. This collection is also available in printed form from AlphaPlus and is included in the **Resource list** under the title *Step Into the World of Workplace Learning*.

In order to develop strategies to help students work better with authentic workplace documents, refer to these two titles from the **Resource list**: *Document Literacy*, and *The Language of Documents*.

### Photographs

The photographs accompanying the text help illustrate different kinds of workplaces. If you are working with students who are reading at Level 1, use the photos to develop vocabulary and awareness of different kinds of workplaces.

If you or a learner would like to take photographs, you can create your own bank of snapshots of people at work.



### What do you think?

You will find these interactive sections throughout the workbooks. Use them as a way for students to share what they know and to reflect as they work. These sections will help make it clear that no one knows everything about all kinds of jobs. You can learn along with the learners in your program. Encourage them to find information and share it. Use these sections as a springboard for discussions. The last **What do you think?** in each unit asks students to think about the most important thing they learned in the unit. This will help them keep track of their learning, see the purpose of working through the materials, and stay motivated.

### Transferable skills – you’ve got them too!

These sections are intended to raise students’ awareness of skills they already have, and how they could use those skills at work. No matter what their level of skill, experience, or education, when people are out of a job, it’s hard for them to see they can use their skills in another kind of job. Use these sections to highlight that students already have skills, can develop new skills, and can take skills with them from job to job.



## Checking up

These sections summarize the contents of each unit. Use them as a checklist to review what learners have done, and as a reminder to update earlier checklists as learners progress.



## ACTIVITIES

Activities provide practice in the area that has just been taught. When working on the activities, the choice is always yours if you or your learners feel an activity should be approached in another way, shortened, lengthened, or carried out differently.

## Using *Skills at Work* with other resources

You will find a list of other resource materials on the topic of workforce literacy at the end of this practitioner guide.

Many of these materials were produced by your colleagues in literacy programs in Ontario, funded by the Ministry of Training, Colleges and Universities and/or the National Literacy Secretariat of Human Resources and Skills Development Canada (HRSDC). You can borrow any of these materials from AlphaPlus. Follow the instructions below to use the AlphaPlus on-line catalogue to borrow these materials.

### **Borrowing workforce literacy resources from AlphaPlus**

On the AlphaPlus Web site at <http://alphaplus.ca>, roll your mouse over **Library services** to find what you're looking for. You can request materials on-line through the library catalogue, or by email from [info@alphaplus.ca](mailto:info@alphaplus.ca).

You will also find commercial materials and Australian, British, and American materials in the **Resource list**.

### **Resources that will be helpful as you use these materials:**

- Telephone books and Yellow Pages
- Newspapers
- Authentic workplace materials of all kinds. Present the forms and documents you yourself must use at work. Do you have a time sheet, a pay stub (with amounts and/or names removed), a change of address form, a health or dental benefits claim form, a request for days off form, a petty cash form, an enrolment

form, an accident report form, or tax forms? These forms and many others are used in most workplaces.

- Equipment or supply catalogues
- Order forms
- Labels on products such as foods, cleaners (especially those with WHMIS labels on them), clothing, machines, textiles, etc.
- Web sites you have found to be useful, such as Web sites of companies in your region, labour market Web sites (see the **Resource list**), and Web sites of other literacy organizations





# Workbook 1



Notes

## Unit 1

### Collecting job information

#### Goals:

- To help students organize information
- To increase awareness of jobs and job requirements
- To introduce newspapers as one source of local job information

#### Activities:

- Activity 1 – Sorting jobs, page 15
- Activity 2 – Matching jobs and pictures, page 19
- Activity 3 – Using key words, page 35
- Activity 4 – Sharing the interviews, page 59

#### Before you get started

This unit introduces an important ongoing activity in *Skills at Work*: organizing information. There are many ways to do this, such as with paper clips, large envelopes, shoe boxes, paper files, etc. Students can talk about how they would like to do it in the **What do you think?** section on page 11. Make sure the system you set up is an easy one for students to work with. For example, if they are using a shoebox, what size will the information have to be to fit in the box, and how will you separate each file area? Spend enough time making these decisions so it is clear the files are an important tool in organizing information throughout the workbook.

### Using alphabetical order

There are several different places in *Workbook 1* where students will use alphabetical order. You may find you're teaching it here for the first time, or doing a quick review. Begin by assessing whether students are able to use alphabetical order. You could prepare students by talking about how the telephone book uses alphabetical order.

### Your personal file

The items that appear on the learner's personal list are the documents employers and agencies ask for again and again. For the documents in the list:

- Learners should keep them in a safe place.
- Find out from students any other essential documents they will need.
- Add additional documents to the list for future students.



### What do you think?

This is a good time to begin to explore how to find any personal information students will need when they are ready to start their job search. It might be necessary to plan a trip to the places where students can get the documents.

### Three kinds of jobs

This unit introduces three categories of work. The categories are a useful way to start organizing learners' thinking about work and their job preferences.



### ACTIVITY 1 Sorting jobs

Brainstorm as many job titles as possible.

Encourage learners to tell others in the group what they know about those jobs.

Ask students what they already know about the jobs they're hearing about and what else they would like to know.

This is a place for students to share information about the jobs they see people doing, or the jobs they know about. Help them to become aware of how many jobs they are exposed to every day, and to understand they can plan to get a job that meets their needs.

### **Jobs working mostly with...**

Start each lesson by having students write, in a prominent place, the names of new jobs they have seen. This should be a growing list. Students can use it for sources for the interviews they do later in the workbook.



What do you think?

This is intended to raise awareness of the many different kinds of places to do the same kind of job.

### **Why divide jobs into categories?**

Most students find it interesting to explore their interests in the three job categories. Students will read that all jobs have those three types of work in them.



What do you think?

This is a good discussion-starter about the parts of jobs that often are not what workers want to do, expect to do, or feel they can do.



### **ACTIVITY 2 Matching jobs and pictures**

The objective is to show the variety of choices of types of workplaces, and what some workplaces might look like.

### **Transferable skills – you’ve got them too!**

If the examples in this section aren’t appropriate for your students, find out from them some of the things they do handle every day.



What do you think?

As students come up with more jobs for this section, ask them to decide where they are going to keep this new information.

## **What are the skills behind day-to-day jobs?**

Distinguish between personal qualities and skills. Some people don't see they have skills as well as positive personal qualities, and find it hard to describe their skills. People also sometimes think that because they have certain personal qualities they should look for certain kinds of jobs.

Job seekers must have skills in addition to personal qualities.

Emphasize the kinds of literacy skills and numeracy skills students are already using.

Encourage students to talk about the problem-solving, critical thinking, and time management skills they use every day.

Start a discussion about how students' everyday skills can lead to paid work. As students have these discussions, provide time for them to write down their ideas in one of their files so they can find them later.

## **Newspaper ads and jobs**

Build critical reading skills while breaking down the task of reading newspaper ads.

Point out that newspapers contain useful information about what's happening in the local economy and provide more ideas of sources for jobs.

### **Finding the job ads in your local newspaper**

This section provides guidance on what students can find in the paper. This section:

- Looks at how to use built-in guides such as the Index and section titles
- Requires alphabetical order again, so you may need to review before you start
- Explains the difference between personal qualities and skills in job ads



## What do you think?

This section asks questions that will help familiarize students with their local newspaper if they aren't already reading it. It will give you a chance to talk about the paper.

### Figuring out the job ads

This reading helps to demystify job ads, and explains some of the important parts of the ads.



### ACTIVITY 3 Using key words

The objective is to provide practice in scanning for key words. The activity requires that students use key words to do a task.

The sample job ads are real, and give an idea of some of the required skills for a housekeeper job. The ad contains many of the features the section describes: key words, reference number, list of skills, list of requirements, list of personal qualities desired, specific instructions on how to apply, and a closing date.

### Topic for discussion

Have a group discussion about what is missing from the second job ad, and how a reader could get the information.

### Abbreviations in job ads

Students will use the information about abbreviations again later in the workbook when they take notes during some interview activities. Find out if students already use their own abbreviations when they write. They should begin by writing out a list for themselves until they're familiar with their abbreviations.

Have a group discussion about where abbreviations are acceptable (for example, in newspaper ads and emails) and where they're not acceptable (for example, in formal correspondence such as cover letters).

### Connecting your skills to real jobs

Your learners may need to have a quick review of what came before the newspaper activities. Go back to those sections if necessary.

### **Seeing yourself in a job**

In this section, the material asks students to start thinking about the kinds of workplaces where they could get paid work doing the same kinds of tasks they do every day.

### **Jobs around you**

If learners have a hard time making a list, point out an object in the class. It could be a piece of clothing or a piece of furniture. Ask learners to try to think of all the jobs related to it, from the people who made it, to the person who sold it, to the person who bought it, to the person who brought it to the room. Provide the names of people and jobs they might not have been aware of.

### **Interviewing people at work**

This section gives students the opportunity to start talking to people about the work they do. The objective of this section is to find out about real jobs from workers. Every interview gives learners another job to consider.

Ask students to take responsibility for finding out about jobs. Suggest they start with friends or family by asking questions from the sample questionnaire or by using other questions they think of.

Before students begin interviewing their family, friends, or people whose jobs they find interesting, they will need to be able to take notes and organize information. If they already have these skills, have them go ahead with the interview guide.

In this activity, learners have the opportunity to make contact with many people. Learners will use note-taking skills to write down answers. They will also use a variety of organization skills when they make contact with people, make appointments, arrive on time, take everything they need with them to the interview, and put the completed questionnaire in their interview file.

This is an ongoing activity. Collect and show the kinds of work habits learners report as being important to different workers.

Collecting the information from their interviews allows learners to manage data. It also shows which skills and work habits are most important to the workers who are interviewed.

If you are tutoring a learner, try going with the learner to a job site. Have the learner set up interviews in a location where you can each do an interview. Meet afterwards to discuss the experience.

## Taking notes

When students are ready, talk about the information in this section in the ways it relates to work: getting instructions, requests, or information from supervisors, co-workers, clients, or customers. Students can use the techniques described whether they're listening face-to-face or on the telephone.

Begin this section by relating note-taking to everyday situations such as going to the doctor and getting instructions, attending a parent-teacher interview and getting information, or listening in class. Find out how students take notes now.

Develop a short questionnaire for students to use with each other to practise asking questions and taking notes to record answers. Students will also need to practise turning notes into more complete sentences, and making sure they can make sense of their notes.

Allow students to choose the questions they want to ask in their interviews. Some students will want to ask all the questions, some will want to ask a few. Let each learner decide.

Review the abbreviations students found in newspaper job ads.

## Sample information interview questions

The first interview form is blank, the second one has been filled in with an interviewer's notes, and in the last one, the interviewer's notes have been written out in full.

Find out if the learners can figure out the abbreviations in the interviewer's notes.

## Sample interview – in a warehouse

As students work through the interviews, they are collecting information about the skills workers need and use on the job.

Spend time talking with learners about their impressions of the jobs they are finding out about.

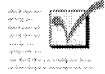
In the sample interviews, point out that when the employee answered the question about training, he said he didn't need any special training. Take this opportunity to introduce workplace safety. Visit the Workplace Safety Insurance Board (WSIB) Web site for ideas about safety and training, at <http://www.wsib.on.ca>.



### **ACTIVITY 4 Sharing the interviews**

The objectives of this activity are to:

- Build awareness of the kinds of self-management and self-direction issues that are important to workers
- Compile any other answers your group thinks are important, such as pay rates, work environment, etc.



### **Checking up**

A key point of this section is that students keep track of what they have been working on and learning.



# Unit 2

## Tara, Anya, and Doug



### Notes

#### Goals:

- To provide stories about people who are trying to figure out the right jobs for themselves
- To provide opportunities to explore stereotypes about jobs and personal qualities
- To continue self-assessment, goal-setting, and reflection activities

#### Stories:

- Tara's story
- Doug's story
- Anya's story

This unit introduces three people who are unemployed. Tara has great people skills and thinks a job with people is for her. Doug likes using a computer and thinks a job working with computers would be great. Anya spends all her time fixing cars and plans to get a job in an auto shop.

Readers meet these three people, get to know a bit about their personal qualities, and get to predict what kind of job would be good for them. As students read the stories, encourage them to talk about their own or each other's personal qualities, and to speculate on the kinds of jobs they might be successful in. The three characters appear again in **Unit 4**.

### **How do people know what kind of job they could be good at?**

Topic for discussion: The differences between learning in school when you are a child, learning in an upgrading program when you are an

adult, learning on the job, and learning outside any formal training program.

### Tara's story



What do you think?

Try using the **What do you think?** questions first to focus reading.

The second and third parts of each character's story appear in **Unit 4**. If your learners are interested and want to keep reading about the characters, have them read each complete story at one time.

### Doug's story



What do you think?

Try using the **What do you think?** questions first to focus reading.

The second and third parts of each character's story appear in **Unit 4**. If your learners are interested and want to keep reading about the characters, have them read each complete story at one time.

### Anya's story



What do you think?

Try using the **What do you think?** questions first to focus reading.

The second and third parts of each character's story appear in **Unit 4**. If your learners are interested and want to keep reading about the characters, have them read each complete story at one time.

### Transferable skills – you've got them too!

This unit shows how common it is to use technology at work. To emphasize this, the link to the on-line activities does not follow the keen computer user's story, but instead comes after the auto mechanic's story.

As students read the stories, encourage them to think about how each of these three people might need to use technology at work:

- Tara will probably need to use a cash register and scanner.

- Doug will probably have to be able to use a range of electronic products in the store, as well as use a cash register.
- Anya will probably have to use a computer to create and check customer files, and to find information from the Internet about car parts.



### What do you think?

Start this discussion by providing examples of computer use you have seen. Give as many kinds of examples as you can that aren't just word processing. Here are some examples:

- Touch screens for restaurant staff
- Computers for retail store staff
- Digital displays for weights in grocery stores and delicatessens
- Voice mail systems at home and at work
- Security systems in warehouses, stores, and commercial buildings
- Thermostats in commercial buildings
- Pattern cutting equipment

You and your students may not yet think of these as forms of technology they may have to work with.



### Learn more on-line

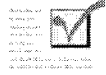
As students begin to try out the on-line activities, they are asked to decide how much time they want to spend on-line before coming back to the workbook. Some ways you could set this up are by using a daily personal calendar, a file, an envelope, etc.

The on-line activities all have audio support. The activities are easy to follow and fun to do. You will find the Skills at Work on-line activities in the AlphaRoute learning environment at <http://alpharoute.alphaplus.ca>. Choose **English**.

If students want to practise the calculator activities, you may need to do a review of decimals, percents, multiplication, and division with them before they start. Students may be reading at a higher or lower level than their numeracy level.

If you are working with new computer users:

- Spend enough time with them to put them at ease.
- Keep track of the kinds of things they are learning to do on the computer, such as entering the address of the activities, saving the address as a bookmark or favourite, navigating through the activities using icons as well as text, and using an on-line calculator. This will help them to build confidence and to think about transferable skills for work.



### Checking up

Engage students' interest in the characters in the stories.

Keep students aware of what they're doing.

# Unit 3



## Notes

### Working on self-assessment

#### Goals:

- To provide opportunities for students to assess their skills and interests
- To provide opportunities to identify the working conditions that are important to the student
- To provide information about how to use the Yellow Pages and the White Pages for job information

#### Activities:

- Activity 5 – Using the telephone book – Blue pages, page 83
- Activity 6 – Using the telephone book – Business pages, page 85
- Activity 7 – Using the telephone book – Blue pages, page 87

#### What kind of job would you be good at?

The main goal of this unit is for students to continue the self-assessment process. They will have a chance to identify paid and unpaid experience and to link it to possible jobs.

#### Would you like a job where you work with things/with people/with information?

Depending on students' skill levels, they may be able to fill out the three checklists in this section on their own, or with some support. The checklists identify skills and interests in the three categories of working with things, people, and information.

Use the checklists as a springboard for discussions about likes and dislikes, experiences, and skills that are suggested by the checklists.

Some students will identify things they would like to be able to do as they go through these checklists.

## **What kind of workplace will work best for you?**

Use questions to raise discussion about whichever issues are relevant to the group. These issues will be useful for students when they are ready to decide which jobs to apply for.

Some possible discussion topics are:

- How the distance from home to work will affect getting to work on time
- Expectations for clothing for certain kinds of work (especially office work)
- The amount of physical activity or lack of it
- Staying warm or cool in outdoor jobs
- How shift work might or might not fit into the rest of their life
- Whether part-time work will be sufficient to pay their bills, housing costs, etc.

You could also use this section as a way of finding out about and discussing any stereotypes students hold about jobs.

Encourage learners to think about why they want certain kinds of working conditions. Their personal situations may dictate things such as distance from home, or evening versus day work, but they may be able to see conditions they can be flexible about.

Try presenting the choices in the table as true or false statements. When learners have finished answering true or false for each one, present each statement as an unfinished sentence. For example, “I want to work close to home because...”, or “I don’t want to ‘dress up’ for work because...”

This section is meant to focus students on being realistic about their job choices so that they apply for, get, and keep the jobs they want.

## The telephone book – a good resource

This section presents the different sections of the phone book. You will need a local telephone book for this.

While students are working with the phone books to gather job information, have them also collect important numbers for home use, such as an emergency poison line, non-emergency police numbers, their doctor, etc. You can talk about where they should keep this information.

### Alphabetical order and the phone book

Remind students to read texts such as the telephone book by scanning, and to use what they know about alphabetical order to help find what they are looking for.



#### **ACTIVITY 5 Using the telephone book – Blue pages**

The objective of this activity is to make students familiar with how to use the Blue pages.



#### **ACTIVITY 6 Using the telephone book – Business pages**

The objective of this activity is to make students familiar with how to use the Business pages.



#### **ACTIVITY 7 Using the telephone book – Blue pages**

The objective of this activity is to help students use the Blue pages to find information that may help them in their next steps.

## Finding information in the Yellow Pages of the telephone book

Students use reading skills to look for local job information in the Yellow Pages. The section provides information about how to use guide words, headings, and listings to sort and find the right information.

### **Guide words, headings, listings**

The section provides information about how the Yellow Pages work in general. Supplement this with specific information about your local telephone book. This involves critical thinking and evaluation. Students should evaluate the kind of information they find, since the Yellow Pages are also an advertising tool.

Help students set up personal or class phone books to keep track of the job and business information they find in the Yellow Pages.

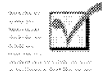
Provide practice for students to look things up in the Yellow Pages. Have them suggest some businesses they could look for and think about the words they would use to find them. Encourage them to guess and to keep trying. You could start by asking them to think about how they would find the name of your literacy organization, a library, or a hospital in the Yellow Pages.

### **Working with headings**



What do you think?

Make sure the student has a place to record the information they find about possible employers.



### **Checking up**

This section summarizes the work of the unit.

It also gives students a chance to find out who they know who has the same general job goals they do.

### **For more practice...**

Use these three questions to get started:

1. What do you like doing?
2. Could you get a job doing it?
3. Where could that job be?



# Unit 4

## Reaching your goal



### Notes

#### Goals:

- To show students how to use the workforce information they have collected
- To show students that their employment goal will determine if they need further training or if they are ready to look for work
- To provide practice describing skills

#### Activities:

- Activity 8 – Before you read about Doug, page 105
- Activity 9 – Decide what you like, page 111
- Activity 10 – Job Readiness Chart – Personal information, page 121
- Activity 11 – Job Readiness Chart – Employment Goal, page 123
- Activity 12 – Job Readiness Chart – Skills section, page 125
- Activity 13 – Job Readiness Chart – the whole chart, page 127

#### **Are your skills and interests enough to get a good job?**

This unit continues to emphasize the difference between personal qualities and interests, and job requirements. It shows that even if there is a gap between present skills and job requirements, students can work on eliminating the gap, using training and further education.

This unit provides more information about the three unemployed people who appeared in **Unit 2**. Each one of them finds out that despite their personal qualities and interests, they don't have all the job requirements necessary for the jobs they have chosen. Each one of them identifies their need for upgrading or training.

### **Tara's story**

After students read the first page of Tara's story, ask them to predict what else she will need to be able to do in her job. Write out their predictions so they can see them when they begin the second part of the story.



**What do you think?**

You can start the sharing process by talking about a difficult situation you have been in at work. After students have talked about this, have them write their stories out.

### **Anya's story**

Follow the same process with the two parts of Anya's story that you did with Tara's story. Provide as many examples as you can of being on probation.

### **Are your interests all you need to get a good job?**

Talk about the wide range of skills people need to have for any job.

Follow this up with a discussion about the difference between personal qualities and skills.

Use this as a guide: If you learned how to do something, it's a skill.

Encourage students to think of most of these kinds of things as skills that can be learned, not as personal qualities they either have or don't have; for example, time management versus punctuality, problem-solving versus being easy-going.



### **ACTIVITY 8 Before you read about Doug**

Use this activity to develop interest in the upcoming story. It follows the same pattern as the other stories, presenting Doug's skills and interests, followed by a job situation in which he sees he may need to work on skills in other areas.

Use the photograph to get students' ideas and to get them thinking about the story.

This activity enables you to help students examine and question stereotypes about jobs.

Ask some questions about Doug to find out if students have some ideas already about what it means to work with computers. By the end of the story about Doug, it should be clear that working with computers is more than sitting alone at a keyboard fixing problems or sending email messages.

After reading the two parts of Doug’s story, ask students for ideas about other places Doug hasn’t thought of yet where he might be able to get a job.

The point of the story is that the most obvious place to do a job – for example, to work with computers you work in a store selling computers, or to work as a cook you work in a restaurant, or to work with cars you sell cars or fix cars – may not be the only or the best place to look for the job.

Help students be more aware of different job settings. For example, a person looking for a job working with computers might find a job in a hospital, in a car dealership, in a manufacturing environment, etc.



### **ACTIVITY 9 Decide what you like**

The objective of this activity is for students to match their skills and interests to possible jobs. The activity gives them an opportunity to see where some gaps may exist between skills required for the jobs they want and skills they currently have. Talk about further kinds of training that may be required to reach their goals.

### **Getting Job Ready**

This section of the workbook is a culmination of the work done so far. The activities require students to use information they have gathered in earlier activities. The section also requires learners to identify an employment goal.

In this section students will work with the information they have been collecting about themselves, their interests and skills, and job requirements. They need to organize the information so they can see how ready they are for work.



## What do you think?

This question refers students to the ongoing creation of files to organize information that has been one of the core activities of this workbook. These files are where students will find the information they need for the Job Readiness Chart. Everyone's chart will be different, based on their interests, experience, skills, personal situation, and employment goal. The chart emphasizes the ongoing nature of self-assessment and goal-setting as students get ready for work.

### **A sample Job Readiness Chart**

The sample chart has two main sections: the section that will contain personal information, and the section that will contain the learner's list of present skills and the skills they need to work on.

### **Tara's Job Readiness Chart**

The information appearing in this sample chart comes from the three stories that appear in the workbook about Tara.

Ask students to go back to the stories to find this information and highlight it. Ask them to look for more information to fill in on the form.



## What do you think?

Start the discussion by talking about how your Job Readiness Chart is different from Tara's. You could use an employment goal such as welder, carpenter, chauffeur, etc., and ask how to fill in your chart – what skills you have and what skills you would need to do the job. This activity will show that it's normal to be able to transfer some skills to a new and different job, but that people will usually also need some kind of specific training for a new job.

### **Your Job Readiness Chart**

This section explains the different sections of the Job Readiness Chart, and how to fill it in.

### **How will you find out what skills you need for work?**

The information on this page summarizes the kinds of research students have already done throughout the workbook. They are now going to work with the information they found in the interviews and the newspaper, and the information they already knew. Review

scanning techniques and key words to make it easier for students to find the information they will need for their Job Readiness Chart.



### **ACTIVITY 10 Job Readiness Chart – Personal information**

This first section of the chart provides practice in writing out very basic personal information – something adults must do often as they fill out forms of any kind. It's important for students to know that since this is usually the first time an employer will see their writing, they should pay special attention to writing and punctuating carefully and correctly.

Make these points before starting work on this section:

- Talk about the difference between an abbreviation for the date and writing the date out in full. Learners should practise both, but on this form, they should write it out in full.
- Be aware forms often require names to be written in a specific order. Talk about the different terms they may see on forms that tell them what order to write their names in: surname, family name, initial, middle initial, and first name. Job applicants need to read any form carefully to see how to write their name. When the form doesn't give instructions, you could suggest they write their first name first, then their last name.
- Point out the common elements on forms so students have a system of looking for the elements of a form, even if the form looks different.



### **What do you think?**

Ask students to name as many forms as they can. Start the list with the kinds of forms you use in your upgrading program. Ask them to bring in any forms they have at home, they find when they're out in the community, or they receive in the mail. Help students become familiar with the layouts, headings, and instructions on forms.



### **ACTIVITY 11 Job Readiness Chart – Employment Goal**

Information about students' goals will already be documented in their assessment and training plan. If you haven't looked at the training plan recently, go over it as you now prepare to look deeper at students'

goals. Training plans often offer concrete suggestions of what the learner wants to work on and will help guide you.

This section of the form asks for the student's employment goal. Writing out their goal helps students focus on the specific skills needed to reach their goal. It gives students something concrete to measure their current skills against. This is an important step in the workforce preparation process. An employment goal gives direction to every part of this process.

Some students may not be ready to complete this section yet. If so, leave out the rest of the Job Readiness Chart activities until they are ready to focus on a specific goal. Return to earlier activities and revisit the self-assessment activities as necessary.

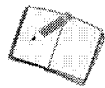


### **ACTIVITY 12 Job Readiness Chart – Skills section**

The objectives of this activity are:

- To be able to recognize and state the skills required for the jobs identified. A lot of this information will have been found in previous activities in this workbook; for example, interviews with workers or family members, reading job ads, and talking about jobs with others.
- To find missing information by calling businesses in the community or by visiting the local Canada Employment Centre. Those contact telephone numbers and addresses should be listed in the files.

In some cases students will change their goal as they are going through this process.



### **ACTIVITY 13 Job Readiness Chart – the whole chart**

This chart collects information from the three sections and puts it all together.

Copy some blank forms for students so they can update their files if they acquire new skills or experience, or if they modify their goals. Emphasize that their degree of job readiness will change as they upgrade, volunteer, take on new challenges, try out unpaid work, etc.

## Work skills and habits

The skills and habits addressed in this section are related to the Literacy and Basic Skills Self-Management Self-Direction Domain as articulated in the Ontario Literacy Coalition's *Level Descriptions*.

The work skills and habits appearing throughout the two *Skills at Work* workbooks are the ones that will help students keep the jobs they get.

These skills do not appear in levels in the level descriptions. Because self-management and self-direction do not relate to literacy levels, it's difficult to define progress in these areas, and the literacy field in Ontario is just beginning to look at these areas.

Time management is often cited as the most important work skill. If an employee is not at work, or is often late, she will lose her job. It is critical that this skill be addressed in workforce preparation programs. Time management activities can include things such as:

- Setting up and keeping a personal or class calendar
- Critical thinking about how long it takes to get different kinds of work done
- Recognizing, solving, and eliminating the problems that cause lateness

Better organization skills will help build time management skills, and better time management skills help build organization skills. It's important to describe both of these as skills, so students will see them as things that can be broken down into elements and learned, rather than as personal qualities, such as being disorganized or always being late.

Encourage students to start by paying attention to how much time they spend doing one thing, such as watching television, cooking, talking on the phone, planning their weekends, etc.

### Filling out the first Work Skills chart

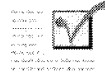
Use this chart as an initial and ongoing self-assessment, and also as an evaluation of students' work skills and habits near the end of the program. Make students aware of this evaluation chart as soon as you begin to work on work skills and habits. Remind them about the chart at the beginning of each session.

Students can use some of the information from the chart in their resumé when they get to that stage, or the chart may help them get ready for questions in job interviews.

As with any assessment, rankings can change over time, so students should put a date on the form. Encourage students to revisit the chart often.

The chart is similar to the kinds of charts employees in many organizations must complete for a performance review. Make sure your students are aware that their performance will be judged at work in this way. They will need to be self-aware so they can take steps to work on any areas where they need to improve.

Set up a weekly system of goal-setting with students in which they identify a personal goal for the week. At the end of the week, both of you could evaluate their success in meeting the goal. The goal could be to be on time every day, to attend every day, to have all the materials they need every day, to read something in the newspaper every day, or some other goal they choose. This activity illustrates the difference between short-term goals and long-term goals, and how the two are related. This will help students assess their skills better.



### Checking up

Job readiness charts fit into self-assessment and goal-setting for work.

Keep students aware of what they're doing.

Keep students aware of the importance of having goals and keeping those goals in mind.

Revisit goals and update them when appropriate.



# Unit 5

## Training for work



### Notes

#### Goals:

- To present information about different kinds of training and work experience
- To present information about a range of workplaces and types of unpaid work

#### Activities:

- Activity 14 – Filling out a form, page 153

#### **Sometimes people worry about going to work**

The statements in this section are useful for discussion about the common concerns of most people who are beginning to look for work.

#### **Before you get a job**

Use the information on this page to help students further identify any steps they need to take to prepare for work.

#### **Learning with a skills training program**

Use copies of your local telephone book as a resource.

Students worked in **Unit 3** with the Blue Pages. Build on these skills to use the Blue Pages in this section.

Learners will once again need to use alphabetical order, key words, and scanning skills. In addition, it will be easier to find telephone numbers if they know whether the service they are looking for is municipal, provincial, or federal.

Students may find it helpful if you identify the symbols for each level of government:

- Maple leaf indicates federal
- Trillium indicates provincial
- The local government's symbol indicates municipal or regional

The Blue Pages are located inside the White Pages telephone book. They will help you find information about government services.

Possible field trip destinations include the local EI office, school board, and college.

Make sure your students know that when they use the Blue Pages, they may have to scan through a long list of services to find what they are looking for.



What do you think?

Begin by asking students how they found your upgrading program. Find out together if it's listed in the Blue Pages.

### **Unpaid work**

All your students will have done work of some kind. Not all of it will have been paid work though. Encourage them to talk about what they have done, such as a co-op placement in high school.

To monitor possible opportunities for volunteer work, job shadowing, or apprenticeship work for students, watch for store openings and talk to businesses in your community.

When students return to your program with real work experience from unpaid work, they will have begun to develop a network of people who know they are looking for work.



What do you think?

If you have ever had an unpaid job placement, start discussion with your experience. Encourage students to think of all kinds of unpaid work, not just with companies.

## Job placement in a busy kitchen

Come up with some real consequences to lateness, such as:

- The meals are late.
- The clients are hungry.
- The volunteers can't wait.
- Other staff members are angry, etc.

## Volunteering

Try the following to connect with the volunteer network in your community:

- Arrange a field trip to the local volunteer centre.
- Ask a speaker to visit you.
- Visit the local volunteer bureau Web site.

## Volunteering in a warehouse

This reading is at a higher level than some of the other material in the workbook. Students may need more time to read it, or may need more support with it.

You could begin by reading the story out loud. You might want to try out pre-reading activities to get students ready for different parts of the reading. Use the following, or any other pre-reading techniques you like, to build interest in the topic:

1. Before reading the first paragraph, ask people if they know where there are any warehouses. Ask if they can picture what it would be like to work in a warehouse, or if anyone has already worked in a warehouse. Ask them about the kinds of jobs they know of that take place in warehouses; for example, order picker, packer, storage, film studio.
2. Before reading the third paragraph, ask what fruit they think would arrive for the food boxes in the fall. Ask if they can think of different ways to measure fruit; for example, by counting them, by weighing them, by estimating.
3. Before reading the fifth paragraph, ask what they think are the good things about working in a warehouse. What would be the bad things?

## Job shadowing

If you are able to arrange job shadowing in your own program, or even if you are just going to talk about job shadowing, make sure students know they should evaluate the experience. Decide together what evaluation questions would be useful.

## The forms you'll have to fill out

Make sure students know they don't have to fill out forms by themselves. Encourage them to ask questions about forms, and to ask others for help when necessary. Students should bring a dictionary, have their personal information ready to copy, have a good pen with them, and have something to write on.



### ACTIVITY 14 Filling out a form

Review the work you did in **Unit 4** with the Job Readiness Chart. Look at the headings on this form. Compare the information requested on this form with the Job Readiness Chart. You will find more information and strategies to work with authentic documents in *Workbook 2*.

Make sure students know how to punctuate their address.

The format of postal codes is letter, number, letter, space, number, letter, number.

Learners will need to check the address of their contact person in case of emergency. If your program asks for this kind of information when students register, have them check the information they have given you. Did they write it out correctly? Should they correct it now?

## Learning after you get the job

Start a discussion about what good training is. Talk about any training stories you have and ask students to share their stories.

If you are teaching in a class and have continuous intake, you could plan to have current students orient new students to the coffee machine, class routines, student lunch area, etc. Have the students think about what other information new students need to know. Ask them to think about how they would get the same kind of information in a job orientation.

## Orientation at a provincial park

Start the discussion by finding out who is interested in this kind of outside work.

Orientation sessions such as this often happen with mass hirings.

Item 6 is a payroll practice that is very common. Find out if anyone has had a paycheque deposited this way, and if they can describe what they had to do to get their pay this way. For example, did they have to provide a void cheque and a transit number?

## On-the-job training

As you work in this section, emphasize the importance of good safety training on the job. In certain sectors, new employees get very brief training which may leave them at risk of being injured. Emphasize the importance of asking questions, finding out about safety equipment, and using equipment properly.

For more information, call your local WSIB office or go to their Web site at <http://www.wsib.on.ca>.

## On-the-job training in a small business

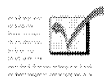
When students read this story, ask them to look for words that show the different kinds of things Zahra is training helpers on: safe use of equipment, telephone skills, product knowledge, taking orders, and customer service.



What do you think?

For a catering business, on-the-job training could include knowing the menu, knowing the recipes for the menu items, packaging the products, safe storage of food, delivery charges, order taking, etc.

For a cleaning business, on-the-job training could include knowing the types of services, knowing the area you can work in, knowing the daily rates, etc.



## Checking up

This section summarizes the work students have done on the topic of training and the skills they have used.

**For more practice...**

This section suggests other topics for discussion about personal experience of training.

# Workbook 2



Notes

## Unit 1

### Teams at work

#### Goals:

- To introduce employers' expectations about teams
- To present information about how teams can solve problems
- To present some basic steps in a team process that can be used while learning and at work
- To help students become aware of behaviours in a team setting

#### Activities:

- Activity 1 – Solving problems, page 17
- Activity 2 – Try out your team skills, page 21
- Activity 3 – Personal evaluation, page 29

This unit introduces many of the basic notions of working on teams. Although different workplaces will have specific approaches to teamwork, the skills introduced here – job task planning and organizing, time management, flexibility, working with others, problem-solving, listening well, taking notes, and communication skills – are Essential Skills for work. Teamwork involves many self-management and self-direction skills.

Provide opportunities to talk in detail about teams and team roles so students are prepared for the teamwork activities in this workbook and at work.



## What do you think?

Explore different kinds of teams. Find out from learners what they think different kinds of teams try to achieve, and why a team approach might work better than working alone. Give these examples to start and come up with others as well:

- Sports team – wins an event
- Band, orchestra, choir – performs together
- Olympic team – wins medals for your country
- Medical team – cares for a patient
- Team of firefighters – puts out fires quickly, rescues people

### **What do employers expect?**

Start the discussion by looking back at the teams learners came up with in **What do you think?** Ask learners to think about how the list of skills is used for each of those teams. For example:

- Sports teams must listen to game plans during strategy meetings so they do what the coach asks.
- Members of a medical team might have to do different jobs depending on the emergency.
- The firefighters who attach the hoses to the hydrants must do so before the firefighters can put out the fire.
- If there is a sudden crisis in any of these teams, it's important that all team members know about changes.

Self-assessment helps learners focus on current skills and attitudes. Encourage learners to refer back to this list often so they can see that these skills can develop further.

Check boxes are a common type of entry method on workplace documents.

### **Working in teams in a kitchen**

Before students read this story, ask them to come up with the different teams that might work in a restaurant. It's helpful for learners to know there is a service team (the wait staff, the hostess, etc.) and the kitchen staff (the cooks, the assistants, the dishwashers). Both teams have the same goal, but these teams probably don't do each other's work in an emergency.





## ACTIVITY 1 Solving problems

Use **Activity 1** to find out from learners how they would solve the kitchen problems. At the end of this activity, learners are asked for the best way to talk about the problems. This is intended to give responsibility to learners for how they handle the work in the workbook.

### Sharing a common goal

Continue reading to compare solutions to the ones given in the story. The reading identifies the reality of different roles in teams.

In many organizations, a persistent employee complaint is favouritism. Preparing learners for the way teams work – or should work – will help them know that different people may take on different roles at different times, and that if learners are willing to be flexible, they may get the chance to try something different. If their employer always gives the leader role to the same employee, learners will need to use good communication skills to ask about that.

### How does a team solve problems?

This section emphasizes the importance of being observant at work, and that asking questions is a good way to get information.

In her book *Making Choices* (see the **Resource list**), Diane Millar notes,

“We focus so much on teamwork in the workplace, but employees who struggle with literacy may perceive that they stick out like sore thumbs, and may not have even noticed the variety of materials and resources (for example, asking questions), that other employees rely on as a regular part of their jobs.” (p. 12)



## ACTIVITY 2 Try out your team skills

This set of mixed questions requires ticking off check boxes, writing short answers, and filling in numbers.

Use the results of this activity as an ongoing assessment activity to see if learners are becoming aware of team skills and can put them to use.



## What skill is this?

This section gives learners the opportunity to think about team skills in ways that can benefit them in the learning process. Give learners your suggestions about how the learning environment you share could be improved if you used a team approach.

Learners need to be able to use this teamwork vocabulary in meaningful ways when they have interviews. Instead of saying “I’m flexible”, it would be much more useful to say, “I’m willing to take on different roles when necessary.” Learners can become more familiar with the skills these words describe as they work through the team activities.

Learners could try the following roles:

- Take on a leadership role in an activity
- Take responsibility for being observant about the set-up of chairs and tables
- Rotate responsibility for filling in attendance records
- Call when they won’t be in
- Be willing to try out new kinds of activities
- Participate in a problem-solving meeting
- Take notes for absent learners

### Flexibility – try out different jobs

Some of the roles in the previous section may not be what students think of as literacy learning, but many of those roles are the same kinds of things people often must do in any job, such as setting up the furniture. Other roles involve document-use skills such as filling out an attendance sheet.

For more excellent ideas about team skills, look at *Team Problem Solving for Cook Trainees*, by Moira Gutteridge Kloster and Wendy Watson. This title appears in the **Resource list** and is available from AlphaPlus.

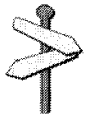


## What do you think?

You could start the discussion with your own feelings about moving back and forth from leader to member, or from teacher to facilitator.

A student could collect the information from this question and summarize it in a chart such as this:

Name of learner	Likes being a team leader Yes/No	Likes being a team member Yes/No
Barb	No	Yes



### More jobs like this

Use examples of specific employers in your area when you talk about workplaces. Students may not have thought of the variety of possible workplaces in this sector or may have more ideas to add to the list. Check out these Essential Skills Occupational Profiles on the HRSDC Web site at <http://www15.hrdc-drhc.gc.ca>:

- Cook (NOC 6242)
- Food and beverage server (NOC 6453)
- Guest services attendant (NOC 6672)
- Kitchen helpers and line cooks (NOC 6642)
- Maitre d’hotel and hosts or hostesses (NOC 6451)



### Checking up

These reminders appear throughout the workbook. They are a good chance for you and your students to check on progress. You may need to copy checklists or charts for students so they can update their records.

### Time management

As students try out different roles on the team, decide together how they will do each job. For this time management practice, decide ahead of time how the timekeeper will let everyone know when the time’s up,

and what to do if the team needs more time. For example, the team could decide to continue anyway, to summarize and continue on another day, etc.

### **Sharing information in the team meeting**

Teams exchange a lot of information through memos and newsletters. If you have access to these kinds of materials, use them with your learners. Bulletin boards are also a good source of information in any workplace. Try to get learners in the habit of checking bulletin boards in your program's building, supermarkets, drug stores, laundromats, etc., to build their observation skills.

Remind the team they need to choose a team leader. Taking the time to go through the steps of stating goals, reading carefully, and finding out what the team already knows will prevent a lot of problems and will give everyone a chance to share what they already know. This gives practice in considering a problem instead of jumping in too quickly.

This reading also shows how some jobs should belong to the whole team while others should belong to individuals.

### **Communicate while the team works**

Any team project can go off track at any time. Talking within the team about what the team is doing – if something is taking longer than expected, if there are any problems, or if anyone needs help – is good practice. Remind learners often that people at work do this to get help or just to stay in touch with the other members of the team.

### **Evaluate the team's work**

Evaluations are an important step in awareness and self-awareness. This first evaluation is a personal one and students may want to keep it as a reminder of the activity. Find out from students what they learned from the evaluation. Emphasize that self-evaluations give you a chance to learn about yourself and to improve.

Begin a discussion about evaluation by talking about any experience you may have had being evaluated on a job. Point out that on the job, employees are constantly evaluated on their performance. The evaluations aren't always formal. Find out from students if they have been evaluated, how it was done, if they felt they learned from the evaluation, or if they felt it was a negative experience.

Ask students to evaluate their experience with the *Skills at Work* materials. Come up with questions for the evaluation together. Decide together what areas are important for them to evaluate. Some possible questions are:

- Do the materials help you know what you must do before you can start a job search?
- Do the materials give you a better idea of what different jobs are like?
- Do the materials help you see how the skills you are learning in your program can be used on the job?
- Do the materials help you identify transferable skills and describe them?



### ACTIVITY 3 Personal evaluation

Make copies of the personal evaluation form for learners.

The evaluation is personal and learners will only see their own evaluation after they fill it in.

Learners should keep this first evaluation, and do another one after each team activity.

Draw attention to the evaluation to remind learners their evaluation may change as they become more familiar with teamwork.

### Work teams and work skills

Learners should know not all workplaces have a team structure, but that knowing how teams work is important.



### Checking up

Students should know they will be continuing to use what they have learned about working in teams throughout the workbook. They can keep track of what they have been learning and should know they can use the personal evaluation to measure their progress again later.

In doing this, learners become aware of some ways of working with entry forms.



# Unit 2

## Job stories



### Notes

#### Goals:

- To provide information about different kinds of jobs
- To suggest ways to use learning styles to listen effectively
- To show how Essential Skills are needed for jobs

#### Activities:

- Activity 4 – Assembler math test, page 47
- Activity 5 – Information overload, page 65
- Activity 6 – Area, page 75
- Activity 7 – Continue with the calculations, page 79
- Activity 8 – Taking minutes, page 85
- Activity 9 – Work assignments, page 93
- Activity 10 – What do you remember?, page 103
- Activity 11 – Looking at averages, page 109
- Activity 12 – Signs at work, page 119
- Activity 13 – Making change, page 123
- Activity 14 – Estimating time, page 135
- Activity 15 – Solving problems with customers, page 143
- Activity 16 – Working with logs, page 153
- Activity 17 – Picking and packing slips, page 161
- Activity 18 – Where does the time go?, page 171

Most of the stories in this unit are told from the worker's point of view. The job stories continue the theme that it takes many skills to do a job and that skills can be developed.

**These are the skills you will see employees using:**

As in *Workbook 1*, you will find skills teaching throughout this unit. Some examples of the Essential Skills mentioned or practised in the job stories are:

- Reading text – call centre worker
- Document use – call centre worker, construction worker, grocery clerk, shipper and receiver, laundromat attendant
- Writing – carpenter
- Numeracy – assembler, construction labourer, call centre worker, laundromat attendant, nursery worker, shipper and receiver
- Oral communication – call centre worker, construction labourer, grocery clerk, sales associate
- Thinking skills – assembler, call centre worker, grocery clerk, laundromat attendant, nursery worker, sales associate, security guard, visiting homemaker:
  - Problem-solving
  - Decision-making
  - Critical thinking
  - Job task planning and organizing
  - Significant use of memory
  - Finding information
- Working with others – assembler, call centre worker, construction labourer, grocery clerk, laundromat attendant, sales associate, security guard, shipper and receiver, visiting homemaker
- Computer use – call centre worker, sales associate, security guard, shipper and receiver
- Continuous learning – assembler, call centre worker, construction labourer, laundromat attendant, sales associate, visiting homemaker

These are the job stories which identify technology use:

- Assembler – must be willing to try computers out
- Automotive repairperson – the original story appears in *Workbook 1*
- Call centre worker – works with computers, faxes, photocopiers, printers, automated diallers, security cards, keypads, the Internet



- Carpenter – uses a computer to prepare shift reports and meeting agendas
- Construction labourer – uses a variety of construction equipment
- Counter person – uses a cash register
- Grocery clerk – uses a cash register
- Laundromat attendant – works with machines, laundry, vending, scales
- Nursery worker – uses a cash register
- Sales associate – uses a computer cash register and a bar code scanner
- Security guard – uses a computer and cameras
- Shipper and receiver – may use a bar code scanner and computerized forms

### Reading charts and tables

While you are working on the documents in this unit, encourage learners to collect and bring in charts, tables, lists, and other documents they see in the community. These could be things such as bus schedules, calendars of events, telephone lists, etc. As the collection grows, identify the features of the documents, including:

- Title rows
- How columns and rows are used to display information
- How abbreviations are used
- How information is conveyed in the table
- Whether the table is in landscape or portrait format

Whenever you add a document to the collection, encourage students to:

- Give the document a title if it doesn't have one
- Improve the existing title if possible
- Decide who the document is for and what that person is supposed to do with it

This kind of work will familiarize students with what is consistent from one table to another and where to look to find information.

## **Assembler – more than packing**

### **The interview**

Have students answer Michelle’s interview questions. Think of other transferable skills they could mention in interviews for other jobs, such as the skills they identified in *Workbook 1*.

### **Showing your skills on a test**

Many companies will ask job applicants to write a test of some kind. Brainstorm strategies with students to prepare for this. Some tests are related to the work students are applying for. Remind students about being familiar with the personal information section of any test and to take their time – but to be aware of any time limits on the test – and be neat.

### **Transferable skills – you’ve got them too!**

Emphasize the importance of not writing about issues which aren’t related to the job when offered this kind of invitation to give more information. Learners may have different kinds of interview experiences where it is appropriate to talk about what prevents them from working, but a job interview is not the place to do that.



### **What do you think?**

This is an opportunity for students to write out some skills they can include in this section of a job application form. If you think students might have a hard time distinguishing what they should mention from what isn’t appropriate, use some or all of the following examples.

How would you answer this question in these situations:

- At a doctor’s appointment
- At a meeting with Ontario Works (if appropriate)
- At a daycare centre (if appropriate)

### **Math on the job**

This team activity gives students a chance to share what they already know before they begin.

Spend time looking at the layout of the chart giving feet, inch, and yard information. Come up with a title for the chart. Explain columns and rows if necessary, and how the information in each cell is related

to the other cells and to the title. Have students make up other charts, such as metric to imperial for metres, yards, inches, centimetres, etc.



#### **ACTIVITY 4 Assembler math test**

This test shows how one company uses a test for a specific job. Other jobs within the same company – or jobs in other companies – use different tests. Try to collect tests from friends or companies where you have contacts. Practise the tests often in a non-threatening way, and consider giving a time limit for the tests. Help learners be aware of and comfortable with the idea of tests.



#### **More jobs like this**

Use examples of specific employers in your area when you talk about workplaces. Students may not have thought of the variety of possible workplaces in this sector or may have more ideas to add to the list. Check out these Essential Skills Occupational Profiles on the HRSDC Web site at <http://www15.hrdc-drhc.gc.ca>:

- Boat assemblers (NOC 9491)
- Electronic assemblers, fabricators (NOC 9483)
- Fabric, fur, leather cutters (NOC 9452)
- Glass forming and finishing machine operators and glass cutters (NOC 9413)
- Labourers in processing, manufacturing, and utilities (NOC 961)

## Call centre worker – more than making telephone calls

The people who participated in the interviews for this job story had recently graduated from a college’s call centre training program. They were all employed very quickly after finishing the program. This job story is a compilation of their stories.

### Math at work

Suggest students try out the activities on *Skills at Work* on-line to get a sense of using a keypad.

The most important numeracy skill for this job is time management. Each telephone interview is timed.



### What do you think?

This section brings up the different kinds of performance evaluations in different jobs. Ongoing monitoring of performance, which is constant and direct, is standard in call centre work. Find out what learners think about performance evaluation. Find out what other kinds of evaluation they may have experienced in other jobs.

### The skills behind this job

One of the tasks of a call centre worker is to keep a log of their work. Throughout the job stories, you will read about different kinds of logs workers must keep. Draw attention to the logs in this story. If you are using computers in any way in your literacy program, this is a good time to introduce the idea of a tech log to record computer problems and solutions. Use this as a way of developing transferable skills. A simple log might look like this:

Computer	Describe problem Date of problem	How did you fix the problem? Who helped?	Initials

Customize the table to reflect your computer use. For example, if you have only one computer, you don't need to have a column to identify where the problem is. Some main uses of this log are to record solutions to save time and to see if there are ongoing problems to address.



### What do you think?

This section gives you the opportunity to talk about telephone skills. Try out the **Telephone** activities in the on-line activities at <http://alpharoute.alphaplus.ca>. The first activity in the **Telephone** menu is about how to answer the phone, but you could use similar techniques to talk about how to make phone calls.



### ACTIVITY 5 Information overload

This activity gives students practice in asking for help from people around them and in sharing information they know. In a fast-paced job such as call centre worker, anyone who gets a call they can't answer tries to find someone who knows the information.



### More jobs like this

Use examples of specific employers in your area when you talk about workplaces. Students may not have thought of the variety of possible workplaces in this sector or may have more ideas to add to the list. Check out these Essential Skills Occupational Profiles on the HRSDC Web site at <http://www15.hrdc-drhc.gc.ca>:

- Customer service, information and related clerks (NOC 1453)
- Data entry clerks (NOC 1422)
- Dispatchers and radio operators (NOC 1475)
- Receptionists and switchboard operators (NOC 1414)
- Survey interviewers and statistical clerks (NOC 1454)
- Telephone operators (NOC 1424)

## **Skilled labourer in construction – more than wearing a tool belt**

### **The skills behind this job**

Because Mark said that health and safety is the most important thing for him to know on the job, these resources will be useful to learners who are interested in this kind of work:

See <http://www.workersoftomorrow.com/sponsors.html>. These safety literacy information sheets were produced in Manitoba and are written in clear language. The message that runs through the safety sheets is “Work Shouldn’t Hurt”. There is a sheet on the hazards of working in construction. Although the front page of the site is difficult to read because of the dark background, the safety sheets are clear and easy to read.

The Construction Safety Association of Ontario’s Web site at <http://www.csa.org> links you to *Construction Safety Magazine*, gives alerts about specific safety procedures, and gives safety training information.

Because safety training is so important in construction, it is important that learners are able to listen well and know how to take notes in training. Employees are required to sign off on training or to write a test when they finish training.

In *Workbook 1*, learners practised taking notes during interviews. Have learners practise taking notes whenever possible – with guest speakers, on field trips, even when they watch the news at home. Emphasize writing clearly, using headings to separate sections of notes, not writing every word, using abbreviations, and reviewing notes soon after taking them.

### **The skills behind this job**

There are many different construction unions related to the different trades. They have training funds, training colleges, and training centres for construction workers. The work that Mark describes is commercial construction. On his work sites there would be electrical workers, pipefitters, insulators, masons, plumbers, etc.

### **Math on the job**

The purpose of the math calculations in this section is to calculate the number of tiles that might be needed for a floor or ceiling.

Jobs in the trades all require math skills, and in many cases advanced math skills. If there are students in your program who want jobs in the trades, they will need to know which Essential Skills in numeracy they require for the trade they are interested in.



### **ACTIVITY 6 Area**

To do this activity, students need to be able to recognize length and width and do multiplication.

Encourage learners to look for more spaces whose area they can calculate.



### **ACTIVITY 7 Continue with the calculations**

This activity gives a reason for calculating the area in the previous activity. Help your students come up with as many other uses for area information as they can, in addition to calculating amounts of wallpaper and tile. This kind of reasoning will also help in measurement of any kind. For example, how much fabric do you need to cover a cushion? How is this measured if not by area?

### **Reading and writing during training**

The other skill workers need when using training manuals or code books involves finding information. Help learners become familiar with how to scan titles in tables of contents, such as the one at the beginning of their workbook, and with how to use indexes at the end of documents. Since some materials don't have these features, you should also encourage learners to scan pages for titles and sub-titles when they are looking for something.

## A carpenter writes at work

In many workplaces, when employees move into new jobs they must do paper work they didn't expect and weren't prepared for.

Ask students to identify the kinds of writing Dean uses a form for – the forms he must write by hand and the forms he probably writes with a computer.

You'll find examples of different kinds of reports and forms in *Book 3* of the *Workwrite* series, *Information Forms*. This title is included in the **Resource list** and is available from AlphaPlus.

Forms use basic conventions such as bold large type for titles and bold titles on boxes and requests for basic information such as dates and signatures.

Forms and procedures look different in every workplace.

Students will have to transfer what they learn from you to the workplace.

It's important to think about the kind of information a form is collecting and to provide the information in the right places. Before starting to fill in a form, students should stop, think about how much information they have to enter, look at the amount of space available, and adjust the size of their writing accordingly. Tell students that forms often underestimate the amount of space needed for answers.

When reading headings for the sections on a form, emphasize students should first find the title of the form. The title will tell them what the form is about. This narrows the range of what they will be filling in. For example, if the form has the title "Tool Replacement Agreement", the information will only be about tools and will probably require information and signatures from the people who are making the agreement, that is, the employee and the employer.



### What do you think?

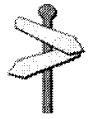
Start by talking about some meetings you might have missed but would like to know about, such as an agency meeting, a political meeting, or a staff meeting. If you ever take minutes at those meetings, talk about how you feel about doing that.





## **ACTIVITY 8 Taking minutes**

Copy the form in this section for students. Begin by talking about the headings on the form.



## **More jobs like this**

Use examples of specific employers in your area when you talk about workplaces. Students may not have thought of the variety of possible workplaces in this sector or may have more ideas to add to the list. Check out these Essential Skills Occupational Profiles on the HRSDC Web site at <http://www15.hrdc-drhc.gc.ca>:

- Boilermaker (NOC 7262)
- Bricklayer (NOC 7281)
- Cabinetmaker (NOC 7272)
- Carpenter (NOC 7271)
- Construction electrician (NOC 7241)
- Heavy equipment operator [except crane] (NOC 7421)
- Insulator – heat and frost (NOC 7293)
- Industrial electrician (NOC 7242)
- Painter and decorator (NOC 7294)
- Residential and commercial installer and services (NOC 7441)
- Sprinkler system installer (NOC 7252)
- Tile setter (NOC 7283)
- Trades helper and labourer (NOC 761)

## Counter person at a coffee shop

This is a job that requires multi-tasking to complete ongoing daily tasks in addition to the job of working on the counter. Talk about what multi-tasking really means, especially when there are customers involved. Give the example of trying to get a coffee while a counter person fills sugar containers. Talk about the ways students may already be doing multi-tasking in other areas of their lives.

Weigh the pros and cons of these types of jobs. They are almost always available, the schedules are flexible, and a uniform is usually provided, but they can also be low-paid, the hours may not be convenient, you might not want to wear a uniform, and you may have to work alone at night. Who sees the advantages? Who sees the disadvantages?

Take a look at the Tim Hortons Web site at <http://www.timhortons.com> to see requirements for the jobs advertised there. Follow the links to the on-line job application. Print out the application and have learners practise filling it in:

- Start by having them identify the different sections on the application.
- How are the sections identified? Look at the headings.
- Take note of the section on the second page about activities. This would be a good place to include other interests that seem relevant to this job.
- In the section “How did you find out about this job?”, explain to learners they can say they found out about it while browsing the Web site.



### What do you think?

Begin this discussion by sharing your experiences with students in this section. These self-management and self-direction questions are important in any job.

### Assigning work

Different workplaces assign work differently. It is very important for learners to know it is okay to ask questions about this.

Find out from learners what kind of experiences they have had with work assignments. They may be surprised at the number of different ways work is given out.



## **ACTIVITY 9 Work assignments**

This activity looks at the reality of conflicting priorities and problem-solving at work. Give students practice making decisions in situations such as the one in the activity – learners are sure to encounter such situations at work. By working as a team on this activity, learners get the benefit of many perspectives on a problem.

### **Teamwork Evaluation Form**

This evaluation form looks at teamwork experience and emphasizes that learning and working together brings new knowledge to the members of the team. The evaluation values the background and contribution of team members but also looks critically at participation. Since you want to build positive attitudes towards working together, you will need to be sensitive to students' perceptions during this evaluation. You may decide it is better to do the evaluation orally.

## Grocery store clerk – more than selling fruit and vegetables



### What do you think?

Workers in many parts of the food service sector must be familiar with the slogan “Meet and exceed customer expectations.”

Discuss with your students what their expectations are around buying food either at a grocery store or in a restaurant or fast food outlet. Some of the things they could discuss are freshness, cleanliness, packaging, choice, price, quality, appearance, service, labelling, and taste. Encourage them to talk about any other expectations. Find out where they have not been satisfied and whether they can trace their dissatisfaction to a person providing poor service. Discuss how the problem could be remedied, possibly through better training, better ordering, etc.

When students have identified the subject(s) they know well, suggest they update the information in their Job Readiness Chart from *Workbook 1* by adding this area of knowledge.

### The skills behind this job

Many workers must lift heavy materials in their jobs. These workers should be aware that many organizations make information about safe lifting available. Brainstorm with learners the possible places where lifting is part of the job. Here is a list to start with:

- Construction
- Plumbing
- Library work
- Personal support work
- Landscape/nursery work
- Child care

### Instructions at work

Learners should know there isn't just one way to learn or remember new information such as this list of instructions.

## Using your learning style to remember instructions

You could start the discussion by talking about how you remember information you hear. You could explain what you do to remember new learners' names.

Let students know they can always ask the person giving them instructions at work if it's okay to write down the instructions if that will help. If students know good ways to shorten messages and they use standard or personal abbreviations, they have more control over situations where they must remember important information.

As you are working on this section, let students know there isn't just one way to learn or remember information. You could begin to talk about learning styles here.

Find out what kinds of memory tricks and aids your learners already use. Try out the book *Demonic Mnemonics* by Murray Suid. This book is included in the **Resource list** and you can borrow it from AlphaPlus.

Suggest students try different techniques to improve memory. Ask them to decide which ones work best for them. This will give them some information about their learning style. Some different techniques are:

- Make information personally meaningful by thinking about what the instructions mean the learner actually has to do.
- Use verbal memory aids such as rhymes (for example, “i before e, except after c”, etc.) and phrases whose first letters represent ideas you want to remember (for example, “Every Good Boy Deserves Fudge” for the lines of a musical staff).
- Make up acronyms such as HOMES to remember names (Huron, Ontario, Michigan, Erie, Superior for the Great Lakes).
- Make up stories about words in a list to help recall the list.
- Use visual memory aids such as making up a vivid picture or story of unusual images about the instructions. According to some researchers, the stranger or more distinctive the image is, the more memorable it will be.
- Write out the instructions to help remember them. Even if the student loses the written information, they will have a better chance of remembering it.



## **ACTIVITY 10 What do you remember?**

This activity provides another opportunity to work on a team. In the activity, learners will find which of several ways of active listening to information works best for them.

When the activity is finished, ask students to form groups according to which listening technique worked best. This identifies others who share the same learning style. It's important to point out that workers also need to be able to make the best of a listening situation when they can't use their preferred learning style.

### **Using math to make decisions – working with ranges**

Acceptable ranges are important in many jobs. Workers sometimes feel unsure, uncomfortable, and angry when they have to report problems.

When something falls outside an acceptable range, people usually feel they must take some kind of action. Ask students for other examples from their daily life. For example, riders might expect a bus to arrive on time, but they are willing to wait a certain length of time because of an unexpected problem. If the delay happens too often, or outside the acceptable range, riders might feel it's time to make a report or complaint to the bus company, but might also feel the bus company won't pay attention to the complaint. Riders will, however, be the most successful if they report all the information in a calm non-blaming way. The same is true for a work situation.

Have students think about reporting the example bus problem in an emotional fault-finding way. They might blame the bus driver, talk about all kinds of other past problems about the bus company, and hang up on the person they are making the complaint to. Then have learners think about reporting the same problem in a calm non-blaming way. For example, they would itemize the days and times when the bus is late. In this personal kind of report, the person would also ask what the company intends to do to improve the situation.

### **Calculating averages**

Have learners practise calculating averages using the information around them. Over a few days, calculate average attendance in class, the outdoor temperature, the amount of money they spend, the amount of time they spend exercising, the number of hours of television they watch, or the amount of time they spend waiting for a bus.



## ACTIVITY 11 Looking at averages

In this activity, students are again using one math calculation (average) to figure out something else. The three different situations for which averages are calculated might benefit learners in the following ways:

Situation number 1:

An administrator might want to do this kind of averaging to find out which days most learners are in the program. This might help decide when to invite a guest speaker, or when to have a program meeting.

Situation number 2:

This calculation could help learners decide which day they're going to check the job ads. They would check on the day that has the highest number of ads.

Situation number 3:

This calculation could help drivers figure out which days are the best days to buy gas and which of the two gas stations offers the best price.



## More jobs like this

Use examples of specific employers in your area when you talk about workplaces. For the Occupational Profiles shown below, you won't get a sense of possible workplaces from the occupation title. You should read the profile for that information. Students may not have thought of the variety of possible workplaces in this sector or may have more ideas to add to the list. Check out these Essential Skills Occupational Profiles on the HRSDC Web site at <http://www15.hrdc-drhc.gc.ca>:

- Materials handler (NOC 7452)
- Other sales and related occupations (NOC 662)
- Storekeepers and parts clerks (NOC 1472)

## Laundromat attendant – more than giving change



### What do you think?

This is another job where being able to multi-task is important. A laundromat attendant probably works alone, without a team. Customer service is a high priority in this job, so the attendant must be able to reorganize her work depending on customer problems, complaints, or needs.

### The skills behind this job

In laundromats where the attendant washes laundry for customers, reading labels is very important. Below are two laundry symbol guides that can get you started looking at forms and labels in a hands-on way. Students already do laundry at home, so they probably know some or all of the information on these forms. Use the guides to practise finding information on a form that uses symbols. When you bring in other authentic forms or labels for learners to work with, encourage learners to always start by asking what they are supposed to do with the information. For example, they should fill in information, find and use information, etc.

The first guide to laundry symbols can be found at <http://www.textileaffairs.com/lguide.htm>. Following are some questions and answers about the guide, to get learners started in looking at labels, symbols, form structure, and content:

What are you supposed to do with this form?

- It's an advertising form that gives information while at the same time recommending adding bleach to your wash. The form is supposed to guide you as you do your laundry. To use the form, you transfer the information on the form to the labels on your laundry to help you do your laundry properly.

Who made this form? Where did you look to find out?

- The Clorox Company made the form. The company's name appears in the top right-hand corner of the form.

What different kinds of information are on the form? How are the sections displayed?

- There is information about washing instructions, bleaching, drying, ironing, and dry cleaning. Each section appears in a box with an outline around it to keep it separate. The



sidebar gives more information and makes the page look like it comes from a magazine.

Is this a Canadian form? How do you know?

- You can't really tell if this form is Canadian or not, but Clorox is a well-known American brand.

The second guide to laundry symbols can be found at <http://www.cleaning101.com/laundry/fabricsymbols.html>. Some questions and answers you can use for this guide are:

What are you supposed to do with this form?

- You are supposed to use it to understand the labels on fabrics.

Who made this form? Where did you look to find out?

- This form comes from the Soap and Detergent Association. Their name appears at the top of the form and again at the bottom of the form. This form doesn't advertise one kind of soap or detergent but represents many companies.

What different kinds of information are on the form? How are the different sections displayed?

- This form also uses boxes to display and separate information about symbols and codes.

Is this a Canadian form? How do you know?

- This is an American form. You know by the address at the bottom of the form.

How are the two forms different? What information can you find on one that doesn't appear on the other?

- The Clorox form gives more information and provides titles on the left-hand side of each box, but doesn't summarize information. The Soap and Detergent Association form tells you what to look for and what the information means, but doesn't use conventional headings. For example, Soap and Detergent Association form explains that more dots means you can use more heat, and that more bars means you should treat the fabric more gently.

Before you finish with these two forms, you should also compare the information on them to the information on your own clothing. These forms are a good example of the challenges some labels and forms in workplaces present, in that not every piece of clothing or fabric has this kind of label. You still often have to look for other information which is displayed in other ways. In her job in the laundromat, Carla

might need to look in several places to find information about the clothing she has been paid to launder for a customer.



### Learn more on-line

The on-line activities in the **Calculator** section of the *Skills at Work Toolkit* are a good way to practise using a calculator. You may have students in your program who are very familiar with calculators and who prefer to use them rather than doing calculations in their head, or you may have students who are not comfortable with calculators.

In most workplaces, people do calculations both ways. The first presentation introduces general concepts about calculators, and the activities practise using a calculator in two workplaces.



### ACTIVITY 12 Signs at work

The sign in this activity comes from a local laundromat. Like many handwritten signs, the information isn't clear or properly organized.

The first thing students should decide on is the purpose of the sign. They need to decide if the information about how many coins you get from the change machine is necessary or if it is confusing.

After the sign has been fixed, it should clearly tell customers they need to use either loonies or quarters in the machines, and that customers can get the right change from the machines. Instructions on how to use the machine should appear in the proper place.

Learners can try using some of the techniques from the laundry label activities to separate information, use headings, etc.



### ACTIVITY 13 Making change

To do this activity, students need to figure out how many coins they get for their bills in each question:

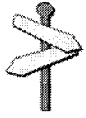
Question number 1:

A five-dollar bill gives back 20 quarters, so changing the two five-dollar bills gives the customer 40 quarters.

Question number 2

The big washing machine takes loonies, so the customer who wants to use it will need to change their quarters into loonies.

If the customer needs more loonies, he or she must change a five-dollar bill into quarters, and then change those quarters into loonies.



### **More jobs like this**

Use examples of specific employers in your area when you talk about workplaces. Students may not have thought of the variety of possible workplaces in this sector or may have more ideas to add to the list. Check out these Essential Skills Occupational Profiles on the HRSDC Web site at <http://www15.hrdc-drhc.gc.ca>:

- Attendants in recreation, sport, accommodation, and travel [except airline travel] (NOC 667)
- Cleaners (NOC 666)
- Dry cleaning and laundry occupations and ironing, pressing, and finishing occupations (NOC 6681, 6682)
- Guest services attendants (NOC 6672)
- Other elemental service occupations (NOC 6683)

## Nursery worker – more than liking plants

### Health and safety at work

Workplace Hazardous Materials Information Systems (WHMIS) are cautionary labels that provide relevant safety and health information to Canadian workers. The goal of WHMIS is to avoid injury, illness, and premature death. All of these can happen if workers do not know how to handle hazardous materials or do not handle them properly.

Employers are required to provide WHMIS training to employees who work with hazardous materials. In your literacy program, you can help students recognize WHMIS symbols and the look of WHMIS materials. Draw attention to the circles surrounding each symbol and the striped border on the WHMIS symbols sheet in the workbook.

### Math on the job

While the math tasks listed here are for the nursery worker, there are many other jobs that include such tasks:

- Money math appears in many of the job stories.
- In the description of the assembler's tasks, students read about how the assembler must measure and convert measurements from yards to feet to inches.
- A construction labourer uses ratios to calculate the amount of brick to sand when making cement.
- A bartender uses ratios when mixing drinks.
- Bricklayers, sewers, and installers all have to estimate how long it will take to do a job and how much it will cost to do a job.

### Transferable skills – you've got them too!

Encourage learners to come up with as many ways as possible that they use these kinds of math skills. Provide them with the math language they need to describe their skills. Learners may be able to figure out how long something takes to do, but they may not call the process "estimating" yet. They may know how to mix cement, but they may not call the mix a "ratio", or they may not recognize a ratio when they see it written out in a format such as "3:1" on a label.



### ACTIVITY 14 Estimating time

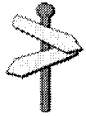
The idea for this activity comes from *Self-management Skills Leading to Targeted Literacy Project*, a book produced by the Ottawa-Carleton

District School Board Literacy and Basic Skills. You will find more information about this book in the **Resource list** and you can borrow the book from AlphaPlus.

The objective of this activity is to provide time estimates for tasks. Make sure learners take the time to estimate before they make an exact count of the days. Emphasize the importance of using information you already know when you're estimating.

Print out copies of the blank calendars. Have students fill in the days and dates for as many months as desired.

The blank calendars are handy planning tools. Use learners' real goals to help them with their own planning and to show them they are learning skills they will need.



### **More jobs like this**

Use examples of specific employers in your area when you talk about workplaces. Depending on the location of this job, the duties might be focused more on growing and maintenance of plants, on sales and display of plants and flowers, or on sales and maintenance of the plants. This kind of work is available in large and small nurseries, home renovation stores, hardware stores, and florist shops. In the spring, garden centres are often set up in large grocery stores.

Students may not have thought of the variety of possible workplaces in this sector or may have more ideas to add to the list. Check out these **Essential Skills Occupational Profiles** on the HRSDC Web site at <http://www15.hrdc-drhc.gc.ca>:

- Delivery drivers (NOC 7414)
- General farm workers (NOC 8431)
- Nursery and greenhouse workers (NOC 8432)

## **Sales associate – more than nice clothes**

When students look at the job story for this occupation, they should think about their own experiences shopping and keep in mind what they consider important when they meet a sales associate or sales clerk. The Essential Skills Occupational Profile lists the most important skills for this job as oral communication, finding information, and working with others.

This job story is about a retail job in a clothing store but there are also many wholesale selling jobs as well.

### **The skills behind this job**

People often leave handwritten notes for others in retail stores. Information about job duties, special promotions, and schedules for breaks and lunches will often be posted on service desks or cash desks. Retail staff members must be able to write and read these notes. Mention to students that when they work on writing handwritten notes, they must be sure about the reason for writing the note before beginning. Remind them about the confused sign in the laundromat job story.

Whether people are quickly writing out handwritten notes or are working on computers and sending notes in the form of emails to co-workers, many of the important points are the same. Provide learners with practice in writing notes, while they keep in mind the following points:

- What is the reason for the note?
- Do you want someone to do something? Put that at the beginning of the note. Is there a deadline by which they need to do it? Put that in the note.
- Will the person the note is for know it's for them? Will the person know it's from you?
- Have you dated the note?
- Is your handwriting clear?
- Is your message clear? Ask someone to check for you.

Provide practice in reading notes, keeping the following points in mind:

- Is the note for you? How do you know?
- Does someone want you to do something? What is the note asking or telling you? Is there a deadline?

- When was the note written?
- Did you understand the note? If not, who can you ask to help you?

Here are some possible examples for notes:

- A note to a co-worker telling her that your customer, Fred, is coming in to the store at 4:00 today to pick up a shirt. Tell the co-worker where the shirt is.
- A note to a co-worker telling her a pair of skates is coming from another store. Tell the co-worker who the skates are for and the telephone number where the customer can be reached.
- A note to your manager telling her you gave a refund on a sweater, bought two months ago, because the sleeves were much too long. Tell your manager the customer returned the sweater with the bill and that the bill is attached.

Make up other examples for notes in other workplaces.



### **ACTIVITY 15 Solving problems with customers**

After students have read the first paragraph of this section, stop and ask them to write out or talk about how they could deal with the unhappy customer. Ask them to think about what they would want in a similar situation and what the store would want. Continue reading to see how their solutions compare to the ideas given.

Have your students describe the problem the way they would report it to a supervisor. Ask these questions:

- Who was involved? Include the customer and the employee.
- What happened?
- When did it happen? This could be a date plus a time, or just “yesterday” or “last night”.
- Where did it happen?

Ask learners to write the problem down in a note to the supervisor. If they came up with a solution to the problem, ask them to include it in the note.

### **Finding out about what you are selling**

Elearning for orientation and in-service training is becoming quite common in Canada. Find out whether employers in your area are doing this.



### **More jobs like this**

Use examples of specific employers in your area when you talk about stores, banks or trust companies, and wholesalers. Students may not have thought of the variety of possible workplaces in this sector or may have more ideas to add to the list. Check out these **Essential Skills Occupational Profiles** on the HRSDC Web site at <http://www15.hrdc-drhc.gc.ca>:

- Sales representatives, wholesale trade [non-technical] (NOC 6411)
- Tellers, financial services (NOC 1433)
- Ticket and cargo agents and related clerks [except airline] (NOC 6434)



## Security guard – more than watching the building



What do you think?

The questions in this section are important ones for anyone to consider when they must fill out an entry form. Use the forms students fill out when they register for your program as an example. Do learners know what the information is used for? Knowing who will use the information and what they will use it for often makes it easier to decide whether to fill in the form and how to fill it in.

In this job example, Theo has developed a form that works for him. He needs the information on the log when he checks the cars in the parking lot. People may want to use his lot for free parking when they are not visiting someone in the building. His log makes it easy to know if the cars are authorized to be there.

Suggest that students visit the *Skills at Work* on-line activities. Click on *Wireless PC* in the *Toolkit* to see wireless PCs used in some other workplaces. Ask learners what they think of these uses.

### Using forms at work



What do you think?

Theo solved the problem by using abbreviations.

Talk with students about being aware of context when they're working with forms. If they saw abbreviations such as **Pon** and **GR** or **WT** somewhere else, they probably wouldn't know what the abbreviations meant. Since learners know this form is about cars parked in a parking lot, encourage them to guess what the abbreviations stand for.



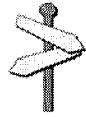
### ACTIVITY 16 Working with logs

Logs are used in many kinds of jobs:

- At coffee shops, counter staff must record and initial the time and temperature in the refrigerated cases.
- A person answering a helpdesk telephone must keep a log of the questions they answer.
- A cleaner must write and initial the time washrooms are cleaned, along with the supplies needed or provided.

- A call centre worker keeps track of the number of calls made or received and the length of each call.

This activity gives practice keeping a learning log in which students not only enter the time and what they are studying, they also create the headings for the different sections of the log. This gives good practice in breaking down a job into parts.



### **More jobs like this**

Use examples of specific employers in your area when you talk about workplaces. Students may not have thought of the variety of possible workplaces in this sector or may have more ideas to add to the list. Check out these Essential Skills Occupational Profiles on the HRSDC Web site at <http://www15.hrdc-drhc.gc.ca>:

- Bylaw enforcement and other regulatory officers (NOC 6463)
- Correctional services officers (NOC 6462)
- Other elemental service occupations (NOC 6683)
- Other protective service occupations (NOC 6465)
- Security guards (NOC 6651)
- Sheriffs and bailiffs (NOC 6461)

## Shipper and receiver – more than “working in the back”

### The skills behind this job

Some of the skills identified for this job involve knowing procedures that are probably written down in bulletins and manuals.

One of the ways you can help learners deal with this kind of volume of information is to familiarize them with the table of contents at the front of a manual and the index at the back.

Talk about capitalized or bold headings which identify important topics on a page.

Learners should also be aware manuals often come without a table of contents or index, which means learners may have to scan the manual to find what they are looking for.

One of the skills identified for this job involves reporting problems when shipments are incorrect. Spend time discussing how to make these reports in a confident factual non-blaming way.



### ACTIVITY 17 Picking and packing slips

The picking slip is an example of an authentic workplace document. You may not have come across one before so this may be a good document for you to explore and figure out with learners. Look at one section of the document at a time.

The picking slip for the shirt company shows the kinds of information in words and numbers that a picker reads as she fills an order.

To do this activity well, students need to be aware of the context. Learners need to understand they would use the picking slip to fill orders from a warehouse of some kind.

It's very common on entry forms that one person doesn't fill in everything. This is the same process a picker in any warehouse would follow.

Make sure students are aware of the convention of using bold and capital letters for titles and instructions.

The statement “SHIPMENT INCLUDES ONLY THE QUANTITIES CIRCLED” – this tells the picker how to mark the form if they haven't been able to

find some items in stock or if this is only a partial order. The picker picked 6 shirts.

Spend time with students making lists of the kinds of information a picker in different kinds of warehouses might have to look for. Instead of style numbers and sizes, a picker in a food warehouse might have to look for manufacturer names, container sizes, and quantities of goods.

This activity practises scanning and emphasizes how important this skill is when workers have to work with forms. It is important to approach forms by becoming familiar with the function of the form and thinking about what the form is looking for.



### **More jobs like this**

Use examples of specific employers in your area when you talk about workplaces. Students may not have thought of the variety of possible workplaces in this sector or may have more ideas to add to the list. Check out these Essential Skills Occupational Profiles on the HRSDC Web site at <http://www15.hrdc-drhc.gc.ca>:

- Material handlers (NOC 7452)
- Transportation route and crew schedulers (NOC 1476)

## Visiting homemaker – more than a helping hand

### The skills behind this job

For each of the skills behind this job, elicit examples from students to illustrate how the homemaker uses Essential Skills. A few examples would be:

- Reading documents – the visiting homemaker must use cleaning and food products provided by someone else. She needs to read the labels, checking for directions as well as expiry dates. She also reads transportation schedules.
- Document use – she must fill out a log sheet and have it initialled by each client she visits. She must submit an accurate record of her hours to the agency she works for. Her pay depends on this.
- Writing – in the agency’s WHMIS and CPR training courses, she must take notes, organize them, and be able to remember the course content.
- Oral communication – Branka must be able to communicate effectively with people who may not be well.
- Thinking skills – she must be observant and able to describe to her supervisor any problems she can’t deal with. She must know when to hand a problem over to her supervisor. She must be able to analyze each client’s needs within the boundaries of her job.

Branka has to use job task and organizing skills to make sure she is on time, must use her time to get all her tasks done, and must work with her schedule, transportation schedules, and the clients’ schedules.



What do you think?

Discuss what a visiting homemaker might find different in someone else’s home, such as different food preferences, cultural practices, or ways of cleaning.



### ACTIVITY 18 Where does the time go?

Decide as a group how you are going to collect the information to follow up on this activity.

### **Documents – filling in forms at work**

Start this topic by talking about how you record your hours at work. This is an example of a form used by several employees: the worker who fills it out, the person at the agency who records the hours, and the person who will pay the worker.



### **More jobs like this**

Use examples of specific employers in your area when you talk about workplaces. Students may not have thought of the variety of possible workplaces in this sector or may have more ideas to add to the list. Check out these Essential Skills Occupational Profiles on the HRSDC Web site at <http://www15.hrdc-drhc.gc.ca>:

- Babysitters, nannies, and parents' helpers (NOC 6474)
- Cleaners (NOC 666)
- Dry cleaning and laundry occupations and ironing, pressing, and finishing (NOC 6681, 6682)

# Resource list



## Notes

Physical resources are listed alphabetically by title and are available for borrowing from AlphaPlus.

Tippelt, Gunther.

**Addition of whole numbers [for students entering or working in a carpentry or woodworking related trade]**

Sarnia, ON: The Organization for Literacy in Lambton, 200-.  
AlphaPlus Call Number: 513.21107 T38

**All in a day's work**

[S.I., s.n., 199-?]

AlphaPlus Call Number: 428.34 A48

Kaskens, Anne-Marie.

**Beginning numeracy skills. Learning to tell time**

Toronto: Toronto Catholic District School Board Adult Education,  
Continuing Education Dept., c1999.  
AlphaPlus Call Number: 389.17071 K13

National Institute of Adult Education.

**Between the lines: A basic skills newspaper pack**

London: ALBSU, 1994.  
AlphaPlus Call Number: 428.4076 B26

Ransbottom, LuEllen.

**Budgeting your time & money**

Cincinnati, OH: South-Western Publ., c1993.  
AlphaPlus Call Number: 640.42 R12

Yates, Glenn.

**Building bridges for adults with a developmental disability (final report)**

Chatham, ON: Tri-County Literacy Network, 2000.  
AlphaPlus Call Number: 371.9263 Y13

Jadoonath, Chan Madhavi.

**College sector demonstrations project**

Sudbury, ON: Cambrian College, 2000.

AlphaPlus Call Number: 378.168 J11

Howett, Jerry.

**Contemporary's number power 1: Addition, subtraction, multiplication and division**

Chicago: Contemporary Books, c1988.

AlphaPlus Call Number: 513.0715 H596

Watson, Wendy.

**Critical thinking in workplace literacy programs: A model for curriculum design**

Victoria, BC: Centre for Curriculum and Professional Development, 1993.

AlphaPlus Call Number: 370.152 W14

Conley, Jean.

**Customer service workshop: A guide to customer service for the adult literacy learner**

Kingston, ON: Literacy Link Eastern Ontario, c1995.

AlphaPlus Call Number: 658.81207 C58

Suid, Murray I.

**Demonic mnemonics: 800 spelling tricks for 800 tricky words**

Torrance, CA: Fearon Teacher Aids, c1981.

AlphaPlus Call Number: 428.1076 S77

Evetts, Julian.

**Document literacy: A guide for workplace educators and instructors**

Burnaby, BC: SkillPlan, 1996.

AlphaPlus Call Number: 302.232

Hanna, Myrna.

**A dream that walks [kit]**

Guelph, ON: Action Read Community Literacy Centre; Waterloo, ON: Garlic Press, 2000.

AlphaPlus Call Number: 158.1 D67

Dultz, Ron.

**Educating the entire person**

Reseda, CA: R. Dultz Pub., c1994.

AlphaPlus Call Number: 370.1523 D776



Brennan, Stephanie.

**Employability skills manual**

Burlington, ON: Centre for Skills Development & Training, 1999.

AlphaPlus Call Number: 650.14076 B67

Strumpf, Lori.

**Essential skills for the workplace. Level one, using forms and documents**

Chicago: Contemporary Books, 1993.

AlphaPlus Call Number: 651.3 S76 v. 1 pt. 2

Tait, Jennifer.

**Expanding perceptions: An approach to self-management for employment preparation**

Ottawa, ON: Ottawa-Carleton District School Board, c2002.

AlphaPlus Call Number: 374.01207 T11

Centrale des syndicats démocratiques.

**The factory mystery: The power of knowledge [electronic resource]**

Montreal: CSD (Centrale des syndicats démocratiques); Micro-Intel, 1997.

AlphaPlus Call Number: 428.2 F11

Basic Skills Unit Ltd.

**Finding out**

Moorfoot, Sheffield: Careers and Occupational Information Centre, 1985.

AlphaPlus Call Number: 650.1 F38

John Howard Society of Manitoba.

**Getting a job**

Winnipeg: MB, rev. 2001.

AlphaPlus Call Number: To be determined, contact AlphaPlus

Sonbuchner, Gail Murphy.

**Help yourself: How to take advantage of your learning styles**

Syracuse, NY: New Readers Press, Laubach Literacy International, 1991.

AlphaPlus Call Number: 370.1523 S58

Benn, Roseanne & Andrew Douglas-Dunbar.

**Home alone: A guide to independent study**

Cotleigh, Streatham Rise, Exeter: University of Exeter, The Independent Study Unit, 1995, 1994.

AlphaPlus Call Number: 371.3943 B25

Bolles, Richard Nelson.

**How to create a picture of your ideal job or next career: The quick job-hunting (and career-changing) map**

Berkeley, CA: Ten Speed Press, c1989.

AlphaPlus Call Number: 650.14 B58

Jungjohann, Kathy.

**How to use the telephone book**

Chicago: SRA, 1985.

AlphaPlus Call Number: 395.59 J78

Makowski, Teen.

**Job awareness: A slice of life**

Circle Pines, MN: American Guidance Service; Baltimore, MD: Media Materials, 1988-1990.

AlphaPlus Call Number: 370.11307 M12

Ringel, Harry.

**Key vocabulary for a safe workplace**

Syracuse, NY: New Readers Press, c2000.

AlphaPlus Call Number: 363.11014 R38

Fownes, Lynda.

**The language of documents: A guide to information display in the workplace**

Burnaby, BC: The BC Construction Industry Skills Improvement Council, c1999.

AlphaPlus Call Number: 302.232 F596

Cronin, Arlene.

**Learning outcomes project: An orientation toolkit to help adult learners succeed in a learning outcomes**

Kingston, ON: St. Lawrence College, c2002.

AlphaPlus Call Number: 374.01209 L2386

**The Level descriptions manual: a learning outcomes approach...**

Toronto, ON: Ontario Literacy Coalition, 2000.

AlphaPlus Call Number: 374.1264 L265

Cooper, Denise.

**LINC literacy employment resource, 2000: A support document for the LINC literacy component**

Toronto: Toronto Catholic District School Board, c2000.

AlphaPlus Call Number: 428.2407 C587

Auld, Belle.

**Looking for work. Facilitator guide**

Calgary, AB: Bow Valley College, 2002.

AlphaPlus Call Number: 650.14 M25 2002 guide

Melnyk, Julia & Janet Robertson.

**Looking for work: Learning the skills workbook**

Edmonton, AB: Information Development and Marketing Branch, Alberta  
Advanced Education and Career Development.

AlphaPlus Call Number: 650.14 M25

Melnyk, Julia & Janet Robertson.

**Looking for work. Student workbook**

Calgary, AB: Bow Valley College, 2002.

AlphaPlus Call Number: 650.14 M25 2002

Millar, Diane.

**Making choices: Teaching writing in the workplace. Reference manual**

Edmonton, AB: Grass Roots Press, 2002.

AlphaPlus Call Number: 808.06665 M378

Paul, Marianne.

**Moving right along: A report on learner referral and transition**

Kitchener, ON: Project READ Literacy Network, 2001.

AlphaPlus Call Number: 374.01207 P134.2

Mansfield, Roger & G. Rowlands.

**Note-making and summary-writing skills**

Adelaide, S.A.: Adelaide College of TAFE for the Dept. of Technical and  
Further Education, 1986.

AlphaPlus Call Number: 371.30281 M12

Glass, Barbara.

**Numbers talk: A cross-sector investigation of best practices in  
LBS numeracy**

Sudbury, ON: Literacy and Basic Skills, College Sector Committee, 2002.

AlphaPlus Call Number: 513.0715 G47

Evetts, Julian, Lynda Fownes, & Elizabeth Thompson.

**Numeracy at work**

Burnaby, BC: SkillPlan, 2002.

AlphaPlus Call Number: 513.0715 N774

Lukin, Annabelle & Linda Ross.

**The numeracy handbook: A resource for literacy and numeracy teachers**

Surry Hills, N.S.W.: New South Wales AMES; Sydney: NCELTR, c1997.  
AlphaPlus Call Number: 513.0715 L78

Quill Learning Network.

**Opening doors – how to market your Essential Skills to employers: A facilitator’s guide for delivering this workshop**

Walkerton, ON: QUILL Learning Network, c2002.  
AlphaPlus Call Number: 650.1407 M11

Metro Labour Education Centre.

**Orientation to ISO 9000: A training manual**

Toronto: Metro Labour Education Centre, c1999.  
AlphaPlus Call Number: 658.562 O67

Beveridge, Tonya.

**Preparing for the workforce: Demonstrating success [electronic resource]**

Walkerton, ON: QUILL Learning Network, 2001.  
AlphaPlus Call Number: 374.1264 B265.2

Riddle, Dorothy Irene.

**Quality assurance in services: An ISO-9000 workbook for small professional service firms**

Ottawa, ON: Industry Canada, 1995.  
AlphaPlus Call Number: 658.562 Q771

In-Sites Research Group.

**Reading work: Literacies in the new workplace**

Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2004.  
AlphaPlus Call Number: 658.3124 R24

Bassis, Nancy.

**Report on employer interviews**

Sudbury, ON: Access Department, School of Creative Arts and Open Learning, Cambrian College, 2002.  
AlphaPlus Call Number: 374.01309 B13

Tippelt, Gunther.

**Safe food handling**

Sarnia, ON: The Organization for Literacy in Lambton, 200-.  
AlphaPlus Call Number: 363.19272 T38

Cronin, Arlene.

**St. Lawrence College learning outcomes project: Process, demonstrations, reflections and disconnects [kit]**

Kingston, ON: St. Lawrence College, c2000.

AlphaPlus Call Number: 374.1264 S74

Grecki, Sue

**Science for the Trades**

Burnaby, BC: SkillPlan, BC Construction Industry Skills Improvement Council, c2003.

AlphaPlus Call Number: 507 G67

Brockett, Ralph Grover & Roger London.

**Self-direction in adult learning: Perspectives on theory, research, and practice**

New York: Routledge, 1991.

AlphaPlus Call Number: 374.13944 B68

Tait, Jennifer.

**Self-management skills leading to targeted literacy project**

Ottawa, ON: Ottawa-Carleton District School Board Literacy and Basic Skills, 2001.

AlphaPlus Call Number: 374.01207 T13

Kennell, Trudy.

**Skills at work (Workbook 1)**

Toronto ON: Centre AlphaPlus Centre, 2004.

AlphaPlus Call Number: To be determined, contact AlphaPlus

Kennell, Trudy.

**Skills at work (Workbook 2)**

Toronto ON: Centre AlphaPlus Centre, 2004.

AlphaPlus Call Number: To be determined, contact AlphaPlus

Kennell, Trudy.

**Skills at work: Guide to blended learning**

Toronto ON: Centre AlphaPlus Centre, 2004.

AlphaPlus Call Number: To be determined, contact AlphaPlus

Geraci, Karen.

**Skills at work: Guide to workforce literacy**

Toronto ON: Centre AlphaPlus Centre, 2004.

AlphaPlus Call Number: To be determined, contact AlphaPlus

Literacy Volunteers of New York City.  
**Speaking out on work: An anthology of writing by new writers**  
New York: Literacy Volunteers of New York City, 1991.  
AlphaPlus Call Number: 810.8 S61

Lewe, Glenda Rose.  
**Step into the world of workplace learning: A collection of authentic workplace materials**  
Scarborough, ON: Nelson Thomson Learning in co-operation with Human Resources Development Canada, n.d.  
AlphaPlus Call Number: 370.113 L266 2001

Dunbar, Janice.  
**Strategies to increase participation: A look at underemployed adults in basic skills programs**  
Walkerton, ON: QUILL Learning Network, 2002.  
AlphaPlus Call Number: 374.01206 D778

Toews, Susan.  
**Suggested criteria for selecting reading passages and guidance in asking reading questions**  
Toronto, ON: Ontario Literacy Coalition, 1999.  
AlphaPlus Call Number: 374.1264 T57

Fry, Ronald W.  
**Take notes**  
Hawthorne, NJ: Career Press, c1994.  
AlphaPlus Call Number: 371.30281 F698 1994

Kloster, Moira Gutteridge & Wendy Watson.  
**Team problem solving for cook trainees: A skills for success curriculum guide**  
Victoria, BC: BC Ministry of Advanced Education, Training and Technology, 2001.  
AlphaPlus Call Number: 374.013 K48

Beveridge, Tonya.  
**Technological literacy and the matrix: An instructor's guide**  
Waterloo, ON: Waterloo Catholic District School Board, c2001.  
AlphaPlus Call Number: 374.1264 B265

Goldfarb, Yehudit.  
**The telephone book can help you**  
Englewood Cliffs, NJ: Quercus, c1989.  
AlphaPlus Call Number: 428.3 G58 1989

Bond, Judith & Grace Nicholson.

**Through the looking glass: A workbook for learners (LINC 4/5)**

Toronto: Workplace Training and Services, Toronto District School Board, [2002?].

AlphaPlus Call Number: 650.14076 B58 [2002] wbbk

Finch, Clare.

**Time is important**

Hamilton, ON: Hamilton and District Literacy Council, S.1., n.d.

AlphaPlus Call Number: 389.17 F38

Grieve, Katrina.

**Tools for effective transitions: Community bridging initiative project on transitions to upgrading**

Toronto: The Program, 2002.

AlphaPlus Call Number: 374.1264 G67

Roussy, Yvonne.

**Trading up: Getting ready for a hairstyling or electrical apprenticeship program**

Kitchener, ON: Project READ Literacy Network, 2003.

AlphaPlus Call Number 374.1264 R594.3

Gundlach, Patricia Parrott & Keenan Colton Kelsey.

**Using the phone book**

California: Janus Book Publishers, c1980.

AlphaPlus Call Number: 384.6 G78

Purcell, Rosemary.

**Using the telephone directory**

Adelaide, S.A.: Dept. of Technical and Further Education, c1984.

AlphaPlus Call Number: 384.6 P79

Goddard, Ruth.

**The value of adding: A numeracy study in the food processing industry**

Melbourne: CAE, 1993.

AlphaPlus Call Number: 513.0715 G57.2

Metro Labour Education Centre.

**Vocational orientation manual**

Toronto: Metro Labour Education Centre, 1995.

AlphaPlus Call Number: 331.70208 V57

Goforth, Dee.

**What counts as evidence project: Phase 2**

Sudbury, ON: Cambrian College, 1999.

AlphaPlus Call Number: 378.168 G57.2

Starkey, Carolyn & Norgina Wright.

**What you need to know about reading labels, directions & newspapers**

Lincolnwood, IL: National Textbook Co., c1994.

AlphaPlus Call Number: 428.6 S742 1994

Jukovy, Linda.

**Work matters. Personal resources**

Chicago: Contemporary Books, c1997.

AlphaPlus Call Number: 650.1407 J78.2

O'Neil, Harold F.

**Workforce readiness: Competencies and assessment**

Mahwah, NJ: Lawrence Erlbaum Associates, 1997.

AlphaPlus Call Number: 370.113 W592

Praxis Adult Training and Skills Development.

**Working in the fast food industry: A reader for employees**

Toronto: Praxis Adult Training and Skills Development, 1991.

AlphaPlus Call Number: 428.62 W5945

Tippelt, Gunther.

**Working with food**

Sarnia, ON: The Organization for Literacy in Lambton, 200-.

AlphaPlus Call Number: 647.95071 T38

Ontario Literacy and Basic Skills Section.

**Working with learning outcomes: validation draft**

Toronto, ON: Ontario Ministry of Education and Training, Workplace Preparation Branch, 1998.

AlphaPlus Call Number: 374.1264 W5871

Taylor, Maurice Charles.

**Workplace education: The changing landscape**

Toronto: Culture Concepts, 1997.

AlphaPlus Call Number: 331.2592 W5881



Goforth, Dee.

**Workplace education, what it takes...: A handbook for northern LBS agencies**

Sudbury, ON: Mid North Network, 2001.

AlphaPlus Call Number: 658.3124 G57

Geraci, Karen.

**Workwrite [book 1]. Organizing information**

Toronto: Preparatory Training Programs, c2001.

AlphaPlus Call Number: 650.14076 G26.2

Geraci, Karen & Aleksandra Popovic.

**Workwrite [book 2]. Schedules**

Toronto: Preparatory Training Programs, c2001.

AlphaPlus Call Number: 650.14076 G26

Geraci, Karen & Aleksandra Popovic.

**Workwrite [book 3]. Information forms**

Toronto: Preparatory Training Programs, c2001.

AlphaPlus Call Number: 650.14076 G26.3

Geraci, Karen & Anne Cambone.

**Workwrite [book 4]. Workplace communications**

Toronto: Preparatory Training Programs, c2002.

AlphaPlus Call Number: 650.14076 G26.4

Grecki, Sue & Sheila Whincup.

**Writing at work**

Burnaby, BC: SkillPlan, BC Construction Industry Skills Improvement Council, c2003.

AlphaPlus Call Number: 808.06665 G67

Internet resources, listed alphabetically by URL:

<http://alphaplus.ca> – Centre AlphaPlus Centre Web site. Roll your mouse over Library services to search for resource materials or to request materials through the on-line library catalogue.

<http://cap.ic.gc.ca/english/6400.shtml> – Industry Canada site providing information about CAP (community access points) sites and links to labour market, work, and career sites.

<http://english.alpharoute.org> – English version of the AlphaRoute on-line learning environment. Click on the Employment building to access the Skills at Work on-line activities.

<http://manufacturing.stanford.edu> – Stanford University's Alliance for Innovative Manufacturing site. Click on How everyday things are made to see information about manufacturing processes, worksheets, factory tours, etc.

[http://www.abc-canada.org/literacy\\_facts](http://www.abc-canada.org/literacy_facts) – ABC Canada's Web page showing facts about adult literacy in Canada.

<http://www.cars-council.ca> – Canadian Automotive Repair and Service site containing information about jobs and careers in the automotive sector.

<http://www.cleaning101.com/laundry/fabricsymbols.html> – Soap and Detergent Association page, providing a guide to laundry symbols.

<http://www.csa.org> – Construction Safety Association of Ontario site, providing safety training, information alerts about specific safety procedures, and links to Construction Safety Magazine.

<http://www.esc20.net/etprojects/training/scavenger.html> – Region 20 Education Service Center site containing information about Internet scavenger hunts.

<http://www.labourmarketinformation.ca> – HRSDC (Human Resources and Skills Development Canada) Labour Market Information site, which can be used to look for information specific to your region.

<http://www.textileaffairs.com/lguide.htm> – Page on a site sponsored by the Clorox Company, showing a guide to laundry symbols.

<http://www.timhortons.com> – Tim Hortons site, providing on-line job advertisements, requirements, and applications.

<http://www.workersoftomorrow.com/sponsors.html> – Workers of Tomorrow Safety Centres Inc. site, which provides clear and easy-to-read worker safety sheets.

<http://www.wsib.on.ca> – Workplace Safety and Insurance Board site. The Workers page gives general information about eligibility for benefits, preventing injury, and how to file a claim.

<http://www15.hrdc-drhc.gc.ca> – Main page of the HRSDC Essential Skills site.

<http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml> – HRSDC site providing information about the National Occupational Classification.