

Supporting task-based programming related to Using digital technology



Developed for Literacy and Basic Skills practitioners in Ontario

Includes sample tasks for using digital technology for employment and for managing money



A resource to support practitioners in planning task-based programming related to using digital technology

Table of contents

Introduction

About the resource	4
The OALCF Use Digital Technology levels.....	8

Work using digital technology

Introduction.....	10
TASK W1: Enter data into a digital device (level 1)	
Sample task page.....	11
Sample learning activities.....	13
TASK W2: Use a job listing website to identify suitable job openings (level 1)	
Sample task page.....	17
Sample learning activities.....	19
TASK W3: Complete an online job application form (level 2)	
Sample task page.....	25
Sample learning activities.....	27
TASK W4: Use digital templates to create a resume and cover letter (level 2)	
Sample task page.....	33
Sample learning activities.....	35
TASK W5: Use templates to create a business card or promotional flyer (level 2)	
Sample task page.....	37
Sample learning activity	39
TASK W6: Find directions using online tools (level 1)	
Sample task page.....	41
Sample learning activity	43
TASK W7: Participate in an online conference call (level 2)	
Sample task page.....	45
Sample learning activity	47
TASK W8: Explore occupations using online tools (level 2)	
Sample task page.....	49
Sample learning activities.....	51

Manage money using digital technology

Introduction.....	56
TASK M1: Use a debit/credit machine to make a purchase (level 1)	
Sample task page.....	57
Sample learning activities.....	59
TASK M2: Use an ATM to make banking transactions (level 1)	
Sample task page.....	63
Sample learning activities.....	65
TASK M3: Shop and make purchases online (level 2)	
Sample task page.....	69
Sample learning activity	71
TASK M4: Bank and pay bills online (level 2)	
Sample task page.....	73
Sample learning activity	75
TASK M5: Create a digital budget and track expenses (level 2)	
Sample task page.....	77
Sample learning activities.....	79
TASK M6: Use online tools to inform financial choices (level 1, 2)	
Sample task page.....	81
Sample learning activities.....	83

Sample Instructional resources

Introduction.....	88
Interactive Resources	88
Printable resources	93

This resource was prepared by Anne-Marie Kaskens.



Download this document in pdf format at
<http://usedigitaltechnology.alphaplus.ca>.

All activity pages are available in Word
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Introduction

Welcome to *Supporting Task-based Programming Related to Using Digital Technology*, a resource for practitioners working with adult learners in Ontario Literacy and Basic Skills programs.

This resource was developed to demonstrate a task-based approach to planning learning activities that develop learner proficiency related to using digital technology (OALCF Competency D). It features two theme areas: *Work Using Digital Technology* and *Manage Money Using Digital Technology*.

About the resource

How is this resource organized?

This resource addresses two theme areas, *Work Using Digital Technology* and *Manage Money Using Digital Technology*. In each theme area there are three main components:

a) **Sample task pages:** The resource provides thirteen sample task pages that demonstrate a task-based approach to planning instruction related to digital technology. Each sample task page is a single, one-page format, and includes the following elements:

- A sample task: The sample task represents a possible short term learning goal related to using digital technology.
- Several learning outcomes: For each task, several sample learning outcomes (or sub-tasks) are provided. They outline the component skills and abilities involved in performing the task, contextualized in a purposeful task related to a goal. The learning outcomes are organized into three categories:
 - Understand the significance of the technology and setting goals
 - Acquire the skills to use the technology
 - Acquire confidence using the technology
- Possible assessment task/s: Each sample task page includes one or more possible assessment tasks. These tasks can provide learners and programs with concrete evidence of progress towards achieving short term learning goals. Although these assessment tasks may help learners prepare for one or more aspects of performance of an OALCF milestone, they are not designed to provide a direct connection to a milestone.
- Possible resources: Each sample task page provides sample instructional resources.



- b) **Practitioner notes:** Each sample task page provides practitioner notes that include special instructions, connections to OALCF competencies, and ideas for activities requiring greater or lower proficiency (if applicable).

The *Practitioner notes* page is designed to appear on the flip side of the Sample task page so that they can be printed as two-sided, one-page resource.

- c) **Sample learning activities:** One or more learning activities follow each sample task page. They demonstrate activities that may facilitate a learner's development of OALCF competencies while that learner works towards reaching a goal related to digital learning, such as using a job listing website to search for jobs. They are not intended to be comprehensive or prescriptive. Practitioners can draw from them to design their own learning activities.

The activity pages provide samples of the scaffolding that may be needed to bridge the gap between a learner's ability and the technological proficiency required to perform a digital task. The intention of the scaffolding is to ultimately help learners use technology independently. The caveat is that the activities refer to specific webpages, the content of which will likely change or disappear over time. This can make the activities, as they are, unusable with learners. However, they can still be useful as sample activities to guide a practitioner's development of his/her own learning activities.

I understand the learning activities in this resource are samples. When I develop learning activities and worksheets, what should I keep in mind?

The following tips can help you develop learning activities:

- Draw from the task and performance descriptors in the OALCF Curriculum Framework.
The task descriptors for each competency describe the features of tasks for each given level (note that they describe features for the *end* of a level) and can be used to guide the development of level appropriate tasks.
The performance descriptors for each competency describe the aspects of learner performance for each level. They can be used to form the expectations you will have of the learner as he/she performs the task.
- Design activities that bridge the gap between learner's digital literacy and the requirements of a task requiring digital technology.
- Design activities that facilitate independent access to information or websites, so that learners can access them on their own outside the LBS program or computer lab.
- Where possible, design learning activities that are contextualized within a broader real life task, and will contribute to the learner gaining the skills or knowledge to eventually perform that task independently.
- Design learning activities that facilitate extensive practice. This practice will help the learner develop mastery and confidence.

Refer to page 7 for a summary of the descriptors for Competency D, using digital technology.

How does this resource align with the OALCF?

This resource is aligned with the OALCF in that it demonstrates a task-based approach to program planning, where goal related tasks and learning activities reflect actual real world literacy use and purposes¹.

This resource:

- Makes a clear connection between task-based learning activities and demonstrating progress towards reaching a short term learning goal that reflects a learner's needs and interests related to digital technology.
- Supports setting clear and realistic short term learning goals related to digital technology, from which meaningful and appropriate tasks and related activities can be identified.
- Links OALCF competency D (using digital technology) to real life applications related to employment and managing money.



For more information about task-based programming and the OALCF, see *Practitioner Guide to Task-Based Programming*, Ontario Ministry of Training, Colleges and Universities, at: <http://www.tcu.gov.on.ca/eng/eopg/oalcf/tools-and-resources.html>

How does this resource align with the OALCF competencies?

This resource can facilitate an understanding of the connections between the indicators of the OALCF Competency D (Use Digital Technology), learner goals related to the competency, real-life applications of the competency, and planning for learning activities to meet these goals. It demonstrates how practitioners can plan meaningful learning and assessment activities based on short term learner goals to facilitate learner progress within the competency.

Although the sample tasks target OALCF competency D, they are “integrated tasks”, and incorporate task groups from other OALCF competencies. For example, in addition to building or demonstrating proficiency in Competency D, the tasks may involve finding and using information (competency A), communicating ideas and information (competency B), managing learning (competency E) and understanding and using numbers (competency C).



For more information about integrated tasks and the OALCF, see *Integrated Tasks by Goal Path*, Ontario Ministry of Training, Colleges and Universities, at: <http://www.tcu.gov.on.ca/eng/eopg/oalcf/tools-and-resources.html>

¹ Practitioner Guide to Task Based Programming, p. 5.

How does this resource relate to the Learner Plan Template?

Because the sample tasks and activities are task based, they can be included in an OALCF learner plan, in the Learning Activities (section B) part of the learning plan, provided that they reflect a learner's short term learning goals.



For more information about the OALCF Learner Plan template, see

- *Learner Plan Template*
- *Instructions for the Learner Plan Template*

How does this resource align with the OALCF assessment strategy?

The OALCF assessment strategy encourages Literacy and Basic Skills service providers to use a variety of assessment tools and measures, including learning activities, milestones, and culminating tasks. It supports task-based assessment, which evaluates learning through task-based activities, and includes authentic materials and applications (involving activities a learner would actually do in the world)².

This resource demonstrates how task-based learning activities can be used to measure ongoing learner progress related to short-term digital technology learning goals.

Although some of the sample tasks may help learners prepare for one or more aspects of performance of a milestone, they are not designed to provide a direct connection to a milestone. Rather, they demonstrate how to provide a direct connection to a learner's short term learning goal related to digital technology.



For more information about the OALCF assessment strategy, see the following documents, Ontario Ministry of Training, Colleges and Universities (2011), at:

<http://www.tcu.gov.on.ca/eng/eopg/oalcf/tools-and-resources.html>

- *Practitioner Guide to Task-Based Programming*
- *Selected Assessment Tools*
- *Foundations of Assessment*

² Practitioner Guide to Task-Based Programming (page 6)

The OALCF Use Digital Technology levels

The OALCF (Ontario Adult Literacy Curriculum Framework)³ articulates three levels of digital literacy, summarized below. Refer to the task and performance descriptors to design level appropriate learning activities and tasks.

OALCF Competency D: Use Digital Technology

Level 1	Level 2	Level 3
<p>Perform simple digital tasks according to a set procedure</p> <p>Selected task descriptors:</p> <p><i>Tasks have:</i> a limited scope; a set procedure; highly explicit purpose; familiar context; brief text and/or icons with common familiar vocabulary; very simple format with little or no distracting information; an interface with very few options</p> <p>Performance descriptors:</p> <p><i>The Learner:</i> follows simple prompts and apparent steps to complete task; interprets brief text and icons; locates specific functions and information; requires support to identify sources and evaluate information; begins to perform simple searches</p> <p>Example task</p> <p>→ Respond to and participate in an online conference call</p>	<p>Perform well-defined, multi-step digital tasks</p> <p>Selected task descriptors:</p> <p><i>Tasks have:</i> a clearly defined scope and set procedure, but require multiple steps to complete; the use of a limited range of features and options; use a simple format; contain text and/or icons; may contain distracting information and be completed in more than one way; an interface with a variety of options accessed through menus</p> <p>Performance descriptors:</p> <p><i>The Learner:</i> Selects and follows appropriate steps to complete task; locates and recognizes functions and commands; makes low-level inferences to interpret icons and text; begins to identify sources and evaluates information; performs simple searches using keywords</p> <p>→ Initiate and manage an online conference call.</p>	<p>Experiment and problem-solve to perform multi-step digital tasks</p> <p>Selected task descriptors:</p> <p><i>Tasks have/involve:</i> a scope that may not be clearly defined; multiple steps to complete; the use of a wide range of features and options; a somewhat complex format; may contain extended text and/or icons that may require interpretation or contain specialized vocabulary; may contain distracting information; an interface with a variety of options accessed through menus</p> <p>Performance descriptors:</p> <p><i>The Learner:</i> Experiments and problem-solves; manages unfamiliar elements; makes inferences to interpret icons and text; selects appropriate software when required; identifies sources, evaluates and integrates info; customizes software interfaces; performs advanced searches</p> <p>→ Use advanced features of an online meeting application to initiate, troubleshoot and manage an online conference call that includes a visual presentation, file or screen sharing.</p>

³ The content on this page was drawn from the **Ontario Adult Literacy Curriculum Framework** (master document), Ministry of Training, Colleges and Universities, 2011. Pages 72-76. <http://www.tcu.gov.on.ca/eng/eopg/oalcf/>

Sample tasks and learning activities related to
Work using digital technology



Introduction to

Work using digital technology

Increasingly, digital literacy is required to participate in the workforce, often even for entry level positions. It can be required to explore career options, to search for and apply for work, and once employed, to perform work-related tasks. For example:

Search for work

- ☑ Access job listing websites to identify suitable job openings and job search resources
- ☑ Access and complete job applications online
- ☑ Create a resume, cover letter, business card using word processing software tools
- ☑ Create a promotional flyer or a business card using word processing software tools
 - Email a resume/cover letter
 - Communicate with potential employers online



Checkboxes indicate that sample tasks and activities are provided in this resource.

Perform workplace tasks

- ☑ Enter data into a digital device (e.g., computer, cell phone, GPS, calculator, cash register)
- ☑ Participate in an online conference call or meeting
- ☑ Conduct an Internet search to locate directions
 - Log onto a user account
 - Organize digital files into folders
 - Communicate by email
 - Use an employer Intranet site to access pay stubs, work schedule, internal job opportunities, workplace documents
 - Conduct Internet searches to locate contact information of a person or business
 - Use cell phones to text, send instant messages, and find directions
 - Use cash registers and payment machines to handle cash, credit or debit payments
 - Use cloud storage to upload, download, share and collaborate on documents
 - Use wikis and social media to share and collaborate with colleagues
 - Use application software, such as word processing, spreadsheet or database software to perform work-related tasks
 - Create reports using a variety of formatting options, such as inserting a table, graph or contents list
 - Sort and filter search results to efficiently locate online information

Explore career options

- ☑ Research Canadian occupations using online tools (e.g., Ontario Skills Passport, NOC, Working in Canada tool, Job Futures, and the Essential Skills Profiles)

Task W1 Enter data into a digital device (level 1)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify possible reasons and benefits for being able to quickly enter data into a device (e.g., to text on a cell phone, to email a message at work, to enter numbers on a cash register or calculator, to enter search terms in an Internet browser search bar).
- Express a personal need for learning how to enter text or data quicker.
- Determine personal learning goals and present abilities.

To acquire skills to use the technology

- Use online tutorials to learn specific data entry skills, such as mouse skills, keyboarding skills, or touch pad skills.
- Mouse skills: Identify main mouse (or touch pad) functions and actions, and use a mouse (or touch pad) to move, select, activate a drop down menu, point, drag and drop.
- Keyboarding skills: Identify the standard arrangement of letters (QWERTY) on a keyboard and use a visual and tactile memory of this arrangement to efficiently enter text.

Numeric keypad

- Identify the increased efficiency of using the numeric keypad (as opposed to the top row of a standard keyboard) when performing numeric data entry tasks.
- Enable/disable the numeric keypad function of a keyboard.
- Identify the standard arrangement of numbers on a 10-key numeric keypad or electronic device and use your visual and tactile memory of this arrangement to efficiently enter numbers.
- Enter required information into data entry fields on various forms.

Teaching tips:

- Use touch-typing software applications and have learner practice keyboarding, mouse, touchpad or numeric keypad skills.
- Make use of websites that offer form-filling or data entry practice.
- To practice mouse skills, have learners play electronic games (e.g., solitaire) on a computer, cell phone or tablet.

Possible resources:

- A free downloadable simple-to-use typing tutor (includes numeric keypad lessons), such as: <http://www.nchsoftware.com/typingtutor/>
- 10-key numeric keypad practice and self-paced tutorial: <http://www.typeonline.co.uk> > Number pad.
- Mouse practice: <http://www.pbclibrary.org/mousing/intro.htm>

To acquire confidence using the technology

- Practice entering data on a daily basis (in or outside of class) for meaningful and relevant purposes, such as playing an e-game, finding directions, logging onto a website, completing a digital form, typing text messages.

Possible assessment tasks:

- Have the learner complete an online timed test of keyboarding, mouse or numeric keypad skills, and compare the learner's test results to their personal learning goal.
- Have learner perform a data entry task or mousing related to a personal goal, such as to type and send a text message quickly or to log into a user account in under five seconds, or complete a game of computer solitaire.

Practitioner Notes

*For sample learning activities to support **task W1** (Enter data into an electronic device)*

These activity pages, aimed at level 1 learners, support learners in accessing and using online applications that can help them develop mouse and keyboarding ability and speed.

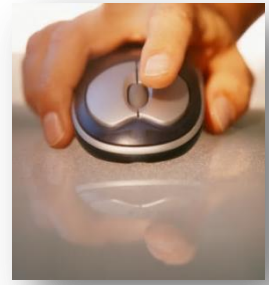
The activities provide short, simple, step-by-step instructions to access websites that offer online practice tutorials in mouse and keyboarding skills. Where applicable, they also provide an outline of the activities offered on each website. This can help learners and practitioners navigate the website and plan for learning. Several websites are featured so that learners can choose to use the one that they like best. Practitioners can select one website at a time to introduce to learners.

The particular websites and navigation instructions may change over time. There may also be other websites that are easier to use than the ones featured in these activities. Practitioners or higher level learners can create their own activity sheets based on the features of these ones.

Note: In the Learn to touch type activity, website 3 requires that users log into the website. This will require that the learner creates a free account. This is a task in itself, requiring support and instruction. For this particular website, there is a lot of distracting information and advertisements. For this reason, practitioners should assist and guide learners in creating their account.

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 1
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) B. Communicate Ideas and Information, task group 2 (Write continuous text) and 3 (Complete and create documents) E. Manage Learning

**Practice website 1**

Step 1 Go to  <http://www.bbc.co.uk/webwise/courses/>

Step 2 click on **Computer Basics**

Step 3 click on **The Mouse**

Activity 1: Mouse basics
Activity 2: Moving
Activity 3: Pointing
Activity 4: Cursors
Activity 5: Clicking
Activity 6: Drag and drop
Activity 7: Double clicking

Practice website 2

Step 1 Go to  <http://www.seniornet.org/howto/mouseexercises/mousepractice.html>

Activity 1: Placing the mouse
Activity 2: Clicking the mouse
Activity 3: Drag and drop
Activity 4: Drawing with the mouse

Practice website 3

Step 1 Go to  <http://www.pbclibrary.org/mousing/intro.htm>

Step 2 Follow the prompts

**Practice website 1**

Step 1 go to <http://www.bbc.co.uk/webwise/courses/>

Step 2 click on **Computer Basics**

Step 3 The keyboard

Activity 1: Keyboard basics

Activity 2: Caps and shift

Activity 3: Symbols

Activity 4: Backspace, return and arrow keys

Activity 5: Space bar and tab

Practice website 3

Step 1 go to <http://www.typingweb.com>

Step 2 click on **Start typing**

Step 3 click on **Beginner course**

Practice website 2

Step 1 go to <http://alison.com/>

Step 2 In the search bar, touch typing

Step 3 Find and click on the course titled **Touch Typing Training**.

Step 4 Touch Typing Training Activities

Basic Techniques

Left Index Finger

Right Index Finger

Left Middle Finger

Right Middle Finger

Easy to type Words

Left Ring Finger

Right Ring Finger

Left Little Finger

Right Little Finger

Hard to type Words

Common Words

Capital Letters

Capitalized Words

Numbers

You will need to create a free account and log onto this website. Your teacher can help you.

**Practice website**

Step 1 go to  <http://www.typeonline.co.uk>

Step 2 click on **Number Pad lessons**

Step 3 Select **Exercise 1** from the drop-down menu. Then click on **Start**

Lesson 1: the row (8 exercises)

Lesson 2: the row (8 exercises)

Lesson 3: the row (8 exercises)

Lesson 4: the row (8 exercises)

Copy practice

Speed test

My goal:

The website or software I am using:

Date	speed
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

There are many websites with touch typing tutorials. You can use the checklists below to keep track of your learning and evaluate the websites.

Do you know how to:

comments

Go to the home page

☐ Yes ☐ No

Go back to the last webpage

☐ Yes ☐ No

Go back to the course listings

☐ Yes ☐ No

Repeat an activity

☐ Yes ☐ No

Pause, play and stop (for video or sound)

☐ Yes ☐ No**Evaluate the website**

comments

Is the website easy to use?

☐ Yes ☐ No

Are the learning activities too hard?

☐ Yes ☐ No

Are the learning activities too easy?

☐ Yes ☐ No

Are the learning activities interesting?

☐ Yes ☐ No

Are there enough learning activities?

☐ Yes ☐ No

Do you want to use this website?

☐ Yes ☐ No**My goal:**

The website or software I am using:

Date	I practised:	mastered	need more practice
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

Task W2 Use a job listing website to identify job openings (L1)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify and explain the benefits of searching and applying for work online.
- Express a personal need and desire to search for work online.
- Determine personal learning goals for using technology in a job search.

To acquire skills to use the technology

- Follow a set procedure (e.g., a hyperlinked URL to the website) to access a job listing website.
- Identify the key elements and navigational features of the home page.
- Identify how to navigate from the home page to access current job listings for a specific city.
- Identify key elements, terms and structure of a job posting (e.g., job title, pay, job location, how to apply).
- Copy relevant information on a template form for personal use.
- Use basic navigational buttons (e.g., back key) to move from a job posting, back to job listings.
- Print a job posting for personal use.

Teaching tips:

- Use a job listing website with a standard format for job listings (i.e., they all look the same), such as <http://www.jobbank.gc.ca>.
- Ensure there is a one-step procedure to access the website (e.g., from a hyperlink), and prepare clear step-by-step, 1-line instructions to navigate to current job listings for an area.
- Build familiarity with the homepage, webpages, and job listing structure by printing screen captures; develop learning activities to help learners develop reading and scanning skills.

Possible resources:

- AlphaRoute's online learning module about Service Canada's job-listing website at: <http://199.71.28.160/Home.html> > Explore the Internet > Cyber Search > Job Bank.
- Screen-capture print-outs of relevant web pages (with learning activities).
- Templates of forms for copying key information from job listings.
- *Workbook 4: Essential Skills to Search for Jobs* (2011, 57 pp). This workbook was developed for LBS learners in Ontario, and can be accessed free on the NALD website (www.nald.ca).

To acquire confidence using the technology

- Access and locate current job listings with support in class.

Possible assessment tasks:

- From one job listing website, print two current job postings relevant to your job search (e.g., located in your city/town, appropriate for your skills and education).
- Access two job postings on a job listing website that are relevant to your job search and copy the contact information and application instructions from each position on a form for your own use.

Practitioner Notes

*For sample learning activities to support **task W2** (Use a job listing website to identify suitable job openings)*

These activities can familiarize learners with the basic navigation methods, features and uses of a job-listing website, such as Service Canada's Job Bank.

The activity pages are aimed at level 1 learners, and demonstrate how webpages and navigation processes can be introduced to low level learners by providing a simple set procedure, limiting task demands, introducing content incrementally and over a long period of time, highlighting learning strategies, providing a great deal of classroom practice and ensuring that learners master each learning outcome before progressing to the next one.

Note: The instructions on these activities refer to the navigational processes and makeup of specific webpages at the time this resource was developed. Check the webpages to verify that the screen shots and activity processes are up-to-date; adapt the activity and update the screen shots, if needed.

Learners with greater proficiency with digital technology can:

- Work through the activities quicker, and with less support and guidance
- Create a free account on the website, and explore other features of the website
- Use word processing software (such as MS Word) to create a table to record details about jobs of interest, application procedures and follow up details; save the file to a thumb drive or a cloud storage system (e.g., Dropbox)
- Use a screen capture application to capture and print webpages, then use the images to create step-by-step navigation instructions on how to access a job, for sharing with others
- Use details provided in the job posting to prepare for employment search (e.g., research the employer, use the skill requirements in the job ad to tweak a resume or cover letter)

Connection to OALCF

Goal path/s:	Employment, Apprenticeship
Targeted competency:	D. Use Digital Technology, level 1
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) E. Manage Learning

Answers (to select questions):

Activity A: 2. <http://www.jobbank.gc.ca>

Activity B: 3. > 6. ☐ All jobs ☐ Last seven days ☐ last 48 hours

Activity C: 1. Scroll arrow = Appears on ...; Scroll box = Shows where you ...; Scroll bar = A bar located...; Window = An enclosed ...; Scroll = The act of ...

Activity A

Look at the screen capture of Service Canada's Job Bank home page (below).

Answer the questions.

1. On the home page pictured below, circle the title of the website and the URL.
2. Copy the URL on the line below. Circle the two letters in the URL that tell us that it is a Government of Canada website.

3. Scan the home page pictured below. Find and circle the phrase **Job Search**. It appears twice. Circle the word **Home**. It appears twice.
4. Think about how you can quickly find the phrase **Job Search** on the home page below. Describe your strategy.



Activity B

Follow the steps below. Then answer the questions.

Step 1: Go to <http://www.jobbank.gc.ca>

Step 2: Click on **Job Search**

1. Describe the webpage. Find the underlined word Home. Click on it. What happens?

2. On the home page, find and click on **Job Search**.

3. Find and copy the symbol to the right of the underlined word Home.

Home _____ Where do you live?

4. What do you think the symbol means?

5. Scan the webpage to find the name of your province. Describe where it is on the webpage.

6. Click on **Ontario** (or your province). On the webpage, find the word **Date**.
Look at the words below the word **Date**. Copy the words on the lines below.

○ All Jobs ○ _____ ○ _____

7. Describe what you think each of the phrases means.

All jobs: this means that I want to see all the job postings

Activity C

Follow the steps below. Then answer the questions.

Step 1: Go to <http://www.jobbank.gc.ca>

Step 2: Click on **Job Search**

Step 3: Click on **Ontario**

Step 4: Click on ☉ **Last 48 Hours**

1. Draw a line to match each word to its meaning.

Ontario

All of Province/Territory	▲	←	Scroll arrow
Barrie and Area	=	←	Scroll box
Brantford and Area	◀	←	Scroll bar
Collingwood and Area		←	Window
Cornwall and Area			
Hamilton and Area	▼		

Scroll arrow

A bar located on the right side (or the bottom) of a window. It allows you to move information in the window up or down.

Scroll box

The act of moving a information on a screen up or down to see more of the information.

Scroll bar

Appears on the top and the bottom of the scroll bar. Allows you to move up or down one line at a time by clicking on it.

Window

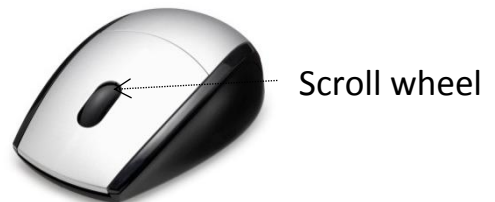
Shows you where you are in the list. You can also click on it and drag it to move up or down the list.

Scroll

An enclosed rectangular area on a screen.

2. There are many ways to scroll; try them!

- ☐ Use the scroll arrow
- ☐ Use the scroll box
- ☐ Use the scroll wheel on your mouse



Activity D

Follow the steps below. Then answer the questions.

Step 1: Go to <http://www.jobbank.gc.ca>

Step 2: Click on **Job Search**

Step 3: Click on **Ontario**

Step 4: Click on ☉**Last 48 Hours**

1. Find the word **Location**. In total, how many cities are listed in the window? Use the bottom scroll arrow to see more of the list. _____
2. Which two cities are listed *immediately before* the city you live in? _____
3. Which two cities are listed *immediately after* the city you live in? _____
4. When you see the city you live in, where is the scroll box? (check one)
 - ☐ near the top of the scroll bar
 - ☐ near the middle of the scroll bar
 - ☐ near the bottom of the scroll bar
3. Look on the webpage for the heading **Job Category**.
 Use the scroll bar to see all the categories in the list. They are listed below. Click on the category that best describes the kinds of jobs you want. If you do not know, click on **All occupations**.
 Then click on the **Search** button (at the bottom of the webpage).

Job Category

All occupations	▲
Arts, Cultural, Recreation, Sports	=
Business, Finance, Administration	
Engineers, Architects, IT, Natural Science	
Farming, Fishing & Natural Resources	
Health	
Management	
Processing, Manufacturing, Utilities	
Social, Legal, Education, Gov't, Religious Services	
Trades, Transport, Construction	▼

4. After you click on search (from question 3), a list of available jobs will be displayed. Other information will be displayed at the top of the webpage. Look for the information on your screen to fill in the blanks below.

Region: _____

Retrieve: _____

Jobs per page: _____

Area: _____

Job(s) ____ to ____ of _____ jobs.

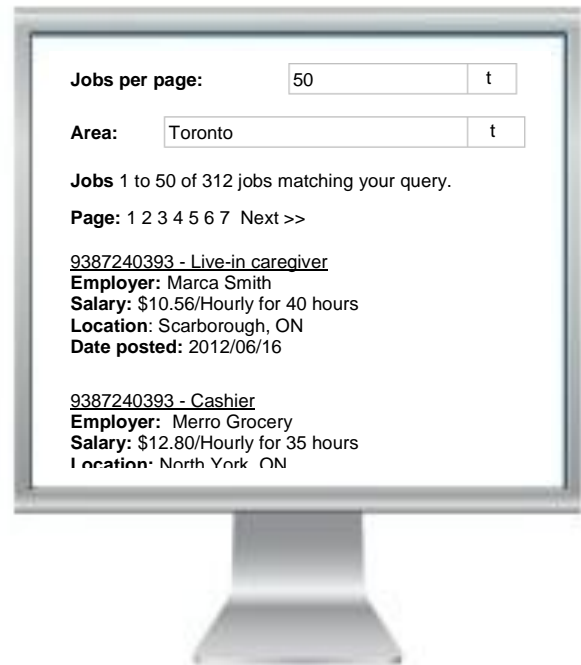
5. Click on the small arrow beside “jobs per page”. Describe what you can do.
6. Click on the small arrow beside “retrieve”. Describe what you can do.
7. Click on the small arrow beside “Jobs per page”. Describe what you can do.
8. Copy the details of the first three jobs, below:

 Employer _____
 Salary _____
 Location _____
 Date posted _____

 Employer _____
 Salary _____
 Location _____
 Date posted _____

 Employer _____
 Salary _____
 Location _____
 Date posted _____

9. What do you notice about each job posting? Are there elements of the posting that are the same? Make a list.
10. Click on the first line of the first job posting. Describe what happens.



Activity E

Copy information from the online job postings that interest you.

Job title _____

Salary _____

Location _____

Employer _____

How to apply ☐ by phone _____

☐ by email _____

☐ in person _____

Applied?

☐ yes

(date)

Job title _____

Salary _____

Location _____

Employer _____

How to apply ☐ by phone _____

☐ by email _____

☐ in person _____

Applied?

☐ yes

(date)

Job title _____

Salary _____

Location _____

Employer _____

How to apply ☐ by phone _____

☐ by email _____

☐ in person _____

Applied?

☐ yes

(date)

Task W3 Complete online job application forms (level 2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify a number of employers who provide an online job application process.
- Express a personal need for learning how to access and complete online job application forms.
- Determine personal learning goals for accessing and completing online application forms.

To acquire skills to use the technology

- Follow a set procedure (e.g., a hyperlinked URL to the employer website) to access an online application form.
- Identify the key elements and navigational features of an employer home page.
- Identify how to navigate from the home page to job opportunities and an online job application process.
- Develop strategies for locating career opportunities and application details on an employer website (e.g., looking for CAREERS or ABOUT US, scrolling to the bottom of a homepage).
- Identify key elements, terms and structure of an online job application form.
- Enter required information into online application form fields.
- Distinguish required from optional fields on an application form.
- Submit completed application form.
- Submit a resume as an attachment, if needed.

Teaching tips for Level 1:

- Use hard copy job application forms and have learners practice completing them; create learning activities to develop form-filling skills.
- Teach form-filling strategies, such as having all personal information and work/education history details listed on a form to use as a reference when filling out application forms.
- If needed, use touch-typing software applications and have learner practice keyboarding skills.
- Make use of websites that offer form-filling practice.

Possible resources:

- Listings of key vocabulary related to forms; screen-capture print-outs of online application forms
- Sample application forms

To acquire confidence using the technology

- Practice completing application forms (hard copy and online), using websites with practice application forms.

Possible assessment tasks:

- Access, complete and submit an online job application form with accuracy.
- Identify and make a list of five potential employers and record details on a form, including website, navigational directions to access their online job application forms.

Practitioner Notes

*For sample learning activities to support **task W3** (Complete online job application forms)*

These activity pages can familiarize learners with the typical location, navigation and process of completing of online employment application forms.

The activity pages are aimed at level 2 learners. They demonstrate how print-based support materials (such as these activity pages) can support a learner in navigating an employer website to locate an online application form and applying procedures.

Note: The instructions on the activities that refer to navigational processes on specific webpages were accurate at the time this resource was developed. Check the webpages to verify that the activities are up-to-date; adapt the activity, if needed.

Learners with lower proficiency with digital technology can:

- Practice filling out a range of print-based job application forms before attempting them online
- Complete *a portion* of online application forms repeatedly (such as name and address) until they have mastered that portion
- Use a one-step procedure for accessing the online application form, such as a URL link
- Receive additional support and guidance from a practitioner

Learners with greater proficiency with digital technology can:

- Complete the entire application form
- Conduct Internet searches to locate additional online employment applications forms
- Complete and send online job application forms to actual employers
- Develop a listing of employers that offer an online application process and share their listing with others

Connection to OALCF

Goal path/s:	Employment, Apprenticeship
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) B. Communicate Ideas and Information, task group 3 (Complete and create documents) E. Manage Learning

BASIC JOB APPLICATION FORM

Personal Information

Last Name _____	First name _____
Address _____	City _____
Province/postal code _____	Phone _____
SIN _____	
Position applied for _____	Date available _____
Have you ever been convicted of a criminal offense for which you have not been pardoned?	
	<input type="checkbox"/> yes <input type="checkbox"/> no
Are you legally entitled to work in Canada?	
	<input type="checkbox"/> yes <input type="checkbox"/> no

Availability ☐ Full Time ☐ Part time

	MON	TUE	WED	THU	FRI	SAT	SUN
From _____							
To _____							

Education

The highest level of education you completed: _____

Employment Background (list the most recent first)

From		To	
	<i>dd/mm/yy</i>		<i>dd/mm/yy</i>
Company name			
Address			
Telephone			
Supervisor name			
Your position			
Reason for leaving			

From		To	
	<i>dd/mm/yy</i>		<i>dd/mm/yy</i>
Company name			
Address			
Telephone			
Supervisor name			
Your position			
Reason for leaving			

This webpage has an online application form, developed for those who want to practise online form-filling. The completed application does not go an employer.

<http://www.experienceworks.org/site/PageServer?pagename=Practice Online application>

↓

***Province**

--select -- ▼

***Province**

--select -- ▼

Alberta
British Columbia
Manitoba
New Brunswick
Newfoundland and Labrador
Northwest Territories
Nunavut
Ontario
Prince Edward Island

An asterisk means that you *must* fill out the item. It is a *required field*.

Click on the arrow to activate the drop down list.

This is a drop-down list. The list of items is in alphabetical order.

Click on an item to select it.

1. How long did it take you to fill out this application?

date:

time:

2. How many drop- down lists were on the form? What information did each list require you to select?

3. Which fields did you find easy to complete? (Make a list on a separate piece of paper)

4. Which fields did you find challenging to complete? (Make a list on a separate piece of paper)

Find the website of each employer below. Then use the tips to find online application forms.

Tips for finding online job application forms:

- Look on the home page for the terms CAREERS, JOIN OUR TEAM, or OPPORTUNITIES. Often, clicking on these terms will lead you to an online application process.
- Search for the terms on the main menu bars along the top of the webpage, or on the left side of the webpage.
- Search for the terms on the bottom of the webpage.

Employer	left side (vertical) menu bar	bottom left	bottom right	top (horizontal) menu bar	other	Cannot find it
McDonalds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Tire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tim Hortons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unilever	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity

Record the steps to find the online job application form on the company website below.

Employer:	<u>McDonalds</u>
Website:	<u>http://www.mcdonalds.ca</u>
How to apply	<ol style="list-style-type: none"> 1. <u>go to application website, http://www.worksforme.ca/mcd/</u> 2. <u>Click on Apply Here</u> 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ _____ _____ _____ _____

Are you ready to complete the application form? If not, what do you need to do to be ready?

I need to:	<u>-decide on which location I want to apply to</u>
	<u>-get a SIN number</u>

Activity

Record the steps to find the job application from *Tim Hortons*.
The first few steps have been done for you.

What are the steps to apply?		What do I need to apply?
Employer:	<u>Tim Hortons</u>	My SIN
Website:	<u>http://www.timhortons.com/</u>	
Steps:	<ol style="list-style-type: none"> 1. <u>Click on ENGLISH</u> 2. <u>Click on JOIN OUR TEAM</u> 3. <u>Click on RESTAURANT OPPORTUNITIES</u> 4. <u>Click on APPLY NOW</u> 5. <u>Fill in name, birth day, last 4 numbers of SIN</u> 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____ 15. _____ 16. _____ 	

Activity

Record the steps to find application forms on an employer website.
The employer can be one of your choosing. If you cannot find one:

Use Walmart at <http://walmartcanada.ca>.

<i>What are the steps to apply?</i>		<i>What do I need to apply?</i>
<i>Employer:</i>	<hr/>	
<i>Website:</i>	<hr/>	
<i>Steps:</i>	<ol style="list-style-type: none"> 1. <hr/> 2. <hr/> 3. <hr/> 4. <hr/> 5. <hr/> 6. <hr/> 7. <hr/> 8. <hr/> 9. <hr/> 10. <hr/> 11. <hr/> 12. <hr/> 13. <hr/> 14. <hr/> 15. <hr/> 16. <hr/> 	

Task W4 Use digital templates to create a resume and cover letter

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify the benefits of providing potential employers with a resume and a cover letter.
- Express a personal need and desire for having one's own resume and cover letter, and learning how to create one using word processing software tools (such as templates).
- Determine personal learning goal for creating a resume and cover letter.

To acquire skills to use the technology

- Follow a set procedure to access resume or cover letter templates on word processing software or job search websites.
- Identify the key elements of a resume and cover letter.
- Determine written descriptions of past work duties.
- Determine and draft essential information needed on a resume or cover letter.
- Determine and select resume/cover letter format.
- Enter personal information into the resume template fields.
- Save and print the file.
- Submit as attachment, if needed.

Teaching tips :

- Have learners create a resume or cover letter on paper before using a template.
- Develop activities using a variety of sample resumes and cover letters. Find samples by conducting an internet search using the search terms *sample resume*, *sample cover letters*.

Possible resources:

- Guide learners in drawing from the Essential Skills Profile (or the NOC report) for the targeted job to gain vocabulary to describe skills. (Enter "Essential Skills Profiles" into your internet browser search bar.)
- *Workbook 5: Essential Skills to Market Yourself with a Resume and Cover Letter* (2011, 48 pp). This workbook, aimed at LBS learners in Ontario, can be accessed free on the NALD website (<http://www.nald.ca>).
- YouTube video demonstration/tutorials of using Word templates to create resumes.
- Essential Skills Profile for the targeted job (to draw useful vocabulary for describing work-related skills and abilities on resumes and cover letters), at: <http://www.hrsdc.gc.ca/eng/workplaceskills/LES/profiles> > Essential Skills Profiles.

To acquire confidence using the technology

- Watch and follow the steps presented in online tutorials (e.g., YouTube tutorials).
- Create several mock cover letters or resumes using different templates.

Possible assessment tasks:

- Use a template (e.g., from MS Word or from a job listing website) to create, print and save a resume.
- Use a template (e.g., from MS Word or from a job listing website) to create, print and save a cover letter.
- Use suggestions and sample phrases from at least two websites in the creation of resume or cover letter.

Practitioner Notes

*For sample learning activities to support **task W4** (Use digital templates to create a resume and cover letter)*

These activity pages, aimed at level 2 learners, can help familiarize learners with the use of digital templates to create resumes and cover letters.

Note: References to particular webpages were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

Learners with lower proficiency with digital technology can:

- Receive additional guidance in developing a pen and paper resume or cover letter before attempting to construct it digitally
- Complete *a portion* of their resume or cover letter digitally
- Use a specified simple template and receive guidance and support in using it

Learners with greater proficiency with digital technology can:

- Adapt the elements of resume templates in order to enhance or customize the template to their own needs and design preferences
- Use basic and advanced features of word processing software (e.g., tables, bolding, centring, tabs) to format their own resume and cover letter
- Create a template for others to use
- Use tutorials (e.g., YouTube) to teach themselves how to use the formatting features of word processing software to format their own resume or cover letter

Connection to OALCF

Goal path/s:	Employment, Apprenticeship
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) B. Communicate Ideas and Information, task group 2 (Write continuous text) and 3 (Complete and create documents) E. Manage Learning

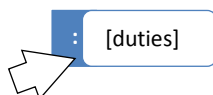
Step 1: Open **MS Word**
 Step 2: Click on **File**
 Step 3: Click on **New**
 Step 4: Browse the templates and find **Resumes**
 Step 5: Select a **Chronological resume**; click on **Download**
 Step 7: Enter your personal information into each field

How do I enter my information?

- Place your cursor inside the square bracket and left-click.
- Enter your information.

How do I delete a field on the template?

- Move your cursor inside the square bracket and left-click.
- Place your cursor inside the blue box with the dots and **left click**. It will become dark blue.
- Press the “delete” key on your keyboard.



How do I add another field (e.g. another duty under a position)?

- If your cursor is at the end of the final “duty”, press the “Enter” key on your keyboard.

How do I save the template?

- Click on **File**. Then click on **Save As** from the drop-down menu. Name your file, then click on **Save**.

Can someone show me how to use a template?

There are many YouTube videos that demonstrate how to use a WORD template to make a resume. Here are two. You can also enter “resume word template” in the YouTube search box to find others.

[YOUR NAME]

[Street address] [City, Province, Postal code]
[phone], [Email]

EMPLOYMENT HISTORY

[position, company name] [start date] to [end date]
[City, province]
▪ [duties]
▪ [duties]
▪ [duties]

[position, company name] [start date] to [end date]
[City, province]
▪ [duties]
▪ [duties]
▪ [duties]

[position, company name] [start date] to [end date]
[City, province]
▪ [duties]
▪ [duties]
▪ [duties]

EDUCATION

▪ [Degree/diploma received] [Name of institution]

ACTIVITIES

▪ [activity, organization name]
▪ [activity, organization name]
▪ [activity, organization name]

<http://www.youtube.com/watch?v=mrL7Lvn-ORg> (Word 2007; 3 minutes)

<http://www.youtube.com/watch?v=Gecocswt8vg> (Word 2010; 3 minutes)

Keep in mind: Using a template is only *one* way to create a resume. Some people like using a template; others prefer to create a resume without a template. How about you?

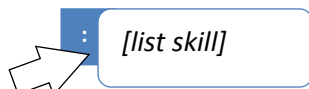
- Step 1: Open MS Word
 Step 2: click on File
 Step 3: Click on New
 Step 4: Browse the templates and find **Letters**
 Step 5: Select a **Cover Letter**
 Step 6: Click on **Download**

How do I enter my own information on the template?

- Place your cursor inside the square bracket and type your own information.

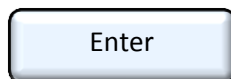
How do I delete a field on the template?

- Place your cursor inside the square bracket.
- Then place your cursor inside the small blue box with the dots and **left click**.
- The small box will turn dark blue. Then press the “delete” key on your keyboard.



How do I add another skill?

- Place your cursor within the final square bracket.
- Then press the “Enter” key on your keyboard.



How do I save the template?

- Click on **File**.
- Then click on **Save As** from the drop-down menu. Name your file.
- Then click on **Save**.

Keep in mind

Using a template is only one way to create a cover letter. Some people like using a template. Others prefer to create a letter without a template.

[Your name]
 [Street address]
 [City, Province, Postal code]
 [Phone], [Email]

[Date]

[Recipient name], [Title]
 [Company name]
 [Street address]
 [City, Province, Postal code]

Dear [name],
 I am writing in response to your advertisement in [location of advertisement]. I am confident that my skills and experience are a good match for this position. In particular:

- [list skill or experience]
- [list skill or experience]
- [list skill or experience]

I would welcome the opportunity to discuss this position with you. Please contact me by phone at [insert phone number] or by email at [insert email]. I have attached my resume for your review. I look forward to hearing from you.

Sincerely,

[Your name]

Task W5 Use digital templates to create a business card or flyer

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify the benefits of providing potential clients with a business card or promotional flyer.
- Express a personal need and desire for having a business card and or flyer to promote one's own business.
- Determine personal learning goals for creating a business card or flyer.

To acquire skills to use the technology

- Follow a set procedure to access business card or flyer templates on word processing software (or from websites).
- Determine and draft essential information needed on business card or flyer.
- Follow a set procedure to access, select, save, copy and paste images (for flyer or business card) into a template.
- Determine and draft the key elements and structure (layout) of a business card or flyer.
- Enter required information into fields on a template.
- Save and print final product.

Teaching tips:

- Have learners draft the layout and content of their business card or flyer on paper before using a template.
- Build familiarity with typical flyer or business card layouts viewing samples online; develop accompanying learning activities to develop reading and scanning skills.

Possible resources:

- *Workbook 4: Essential Skills to Search for Jobs (Activity 10)*. This workbook is aimed at LBS learners in Ontario; it can be accessed free on the NALD website (<http://www.nald.ca>).
- YouTube video demonstrations of using templates to create business cards or flyers.
- Online sources of free, downloadable images, such as:
<http://office.microsoft.com/en-us/images/>

To acquire confidence using the technology

- Watch and follow the steps presented in online tutorials (e.g., YouTube tutorials).
- Create several mock business cards or flyers using different templates, images.

Possible assessment tasks:

- Use a template (e.g., from MS) to create, print and save a business letter for one's own use.
- Use a template (e.g., from MS) to create, print and save a flyer to promote one's own business or service.

Practitioner Notes

*For developing learning activities to support **task W5** (Use digital templates to create a business card or promotional flyer)*

This activity page, aimed at level 2 learners, can help familiarize learners with the use of digital templates to create promotional flyers and business cards.

Note: References to particular webpages were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

Learners with lower proficiency with digital technology can:

- Receive additional guidance in developing a pen and paper promotional flyer or business card before attempting to construct it digitally
- Complete *a portion* of the flyer or business card digitally
- Use a specified simple template and receive guidance and support in using it

Learners with greater proficiency with digital technology can:

- Adapt the elements of flyer or business card template in order to enhance or customize the template to their own needs and design preferences
- Use basic and advanced features of word processing software (e.g., tables, bolding, centring, tabs, insertion of images) to format their own promotional flyer

Connection to OALCF

Goal path/s:	Employment, Apprenticeship
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) B. Communicate Ideas and Information, task group 2 (Write continuous text) and 3 (Complete and create documents) E. Manage Learning

Step 1: Open **MS Word**

Step 2: click on **File**

Step 3: Click on **New**

Step 4: Browse the list of templates under **office.com**.

(You will need an Internet connection.)

Step 5: Select **Business Cards** or **Flyers**

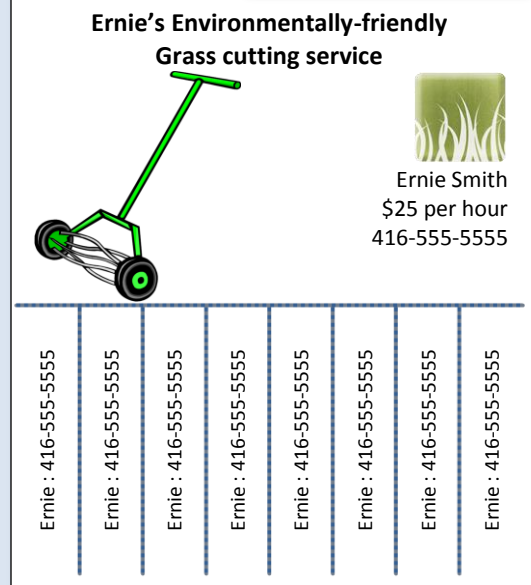
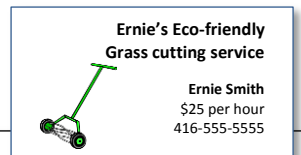
Step 6: Select a business card or flyer

Replace the sample text with your information

- Place your cursor at the beginning of each line of text.
- Type your information.
- Delete the sample information.

Replace the sample image with your image

- Delete the sample image.
- Go to <http://office.microsoft.com/en-us/images/>
- Type a search term in the search bar (e.g., lawn mower); click on search.
- Click on the image you want to copy.
- Click on "copy".
- Place your cursor inside the business card. Hold down the Ctrl key while you press the "V" key. (Ctrl-V is a short cut for "paste")
- The image will be copied inside the business card; but the text will be wrapped around the image. You will need to fix that.
- Right-click on the image. Then left- click on "Format". Then left-click on the small arrow beside Wrap Text. (It should be on the menu bar at the top of your screen.). Select "in front of text" from the drop-down menu.
- For business cards: Now you have completed one business card. For the rest of the business cards on the page, first delete the information on all the business cards. Then copy (Ctrl-C) the information from the first business card, and paste it (Ctrl-V) on the next one.



Task W6 Find directions using digital technology (level 1, 2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify possible reasons for and benefits to finding directions using digital technology (as opposed to a paper-based map).
- Express a personal need for learning how to find directions using digital technology.
- Determine personal learning goals and present abilities.

To acquire skills to use the technology

- Determine a starting and ending address, city or town.
- Identify and access an appropriate digital mapping tool on an electronic device (e.g., a GPS, cell phone, computer, tablet).
- Navigate correctly within the mapping tool to access the address/city entry screen.
- Enter accurate start and destination points (as needed) into the mapping/directions tool.
- Manipulate the map and directions by using tool options (e.g., on a mapping website, using zoom in, zoom out, street view, satellite view, map view, or dragging the route line to change the route).
- Print directions, share or save directions.

Teaching tips:

- Create activities with various sample starting and ending locations and have learners practice finding different routes (e.g., the fastest route, a route that avoids highways, a route that adds another destination).

Possible resources:

- Mapping tool websites, such as MapQuest (www.mapquest.com), GoogleMaps (<http://maps.google.ca>) or YahooMaps (<http://ca.maps.yahoo.com/>)
- AlphaRoute's online learning module on MapQuest:
<http://199.71.28.160/Home.html> > Explore the Internet > Cyber Search > MapQuest
- GPS or cell phone (with GPS technology)
- YouTube video tutorials on how to use specific mapping tools
- Print-based tutorials on mapping tool websites

To acquire confidence using the technology

- Using a digital mapping tool, find alternate routes to those you travel regularly.

Possible assessment tasks:

- Given starting and destination addresses, find and print the most direct route using a digital mapping tool.

Practitioner Notes

*For sample learning activities to support **task W6** (Find directions using digital technology)*

This activity can help familiarize learners with using digital technology to find directions. Before attempting the activity, ensure that learners have a personal need and desire to learn it.

Note: References to particular webpages were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

The activity can be customized to level 1 or 2 learners:

For level 1 digital technology learners:

- Limit the activity to the use of only one website
- Highlight the use of learning strategies (e.g., for finding navigational buttons)
- Provide a great deal of classroom practice
- Ensure learners master each learning outcome before progressing to the next one
- Provide a pen and paper activity to identify a starting and ending destination before having learners attempt to enter the destinations on the directions website

Level 2 (digital technology) learners can:

- Create an account on the website
- Compare two or more directions websites, and evaluate the features of each
- Learn to provide links to online directions in a text or email message

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 1
Integrates competencies	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) E. Manage Learning

Activity

Compare the use of two mapping websites to find directions.
Decide which one you prefer.

- Determine where you want to go. Write a starting address (A) and an end address (B) below. Make sure you include the city and province.

A Start

B End

GET DIRECTIONS

- Go to the two websites below. For each website, find the directions using the addresses above. Write the steps for each website.

	Map Quest	Google Maps
Step 1	go to http://www.mapquest.com	go to http://maps.google.ca
Step 2		
Step 3		
Step 4		
Step 5		

- Choose your favourite website. Evaluate it by filling in the chart below.

		comments
Is the website easy to use?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is it easy to zoom in and out on the map	<input type="checkbox"/> Yes <input type="checkbox"/> No	
IS it easy to change from map view to satellite view and back?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are the directions easy to read?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Can you easily change the route?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Overall, do you like this website?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Task W7 Participate in a web-based conference call (level 2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify possible reasons for and benefits to using Skype for making calls.
- Express a personal need in one's own life for using at least one of the Skype features.
- Determine personal learning goals.

To acquire skills to use the technology

- Identify and describe the features of Skype (instant messaging, conference calling, one-to one calling, video calling, screen sharing).
- Download and install Skype on one's own computer.
- Create a free account and a Skype name (username).
- Find and add contacts.
- Sign into and log out of Skype.
- Receive a Skype call and respond appropriately.
- Adjust settings such as audio volume, video enabling or disabling, and privacy settings.
- Make and end a Skype call to one person.
- Make and end a Skype conference call (a call to two or more people).

Possible resources:

- YouTube video tutorials on how to use Skype
- Print-based tutorials on how to use Skype, such as this 21-page picture-based tutorial: www.seattle.gov/tech/docs/GetOnline_Skype_Tutorial.pdf
- Web-based courses on using Skype, such as: www.GCFLearnFree.org > Computers > All computer topics > Social Media > Skype
- Online how-to guides and FAQs available on the Skype website

To acquire confidence using the technology

- Using classroom computers to make Skype calls to classmates.
- Use computers at home to have a conference call.

Possible assessment tasks:

- Create step-by-step instructions for making a Skype call and using a special Skype feature for your own use.
- Make a video call to your instructor and a classmate using Skype.
- Use an advanced Skype feature such as screen sharing to show others a document while you are communicating with them.

Practitioner Notes

*For developing learning activities to support **task W7** (Participate in an online conference call)*

Learning activities that introduce and sequence learning about web-based calling can help learners develop proficiency and confidence with making and receiving web-based voice calls. The task is targeted at level 2 learners, but learning activities and tasks can be developed other levels of digital proficiency.

For example:

For level 1 digital technology learners:

- Ensure that the application software is pre-installed on the computer or cell phone
- Limit the activities to learning about responding and participating in an online conference call, using the simplest features of the application

For level 2 digital technology learners:

- Have learners complete activities that involve installing the software, and initiating, managing and troubleshooting an online conference call or meeting.

For level 3 digital technology learners:

- Have learners complete activities that involve using advanced features of an online meeting application to initiate, troubleshoot and manage an online conference call that includes a visual presentation, file or screen sharing.

Note: References to particular webpages and navigation processes were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) E. Manage Learning



Skype is free software that you can download to your computer. It allows you to make web-based voice and video calls to others for free. What do you want to learn to do with Skype?

- | | | |
|--|------------------------------|-----------------------------|
| 1. I want to learn how to make free long distance calls. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. I want to learn how to make phone calls with video. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. I want to learn how to make a conference call (a call with more than two people). | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. I want to learn to make a Skype call on my computer. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. I want to learn to make a Skype call on my cell phone. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. I want to learn how to instant message on Skype. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Explore the following learning website. Complete the lessons that interest you.

Step 1 go to  <http://www.GCFLearnFree.org>

Step 2 click on **Computers**

Step 3 click on **All Computer Topics**

Step 4 click on **Social Media**

Step 5 Left-click on **Skype**

Lesson 1: Introduction to Skype
 Lesson 2: Setting up Skype
 Lesson 3: Contacts and safety tips
 Lesson 4: Making calls with Skype
 Lesson 5: Making video calls with Skype
 Lesson 6: Instant messaging with Skype
 Lesson 7: Screen sharing and sending files
 Lesson 8: Skype communication tips
 Lesson 9: Skype for mobile devices

Task W8 Explore occupations using online tools

Sample learning outcomes for the task:

To understand the significance of the technology and set learning goals

- Identify a personal need and desire to make use of online tools to learn more about particular occupations or to explore career options.
- Determine learning goals for researching occupations using online tools (e.g., Working in Canada tool).

To acquire the skills to use the technology

- Follow a set procedure to access a Canadian occupational research website (such as those listed on the right).
- Identify the key elements and structure of the website home page.
- Follow basic navigational buttons and menus on each webpage to access specific information on an occupation of interest.
- Identify key categories of information the online research tool provides.
- Copy relevant information on a template form for personal use.
- From two online tools, determine the best tool for own use.
- Use information from the online tools to inform learning goals and career decisions.

To acquire confidence using the technology

- Use an occupational research online tool to find information about specific personal queries (e.g., I wonder how much line cooks earn, on average, in Toronto).

Possible resources and websites:

- *Workbook 2: Essential Skills to Identify the Job* and *Workbook 3: Essential Skills to Research Your Occupation* (2011). These workbooks are aimed at LBS learners in Ontario; they can be accessed free on the NALD website (www.nald.ca)
- The *Working in Canada* tool (<http://www.workingincanada.gc.ca>) produces a comprehensive report for an occupation, as well as current job postings from the HRSDC's job listing website (<http://www.jobbank.gc.ca>).
- The Ontario Job Futures online tool produces an easy-to-read four-page report per occupation (<http://www.tcu.gov.on.ca/eng/labourmarket/ojf/>).
- VECTOR (Video Exploration of Careers, Transitions, Opportunities, and Realities) features a large collection of short videos of Canadians talking about different professions (<http://www.vector.cfee.org>).
- NOC (National Occupational Classification) features short reports on occupations (shorter than the Job Futures report, as it doesn't include labour market information). To locate the NOC website, enter the term NOC into your Internet browser search bar.

Possible assessment task:

- Access a Canadian occupational research website, generate and print specific information about an occupation of interest; use the information to formulate a learning goal.

Practitioner Notes

*For developing learning activities to support **task W8** (Explore occupations using online tools)*

These activities, aimed at level 2 learners, can familiarize learners with the features, uses and navigation of online career exploration tools, in order to explore career options.

Note: References to particular webpages and navigation processes were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

For learners with greater proficiency with digital technology, have learners:

- For the activity *Explore online career quizzes to learn about occupations that may interest you*, conduct an Internet search for other career quizzes, and evaluate the value of each.
- For the activity *Explore an Occupational report from the Ontario Job Futures website*, explore other Canadian occupational reports and evaluate the value of each:
 - *NOC (National Occupation Classification)*
<http://www5.hrsdc.gc.ca/noc/english/noc/2011/welcome.aspx>
 - *Working in Canada*
<http://www.workingincanada.gc.ca>

Connection to OALCF

Goal path/s:	Employment, Apprenticeship
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task groups 1 (Read continuous text) and 2 (Interpret documents) E. Manage Learning

Use the VECTOR video career library to learn about a career. Follow the directions and answer the questions to explore and evaluate this online video library.

Step 1: Go to <http://www.vector.cfee.org>

Step 2: Click on **Guest**

Step 3: Click on **Explore Video** (on the left sidebar)

1. This Canadian website is titled VECTOR. VECTOR is an acronym. What do the letters stand for?

Video exploration of careers, transitions, opportunities and realities.

2. There are six ways to explore the Career Video Library. Click on **Education** to explore the videos by education level. List the other five ways to search the video library.

industry, interests/skills, income, keywords, random

3. After you click on "Education", you will select the education level that interests you. First, record the number of videos for each education level. The number of videos appears in square brackets.

Education

- ☐ Apprenticeship training _____
- ☐ College _____
- ☐ On the job training _____
- ☐ Special training certificate/diploma _____

4. View three videos. Then evaluate the website by answering the questions below.

- a) Did you learn anything valuable from the videos? ☐ yes ☐ no

Describe

- b) Do you think this website can help you to decide on a career to pursue? ☐ yes ☐ no

Explain

- c) Do you think this website is easy to use? ☐ yes ☐ no

- d) Do you think you will view other videos on this website? ☐ yes ☐ no

Specify which videos interest you

Activity

Explore online career quizzes to learn about occupations that may interest you.
Follow the directions and answer the questions.

Step 1: Go to <http://www.tcu.gov.on.ca/eng/postsecondary/careerplanning/>

Step 2: Click on **Take a Career Quiz**.

Click on **What are your abilities?**

ABILITIES QUIZ	
Number of questions in this quiz: _____	Time it took me to complete: _____
Results: My top two abilities:	_____

I agree with the quiz results:	<input type="checkbox"/> yes <input type="checkbox"/> no (<i>Explain why in the space below.</i>)
I found this quiz:	<input type="checkbox"/> helpful <input type="checkbox"/> not helpful (<i>Explain why.</i>)

Click on **What kind of work do you like?**

WORK PREFERENCE QUIZ	
Number of questions in this quiz: _____	Time it took me to complete: _____
Results: My most preferred method of working:	_____
I agree with the quiz results:	<input type="checkbox"/> yes <input type="checkbox"/> no Explain why in the space below.
I found this quiz:	<input type="checkbox"/> helpful <input type="checkbox"/> not helpful Explain why.

Step 1: Go to <http://www.tcu.gov.on.ca/eng/labourmarket/ojf/>

Step 2: Click on **Find an Occupation**.

Browse through the list of occupations using the scroll bar. The occupations are listed in alphabetical order. Click on the occupation BAKERS. Answer the questions below.

1. List three other job titles related to this occupation.

2. How can knowing related job titles can help *you* in your job search?

3. List two typical employers for this occupation.

4. How can a list of potential employers help you in your job search?

5. List three main duties for this occupation:

6. How can a list of job duties help you in your job search?

7. What is the education requirement for this occupation?

8. Write an interesting fact from each of the three sections below.

Employment prospect:

Characteristics of occupation:

Income:

9. Find and print a report for an occupation that interests you.

The list of job duties can help you understand the skills and experience an employer wants you to have.

Sample tasks and learning activities related to Manage money using digital technology



Introduction to

Manage money using digital technology

Digital technology can be leveraged to inform financial decisions, learn about financial rights and entitlements, and make financial management tasks more efficient. For example, one can comparison shop, make purchases, pay bills, bank, and track spending. Online calculator tools can help determine repayment schedules and the real cost of purchases paid for over time.

Using digital technology to manage money include tasks such as:

Bank, manage credit, and budget

- ☑ Use an ATM to deposit and withdraw money
 - Comparison shop for banking service charges, interest rates
- ☑ Bank and pay bills online
- ☑ Create a digital budget and track expenses

Shop and make purchases online

- ☑ Use a debit/credit machine to make a purchase
- ☑ Shop and make purchases online
 - Comparison shop to find the best deal on products
 - Buy or sell used items from an online service (e.g., Kijiji, Craigslist, eBay)
 - Read product reviews
 - Use an online service to determine cost, and availability of a flight, hotel or car rental

Learn about financial rights, choices and entitlements

- ☑ Use online tools to inform financial choices
 - Learn about consumer rights
 - Learn about banking rights
 - Comparison shop for insurance rates
 - Learn about eligibility for social services, government subsidies or government income supports



Checkboxes indicate that sample tasks and activities are provided in this resource.



Task M1 Use a debit/credit machine to make a purchase (level1)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify and explain the pros and cons of using a debit card to make purchases, compared to cash.
- Express a personal need and desire to use a debit card to make purchases.
- Determine personal learning goals for learning to use a debit/credit machine to make purchases.

To acquire skills to use the technology

- Identify the key elements of a debit/credit card terminal and a debit/credit card (e.g. chip/magnetic stripe; screen, chip reader, magnetic stripe reader, tap reader, function keys).
- Identify the significance and location of typical terminal keys, including key symbols, short forms (e.g., CORR, CAN) and key colours (e.g., CORR: yellow, CANC: red, OK: green).
- Identify the meaning of and responses to terminal screen text prompts (e.g., swipe card, pin number, tip, remove card, enter PIN, press OK, Cash back?, Incorrect PIN...).
- Use keys correctly to respond to prompts.

Teaching tips:

- Build familiarity with a variety of text prompts used in debit/credit machines by creating a listing of terms.
- Use still pictures or an online simulator of a debit card machine to teach prompt responses.
- Print images of debit/credit terminals, and have learners label them. On the Google homepage, click on *images* (on the top left area of your screen), then enter *debit machine* in the search bar.

Possible resources:

- Images of debit/credit card terminals.
- A free printable 33-page Banking workbook created for adult newcomers to Canada, by the Ottawa Community Loan Fund, addresses paying by debit card, and using an ATM: <http://oclf.org/atm/docs/Banking.pdf>
- Online interactive debit purchase simulators, such as: <http://oclf.org/atm/debit.html> <http://www.GCFLearnFree.org> (on the home page, click on *All Topics*, then click on *Pay Debit* under the headings *Money* or *Everyday Live*)

To acquire confidence using the technology

- Practise making debit machine purchases with support in stores.
- Use an online interactive simulator of a debit or credit payment.

Possible assessment tasks:

- Use a debit/credit card machine to make a purchase.
- Make a presentation on the pros and cons of credit and debit purchases.
- Write a list of tips for using a debit card safely to share with classmates.

Practitioner Notes

*For sample learning activities to support **task M1** (Use a debit/credit machine to make a purchase)*

These activities are aimed at low level 1 learners and can build familiarity with reading and responding to screen prompts on a debit/credit machine.

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 1
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) E. Manage Learning

Activity

Paying by Debit: Learn the vocabulary.
Write the correct words in the boxes below.

Terminal

Green button (OK)

Screen

Red button (cancel)

Card

Yellow button (correction)

Card reader

Chip reader



The screen prompts on each debit terminal vary. Below is an example of the screen prompts on one terminal and what to do in response to each prompt. Practice reading the prompts.

What does the screen prompt say?



What do you do?



SWIPE OR INSERT CARD

→ I insert my card, because I have a chip on it.

PURCHASE
\$18.29 OK?

→ I press the green button.

CASH BACK?

Yes—
No—

→ I don't want cash back, so I press the button beside "no."

ENTER PIN

→ I press the four numbers of my PIN.

PROCESSING ...
PLEASE DO NOT
REMOVE CARD

→ _____

APPROVED
PLEASE REMOVE CARD

→ _____

Watch while someone you know makes a debit purchase. Copy each screen prompt in the boxes below. Then describe what to do to respond to the prompt.

What does the screen prompt say?



What do you do?















Task M2 Use an ATM to deposit and withdraw money (level 1)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify and explain the pros and cons of using an ATM compared to a bank teller or a cheque-cashing outlet.
- Express a personal need and desire to use an ATM.
- Determine personal learning goals for learning to use an ATM.

To acquire skills to use the technology

- Explain the fees involved in ATC transactions (including fees for an ATM belonging to one's own banking institution versus other ATMs).
- Identify the key elements of an ATM and a debit card (e.g., magnetic stripe; screen, money/envelope slot, keypad).
- Define the key terms and concepts appearing in text prompts (e.g., PIN, language, transaction types, receipt, amount).
- Identify the significance and location of typical ATM keys.
- Identify the meaning of and appropriate responses to ATM screen text prompts (e.g., select language, select transaction type, enter PIN...).

Teaching tips:

- Build familiarity with the text prompts used in a variety of ATMs by creating a listing of terms.
- Use online simulators of ATMs to teach screen prompt responses.

Possible resources:

- Images of ATM machines and text prompts
- A free printable 33-page Banking workbook created for adult newcomers to Canada, by the Ottawa Community Loan Fund, addresses using an ATM.
<http://oclf.org/atm/docs/Banking.pdf>
- Online tutorial on how to use an ATM, at <http://www.thebeehive.org> (on the home page, click on *Money*; then click on *Spend Wisely*, then find and click on *How to Use an ATM* under the heading *Toolbox*)
- Online interactive ATM simulators, such as:
<http://oclf.org/atm/ATM.html>
<http://www.handsonbanking.org> (on the home page, select *Adults*, then click on the hammer icon on the bottom of the screen, then click on *ATM*)
<http://www.GCFLearnFree.org> (on the home page, click on *All Topics*, then click on *ATM* under the heading *Money*).

To acquire confidence using the technology

- Practise making ATM withdrawals and deposits with support.
- Use online interactive simulators of ATMs.

Possible assessment tasks:

- Create a step-by-step listing of the steps involved in successfully making a transaction on an ATM.
- Use an ATM to successfully make a cash withdrawal or cash/cheque deposit.
- Make a presentation on the pros, cons and service charges involved in using an ATM.

Practitioner Notes

*For sample learning activities to support **task M2** (Use an ATM to withdraw and deposit money)*

These activities are aimed at low level 1 learners, and are examples of activities that can build familiarity with reading and responding to screen prompts on ATM machines. They provide simple step-by-step procedures that learners can follow to access websites (on their own) they can use to practice ATM skills.

Three ATM simulator websites are featured so that learners can experience a range of ATM formats and text prompts. Practitioners can select one website at a time to introduce to learners.

Note: References to particular webpages were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 1
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) E. Manage Learning

Activity

Practise using an ATM: Practise website 1

Step 1 Go to  <http://oclf.org/atm/ATM.html>



What did the screen say?
(Copy the English sentences only.)



1. Welcome. Please insert your card.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What did you do?



- Click on the card.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Use the PIN
1234



Step 1 Go to  <http://www.handsonbanking.org>

Step 2 Select **Adults**.

Step 3 Click on the hammer icon. It is in the bottom left corner of the screen.

Step 4 Click on **ATM**.

What did the screen say?



1. *Welcome to your bank.
Please insert your card.*

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

What did you do?



Dragged the card to the card slot.



Step 1 Go to  <http://www.GCFLearnFree.org>

Step 2 Click on **All Topics**.

Step 3 Find the heading **Money**. Then click on **ATM** (It is listed under the heading).

Step 4 Click on **Start Activity**.

What did the screen say?



1. *Welcome to GCF POINTS.
Please insert your card to begin
your transaction.*

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

What did you do?



Drag the card to the card slot.

Task M3 Shop and make purchases online (level 2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify and explain the benefits and drawbacks to shopping and making purchases online.
- Express a personal need and desire to shop online.
- Determine personal learning goals for learning to shop online.

To acquire skills to use the technology

- Explain how to make a secure purchase online, and potential hazards.
- Use the search and navigation functions on an online shopping website to find a product category and desired product.
- Navigate the website to determine the shipping costs and return process involved in purchasing an item online.
- Select products and fill a virtual shopping cart with desired products.
- Identify and use websites that offer unbiased product reviews (e.g., CNET, Epinions, ConsumerSearch) to inform a purchasing decision.
- Identify and use a website that offers unbiased price comparisons to identify the best price on a particular product (e.g., Shopzilla, Shopbot).
- Identify and use a used items website (e.g., Kijiji, eBay, Craigslist) to find or sell an item.

Teaching tips:

- Find out what learners want/need to buy, and develop learning activities accordingly.

Possible resources:

- Authentic webpages of the businesses/services that learners are interested in, such as ordering pizza, buying movie tickets, searching for used items, or buying from a specific clothing store

Online instructional resources:

- *Living with the Internet: Online Shopping* at <http://openlearn.open.ac.uk/> (on the home page, click on *Computing and ITC* in the topic list; then click on the course title). This website includes over 600 free online courses from *The Open University* (UK).
- *Shopping Safely Online*, at <http://decoda.ca/adults/adult-literacy-resources/computer-literacy-workshops-and-lesson-plans/> (This 2012 Canadian resource includes a lesson plan, and a 9-page learner workbook with tasks.)
- Government of Canada information for consumers about online shopping, at <http://www.ic.gc.ca> > Consumer Information > Office of Consumer Affairs > For Consumers > E-commerce

To acquire confidence using the technology

- Practise locating, selecting and placing items into an online shopping cart.
- Have learners create step-by-step instructions they can refer to, to access and select items on a website they want to shop on (e.g., to purchase theatre tickets, order pizza).

Possible assessment tasks:

- Research and present an accurate comparison of the costs and conveniences of making an online versus in-store purchase at a retailer.
- Successfully make a purchase online (e.g., movie tickets, hotel, used item).

Practitioner Notes

*For sample learning activities to support **task M3** (Shop and make purchases online)*

This activity can introduce learners to the typical processes involved in making an online purchase. On many vendor websites, users can view and print their order before “proceeding to checkout”. This presents a good opportunity for learners to practice making online purchases in authentic environments, without *actually* making purchases. This sample activity features using a pizza website, but any vendor website can be used to develop a similar activity.

Note: References to the navigation instructions on the pizza website were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) E. Manage Learning

Practice Ordering a Pizza Online

- Go to <http://www.pizzapizza.ca>
- Click on **Order Now**.
- Enter your postal code to “Check out the menu.”
- Follow the instructions below.

r
 t need
 t. You
 any
 on.



- Do not proceed to *Checkout*, but view and print your order (Press CtrlP).
Show it to you teacher to prove that you completed this activity successfully.

- Do not proceed to *Checkout*, but view and print your order (Press CtrlP to print the page). Show it to you teacher to prove that you completed this activity successfully.

- ## Example

Special	Regular price
<p>Special price: _____</p>	<p>Total price = _____</p>

Task M4 Bank and pay bills online (level 2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify and explain the potential benefits of banking or paying bills online.
- Express a personal need and desire to bank or manage bills online.
- Determine personal learning goals for using online banking or bill payments.

To acquire skills to use the technology

Bank online

- Identify and obtain necessary documents, access codes/passwords and account numbers to set up online banking and/or service providers (e.g., phone company).
- Determine secure login password and follow instructions to securely log into and out of website.
- Check account balance/s online.
- View credit and debit transactions.
- Transfer money from one account to another.

Pay bills online

- Determine which bills to pay online (e.g., telephone, cell phone, Internet, utility bills, mortgage or credit card payments) and add payee to online account.
- Retrieve copies of past bill/credit card statements

Teaching tips:

- Build familiarity with the websites and webpages of the bank/s or service providers learners actually use.
- Encourage learners to make realistic goals, such as paying one bill online.

Possible resources:

- Screen capture print-outs of authentic online banking webpages (e.g., logon screen, account activity screen)
- A free printable 33-page Banking workbook created for adult newcomers to Canada, by the Ottawa Community Loan Fund, which addresses Internet banking: <http://oclf.org/atm/docs/Banking.pdf>
- Online banking for beginners: This resource is an online interactive introduction to e-banking, developed for adult literacy learners in Australia, but general enough to apply in Canada: <http://www.onlinebanking.org.au/>

To acquire confidence using the technology

- Practise logging into and making transactions on a simulated online bank account (e.g., <http://www.onlinebanking.org.au>).
- Have learners create step-by-step instructions they can refer to, to access their accounts online and do common tasks (such as check an account balance or pay a bill).

Possible assessment tasks:

- Make a presentation on the pros and cons of online banking or bill payments, or on safe internet banking tips.
- Successfully set up online banking, and print the transactions from the past 30 days.

Practitioner Notes

*For sample learning activities to support **task M4** (Bank and manage bills online)*

This activity can facilitate setting goals related to managing bills online. In addition, a scenario is provided (Pedro's credit card statement) to illustrate some benefits to receiving and paying bills online. Encourage learners to examine the image to spark a discussion about the potential benefits to managing bills online, such as:

- The ability to view current and past bills
- The ability to view credit card purchases within a day of purchase
- The ability to arrange automatic payments

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) E. Manage Learning

Activity

Set goals for online bill paying

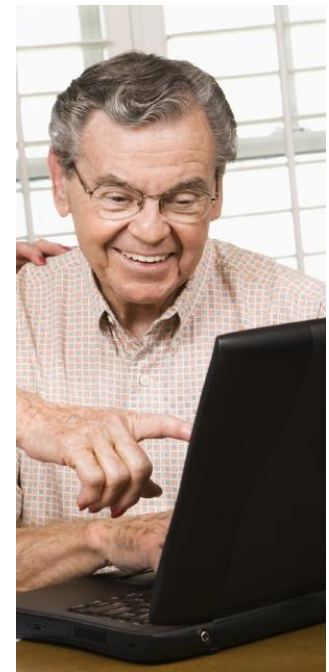
Make a list of the bills you would like to pay online. Then find out what you need to do to set up online bill paying for each bill. Ask your bank or the service provider or company that issues your bill.

Bill	Provider and website	What do you need to do to set up online bill paying

Pedro's credit card statement

Pedro receives his credit card statement online. He arranged that his full credit card balance is automatically withdrawn from his bank account each month. He likes to be able to view his current and past credit card statements whenever he needs to.

CREDIT CARD – 5555 78899 77738988 28883 8					\$336.36
SINCE LAST STATEMENT					▼
LAST STATEMENT					
2 STATEMENTS AGO					
3 STATEMENTS AGO					
4 STATEMENTS AGO					
VISA CARD – 5555 78899 77738988 28883 8					\$366.36
POSTED DATE	DESCRIPTION	DEBIT	CREDIT	BALANCE	
Sep 10, 2012	Mobile Phonery	37.75		366.36	
Sep 10, 2012	Eldior Grocery	49.39		328.61	
Sep 06, 2012	Ord Insurers	246.40		279.22	
Aug 30, 2012	Parking Authority	4.00		32.82	
Aug 28, 2012	Payment – Thank you		1,142.39	28.82	
Aug 26, 2012	Minzy's Diner	28.82		1,171.21	
Aug 24, 2012	Eldior Grocery	43.76		1,142.30	



Task M5 Create a digital budget and track expenses (level 2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify and explain potential benefits to using a digital template with application software (e.g., Word, Excel) to create a personal budget and track expenses.
- Express a personal need and desire to create and manage a budget using application software.
- Determine personal learning goals for learning to create and managing a budget using application software.

To acquire skills to use the technology

Budgeting outcomes

- Identify and list monthly income; identify, list and categorize monthly expenses (e.g., by housing, transportation, entertainment, debt payments, etc.).
- Determine budget amounts for each spending category, based on a realistic savings/spending goal.
- Track actual monthly expenses and income; determine monthly shortfall or surplus; revise goals and budget amounts accordingly.

Sample technology outcomes

- In MS Word, create a simple budget (in a table), using the AutoSum feature to calculate row and column sums; create a separate tracking form (in a table) to record actual monthly expenses.
- In MS Excel, create a budget using formulas to calculate totals.
- Download an MS Excel budget template from MS office website and adapt it to create a budget.
- Use a free online budget application and use it to create a personal budget.

Teaching tip:

- Have learners create a budget on paper, deciding on spending categories and items, before using technology to create one.

Possible resources:

- Credit Canada (a credit counselling and literacy organization) at <http://creditcanada.com> has resources for creating a budget, and offers credit counselling.
- MS Excel templates of budgets (for free download and use) from <http://office.microsoft.com/en-ca/>
- MS Excel tutorials on how to create a basic budget spreadsheet, such as: <http://spclc.org/curricula/computer> > Excel Exercises > Exercise 3: Budgets
<http://library.nald.ca/> > in the site search box, enter ``Essential Skills for Spreadsheets`` (110 pages)
- A free printable 20-page workbook titled Budgeting Made Easy (2009). Enter the title in the search box on <http://www.nald.ca/library>
- Free online budget applications, such as <http://www.budgetsimple.com>, or the budget calculator on <http://www.fcac-acfc.gc.ca> > Tools and Calculators

To acquire confidence using the technology

- Track expenses on a daily basis, and use technology to generate weekly, monthly totals.
- Experiment with online budget tracking applications, Word AutoSum feature (in a table), and Excel formulas.

Possible assessment tasks:

- Create a digital budget that accurately itemizes monthly income and projected expenses based on personal saving/spending goals.
- Use a digital tracking form for one month that accurately itemizes expenses and income.

Practitioner Notes

*For sample learning activities to support **task M5** (Create a digital budget and track expenses)*

These activities can be used or adapted to introduce a budget development process. Learners with a higher level of digital technology can customize budget templates to a greater degree, and analyze and present their spending patterns or savings goals with the use of Excel graphs or charts.

You can use the task ideas and the possible resources listed on the Task page to help learners prepare for Milestone 40 (Create a budget to achieve a financial goal).


Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 2 (Interpret documents) B. Communicate Ideas and Information, task group 3 (Complete and create documents) C. Understand and Use Numbers, task group 1 (Manage money) and 4 (Manage data) E. Manage Learning

- Step 1 Go to <http://office.microsoft.com/en-ca/>
- Step 2 Click on **All templates**
- Step 3 Scroll down to find the budget templates
- Step 4 Browse the budget templates; look for titles such as household budget, personal budget or monthly budget
- Step 5 Select a budget. Click on **download** and save it to your computer.
- Step 6 Create your budget by entering your budget amounts for each item. The template will automatically calculate totals.
- Step 7 Customize the budget for *your* use. Delete items you do not need, and replace them with items you do need.

Meena's budget

Meena downloaded a budget template from the MS office website, and adapted it. She learned how to insert and delete a row in Excel, and how to replace the text inside a cell. Now it describes *her* income and expenses. Each month, she enters her spending for each of the categories. She likes how the budget automatically calculates the totals. She likes the top row, which tells her how much extra or short she was for that month.



	Jan	Feb	Mar	Apr
Cash short or extra	↑ 1,200			
INCOME				
my take home pay	3547			
other income				
child support income	245			
EXPENSES				
Home				
▪ Rent	900			
▪ Heating	130			
▪ Electricity	75			
▪ Telephone	49			
▪ Cell phone	31			
▪ Internet	32			
▪ Cable TV	100			
Daily living				
▪ Groceries	525			
▪ Dining out	60			

A budget should capture *all* your spending. It is helpful to group spending under categories, or headings. To prepare for making a budget, make a detailed list of all your spending. You can use draw from this list as you make your list.

HOUSING

- Rent
- Mortgage payments
- Property taxes
- Condo fees

Home utilities

- Electricity
- Heat
- Water
- Telephone
- Internet
- Cable

Housing maintenance and repair

- decorating
- home repairs
- gardening
- household services (e.g., cleaning)

Home improvement spending

- furniture and decor
- appliances
- other

SAVING

- Regular saving
- Emergency funds
- Retirement savings
- RESP
- Other

DEBT REPAYMENT

- Student loan
- Credit cards
- Other

INSURANCE

- Life insurance
- Disability insurance
- Home or tenant insurance
- Vehicle insurance

FOOD

- Groceries
- Take-out or restaurants

PERSONAL

- Clothing
- Laundry
- Toiletries
- Haircuts

TRANSPORTATION

Vehicle ownership

- Vehicle licensing & registration
- Gas
- Maintenance and repairs
- Loan or lease payments
- Parking

Transit

- Transit fares
- Other (e.g., taxi, train)

CHILDCARE

- Daycare or babysitting
- School-related fees
- Child support payments
- Children's allowance
- Child's activities and sports
- Other (e.g., tutoring)

PETS

- Vet expenses
- Pet food
- Other

ENTERTAINMENT

- Eating out
- Daily coffee
- Movies, plays, events
- Hobbies or sports
- Newspapers or magazines
- Alcohol
- Tobacco
- Other

HOLIDAY

- Flight/accommodation
- Travel insurance
- Other

MEDICAL

- Prescriptions and medicine
- Dentist
- Other

MISCELLANIOUS

- Gifts
- Tax return service
- Charitable donations
- Other

Task M6 Use online tools to inform financial choices (level 1,2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Express a personal need to use online resources and tools to inform financial decisions; set learning goals.

To acquire skills to use the technology

- Locate and navigate a website to obtain clear, unbiased information about financial rights related to a topic (e.g., banking rights, tenant rights, consumer rights).
- Locate and navigate a website to obtain clear, unbiased information about financial entitlements related to a topic (e.g., OAS, CPP, EI, Ontario Works, subsidized housing, workplace pension plan, etc.).
- Locate and navigate a website to obtain unbiased comparisons of prices or rates (e.g., interest rates for a loan, mortgage or banking account; credit card rates and features; cell phone packages and features; home or car insurance rates and features).
- Locate and use an online loan, mortgage or credit card calculator to determine the effects of interest rate, payment amount and frequency on a loan.

Possible resources: Online financial tools to:

- Compare credit cards or bank accounts (e.g., at <http://www.themoneybelt.ca/tools> > Compare Credit Cards or Compare Bank Accounts)
- Compare cell phone plan packages (e.g., <http://www.comparecellular.com>)
- Compare car insurance rates (e.g., <http://www.insurancehotline.com> or <http://www.kanetix.ca>)
- Determine the effect of monthly payments on credit card debt using an online tool, such as: <http://www.fcac-acfc.gc.ca> > Resources > Tools and Calculators > Credit Card Tools (The Credit Card Repayment Calculator) <http://creditcanada.com> > Money Management (The Debt Calculator)
- Determine the effect of interest rates and payments on a mortgage (e.g., the Financial Consumer Agency of Canada, at <http://www.fcac-acfc.gc.ca> > Mortgage Calculator Tool, within Tools and Calculators)
- Learn about tenant rights (e.g., <http://www.ltb.gov.on.ca>)
- Learn about banking rights (e.g., at <http://www.fcac-acfc.gc.ca> > For Consumers > Banking)
- Learn about frauds and scams (e.g., at <http://www.rcmp-grc.gc.ca/scams-fraudes/>)

Note: See the Government of Canada website, at <http://www.canada.gc.ca/forms-formulaires/tools.html> for several online tools and calculators.

To acquire confidence using the technology

- Practise locating, selecting and placing items into an online shopping cart.
- Have learners create step-by-step instructions they can refer to, to access and select items on a site they want to shop on (e.g., to purchase theatre tickets, order pizza...).

Possible assessment tasks:

- Conduct online research and present an accurate presentation on financial rights, a cost comparison, or financial entitlements related to a topic or issue of personal interest.

Practitioner Notes

For the sample learning activity to support **task M6** (Use online tools to inform financial choices)

This activity can familiarize learners with using an online credit card debt calculator. The activity is aimed learners with level 1 in digital technology, but assumes that the practitioner is providing a great deal of support. Learners with greater proficiency with digital technology can do the activity more independently. Note that there are a variety of debt, loan and mortgage calculators online. To locate them, enter appropriate search terms in your Internet search bar.

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 1 or 2
Also employs:	A. Find and Use Information, task group 2 (Interpret documents)
	B. Communicate Ideas and Information, task group 3 (Complete and create documents)
	C. Understand and Use Numbers, task group 1 (Manage money)
	E. Manage Learning

Answers

1.

	Minimum Payment	Fixed Payment
Monthly payment	<u>2.5 % of balance</u>	250
Number of months it will take to pay off	244	11
Total interest paid	\$3365	\$229.06
Total paid on debt (interest + principal)	$3365 + 2500 = 5865$	$229.06 + 2500 = 2729.06$

2. \$3135.94

3. 20 years

4. 1 year

5.

Payment Table (for minimum payment)

Starting Debt

\$2,500

	Month	Payment	Interest	Principal	Balance
Month 1	1	62.50	37.50	25.00	2475
Month 2	2	61.88	37.13	24.75	2450.25
Final month	244	8.81	0.13	8.68	0.00

7.

Payment Table (for fixed monthly payment)

Starting Debt

\$2,500

	Month	Payment	Interest	Principal	Balance
Month 1	1	250.00	37.50	212.50	2287.50
Month 2	2	250.00	34.31	215.69	2071.81
Final month	11	229.06	3.39	225.67	0.00

9.

	Minimum Payment	Fixed Payment
Monthly payment	<u> % of balance</u>	350
Number of months it will take to pay off	over 300	78
Total interest paid	\$42,410.87	\$11,653.07
Total paid on debt (interest plus principal)	$\$42,410.87 + \$15,600$	$\$11,653.07 + \$15,600$

Jane's Credit Card Information

Jane has a \$2,500 balance on her credit card. Her credit card has an 18% annual interest rate. The minimum payment is 2.5% of the balance. Jane wonders how long it would take to pay off her debt if she only paid the minimum payment every month. She also wonders how long it would take if she paid if she paid \$250 a month.



Instructions

- Go to <http://creditcanada.com>
- Click on *Money Management*.
- Enter the Jane's credit card information into the online Debt Calculator.
- Click inside the small circle beside *Minimum payment*.
- Click on *Calculate*.
- The Debt Calculator will generate a **Payment Schedule**.
- Answer the question below and on the next page.

The online **Debt Calculator** looks something like this.

What is the credit card balance?	\$ <input type="text"/>
What is the annual interest rate of the credit card?	<input type="text"/> %
How is your minimum payment calculated?	<input type="text"/> %
Your first minimum payment	\$ <input type="text"/>
What fixed payment could you make every month?	\$ <input type="text"/>
Calculate a payment table based on	<input type="radio"/> Minimum payment <input type="radio"/> Fixed payment
<input type="button" value="CALCULATE"/>	

- Look at the Payment Schedule the Debt Calculator generated. Fill in the blanks below.

	Minimum payment ↓ ____ % of balance	Fixed Payment ↓ 250
Monthly payment		
Number of months it will take to pay off	244	11
Total interest paid	3365	229.06
Total paid on debt (interest plus principal)	3365+2500	229.06+2500

2. Look at the Payment schedule you completed on the previous page. How much **more** will Jane pay, in total, if she only makes the minimum monthly payment? _____
3. How long will it take Jane to pay off her debt if she makes the minimum payment each month? Express your answer in years, rounded to the nearest year. _____
4. How long will it take Jane to pay off her debt if she makes a fixed payment of \$250 per month? Express your answer in years, rounded to the nearest year. _____
5. Look online at the Payment Table (use the scroll bar because it is located under the Payment Schedule on the webpage). Complete the table below for the *minimum* payment.

Payment Table (for minimum payment)					Starting Debt
					\$2,500
	Month	Payment	Interest	Principal	Balance
Month 1	1				
Month 2	2				
Final month	244				

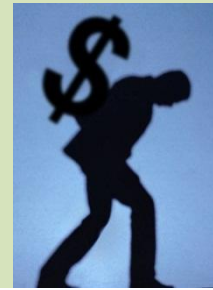
6. Look at the Payment Table online. Discuss any patterns you notice about the payments, the interest and the principal amounts.
7. Click on the Reset button (under the Payment Table). Then on the Debt Calculator, click on *Fixed Payment* (instead of Minimum payment). Click on *Calculate*. The Debt Calculator will generate a Payment Table based on fixed payments of \$250 per month. Use the Payment table to fill in the complete the table below.

Payment Table (for fixed monthly payment)					Starting Debt
					\$2,500
	Month	Payment	Interest	Principal	Balance
Month 1	1	250.00			
Month 2	2	250.00			
Final month	11	229.06			

8. Look at the fixed monthly payment table online. Discuss any patterns you notice about the monthly payments, the interest and the principal.

Ahmed's Credit Card Information

Ahmed has a \$15,600 balance on his credit card. His credit card has a 19% annual interest rate. The minimum payment is 2% of the balance. Use the Debt Calculator to complete the payment schedule below if Ahmed makes a minimum monthly payment or if Ahmed makes a \$300 monthly payment.



9. Enter Ahmed's credit card information into the Debt Calculator. Look at the Payment Schedule the Debt Calculator generated. Fill in the blanks below.

	Minimum payment ↓	Fixed Payment ↓
Monthly payment	_____% of balance	350
Number of months it will take to pay off	over 300	78
Total interest paid	\$42,410.87	\$11,653.07
Total paid on debt (interest plus principal)	\$42,410.87 + \$15,600	\$11,653.07 + \$15,600

10. Create your own credit card debt scenario below. Then enter the information from your scenario into the Debt Calculator. Fill in the blanks on the Payment Schedule table below.

_____'s Credit Card Information

_____ has a \$_____ balance on his/her credit card. The credit card has a _____% annual interest rate. The minimum payment is _____% of the balance. Use the Debt Calculator to complete the payment schedule below to find out the payment details if _____ makes a minimum monthly payment or if he/she makes a \$_____ fixed monthly payment.

Payment Schedule

	Minimum payment ↓	Fixed Payment ↓
Monthly payment	_____% of balance	
Number of months it will take to pay off		
Total interest paid		
Total paid on debt (interest plus principal)		

Sample online instructional resources

To Support Competency D: Use Digital Technology



Introduction

This resource listing represents a small sample of resources that are available online. The resources are organized into two sections: Interactive resources and printable resources. Interactive resources offer online learning. Printable resources are workbooks or tutorials that are available in PDF form and can be downloaded or printed. All the resources can be accessed for free. In each section, Canadian resources are listed first, and include a Canadian flag icon.

The resources can support practitioners to:

- Help learners develop the skills, practice and confidence to use digital technology for real life tasks.
- Use digital technology as a medium to enhance instruction and learning in other competency areas (e.g., viewing an online video on *addition* to enhance a numeracy lesson)

Section A: Interactive Resources

AlphaRoute Access



 <http://199.71.28.160/Home.html>> Explore the Internet

AlphaRoute is an online learning resource produced for LBS learners in Ontario. In the “explore the Internet” section, there are several multimedia learning modules in the following topic areas:

- **Links to the Web:** Health and Wellness | Employment | Math
- **Cyber Search:** Canada Post | Moster.ca | Canada411 | Recipes | Chinese Astrology | Health | Use a Search Engine to Answer a Questions | Dreams | International Women’s Day | Vacation | Earth Day | Inventions | Weather Conditions | eHow | Job Bank | Where Do You Live | Favourite Holiday | MapQuest
- **Learn to Use a Search Engine**

The LearningHUB



 <http://www.learninghub.ca>

The LearningHUB offers free online courses to Ontario adults who want to upgrade their reading, writing, math, computer or other essential skills. Courses are free to eligible learners, but registration and an intake assessment is required. The LearningHUB offers three kinds of courses:

1 Independent study courses: These courses are always available and allow a learner to access and complete learning activities on their own, anytime. Learners are assigned an online teacher.

- Essential Skills
- Math
- GED Prep
- Reading and Writing

2 Live classes: These are scheduled, live, online two-hour mini-courses. They have a scheduled date and time and are facilitated online by an instructor. Classes include:

- Decimals
- Reading prescriptions labels
- Spelling
- Using e-Mail in the workplace
- Fractions in Everyday Live
- Filling in Forms
- Surfing the Internet for Beginners
- and many more

3 Short courses: These have specific start and end dates and the coursework must be completed within those dates. They require 3-5 hours/week, for up to five weeks. Courses include:

- Apprenticeship Math
- Learning to Communicate using Excel
- Becoming a Better Speller
- Learning to Communicate using MS Word
- Goal setting – Discovering Your Goals
- Maintaining Healthy Self-Esteem On and Off the Job
- Improving Your Job Skills
- On the Job Report Writing
- Learning to Communicate by Understanding Internet and e-Mail
- Reading to Understand the Ontario Driver's G1 Knowledge Test

Good Learning Anywhere



 <http://www.goodlearninganywhere.com>

Good Learning Anywhere, facilitated by Sioux Hudson Literacy Council, offers free online courses to Aboriginal adults in Ontario who want to upgrade their reading, writing, math, computer or other essential skills. Courses are free to eligible learners, but registration and an intake assessment is required. Good Learning Anywhere offers similar kinds of courses as The Learning Hub (described above).

The Learning Edge



 <http://www.thewclc.ca/edge/>

The Learning Edge is an interactive online newsletter for Ontario adult literacy learners, produced by the Wellington County Learning Centre. Twelve issues feature several stories in each issue, with audio (so learners can listen as they read it the text) and comprehension activities.

- | | |
|--|--|
| Issue 12 ♦ The apprenticeship issue 3
♦ Apprenticeship—making it happen | Issue 5 ♦ The changing face of work
♦ Networking, cold calling
♦ Using the Internet to find work
♦ To 10 interview questions |
| Issue 11 ♦ The apprenticeship issue 2
♦ Navigating the apprenticeship system | Issue 4 ♦ Health: Less meat, more beans
♦ Paying a utility bill
♦ Housing ads
♦ Missing work |
| Issue 10 ♦ The apprenticeship issue 1
♦ Five steps of apprenticeship | Issue 3 ♦ Health: Menopause
♦ How to write a good cover letter
♦ Learn to use a search engine |
| Issue 9 ♦ Transferable skills
♦ Working as a cashier
♦ Working as a floral assistant | Issue 2 ♦ Shoes: Made elsewhere, sold in Canada
♦ Emergencies
♦ Health: feeling the blues
♦ Alcohol quiz |
| Issue 8 ♦ Goal setting | Issue 1 ♦ About the Learning Edge
♦ Health: Preparing for a Dr. appointment
♦ Health: Men don't eat enough vegetables
♦ How Canadians spend their money |
| Issue 7 ♦ Communication in the workplace
♦ Workplace safety
♦ Essential workplace skills | |
| Issue 6 ♦ Statement of earnings
♦ Payday loans
♦ Communicate for success
♦ Assertiveness quiz | |

A similar newsletter is produced for adult literacy learners in Nova Scotia, titled The Learning Beacon, (at <http://www.ns.literacy.ca/TheLearningBeacon/index.html>)

A similar newsletter is produced for adult literacy learners in the North, titled The Northern Edge, at: <http://www.nwt.literacy.ca/resources/northernedge/edge.htm>

BBC Skillswise

 <http://www.bbc.co.uk/skillswise>

BBC Skillswise, produced by the BBC Learning department in Salford, UK, is a free-access website for adult numeracy and literacy practitioners and learners. It includes printable worksheets, factsheets and online games, videos and quizzes that can be used in class or by learners at home.

- English: Reading | Writing | Spelling | Grammar | Speaking and listening
- Math: Numbers | Calculation | Percent and fractions | Measuring shapes | Graphs
- Job Skills: Private sector | Public sector | Self-employed | Finding a new job


BBC Webwise online courses

 <http://www.bbc.co.uk/webwise/courses/>

Webwise offers four free online courses:

- **WebWise:** Using Mobiles, Using Email, Using the Internet, Keeping Safe Online
- **Internet Basics:** Your Internet Browser, Searching the Internet, Using Email, Shopping Online
- **Computer Basics:** The Mouse, Keyboard, Icons and Windows, Music and Photos, Printing
- **Social Media Basics:** Getting Started with Social Networks, Communicating Using Social Networks, Staying Safe, Protecting Your Privacy, Etiquette, Photo/video Sharing, Organizing Events, Joining Groups

Microsoft Digital Literacy Curriculum

 <http://www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitalliteracy/default.aspx>

Microsoft offers three free curriculum resources to foster digital literacy. Each curriculum includes e-learning and MS Word printable options, an assessment of learning, and takes about 2-3 hrs per course.

- **Basic Curriculum:** For absolute beginners, introduces learners to:
The value of computers | Using a mouse | Using a keyboard
- **Standard Curriculum:** includes five courses:
Computer basics | The Internet | Productivity programs | Computer security | Digital lifestyles
- **Advanced Curriculum:** includes four courses:
Creating an Internet Email Account | Writing a Resume by Using MS Office Word
Finding and Evaluating Resources of the Web | Using Social Networking to Connect with the World

ALISON online mini-courses

 <http://alison.com/>

Advance Learning Interactive Systems Online (ALISON) is a free online learning resource with dozens of interactive self-paced multimedia mini-courses, each about 1-3 hours long. Each course includes short modules of instruction, an assessment and a discussion forum. The courseware is free, but users have to register for an account. There are 10-second ads that appear before each module (paid subscriptions provide ad-free viewing). Among other courses, in the *Digital Literacy and IT Skills* section, ALISON offers about 50 mini courses, such as:

- Exploring Google Earth
- Using Skype
- Using YouTube for Video Sharing
- Using Twitter
- Google Blogger
- Podcasting
- Touch Typing
- Using Gmail
- Video Editing and Publishing
- Windows Internet Explorer

GCF LearnFree online courses

 <http://www.GCFLearnFree.org>

GCFLearnFree.org, with proceeds from Goodwill Industries retail stores in Eastern North Carolina, provides free online learning to improve technology, literacy and math skills. There are over hundreds of video-based lessons in computer, reading and math topics. Topics include:

Computers

Computer Basics
Email Basics
Google
Internet Basics
iPad Basics
iCloud
iTunes
Microsoft Excel
Microsoft Word
Microsoft
PowerPoint
Social Media
Windows

Social Media

Blog Basics
Chat
Facebook
Google
Skype
Twitter
Digital photography

Career

Career Planning
Classified
Cover Letters
Interviewing Skills
Job Applications
Job Search
Money
Resume Writing
Workplace Basics

Reading

Blast Off!
Sound Match
Word Explorer
Word Fill-ins

Everyday Life

ATM
Bake
Bus Map
Cash Back
Check Your Receipt
Count Change
Deposit
Food Labels
Grocery Shelves
Measure
Microwave
Pay Bills
Pay Debit
Phone Numbers
Prescription
Telling Time

Math

Addition
Subtraction
Cash Back
Count Change
Count Bills
Decimals
Percent
Fractions
Money
Multiplication
Division

Section B: Printable Resources

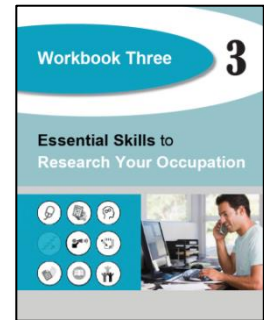
Essential Skills Workbook Series (2011)



<http://library.nald.ca/>

The following workbooks were developed by Literacy Link South Central, Ontario (2011). They incorporate the use of digital literacy skills into the activities. Each workbook is 40-60 pages in length. To find the free workbooks, enter the title into the NALD library site search bar.

- Workbook 1-Essential Skills to Identify the Job Searcher
- Workbook 2-Essential Skills to Identify the Job
- Workbook 3-Essential Skills to Research Your Occupation
- Workbook 4-Essential Skills to Search for Jobs
- Workbook 5-Essential Skills to Market Yourself with a Resume & Cover Letter
- Workbook 6-Essential Skills to Market Yourself at the Interview
- Workbook 7-Essential Skills to Maintain Employability



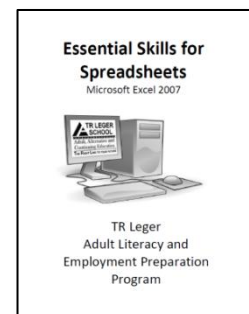
Essential Skills Workbook Series (2009)



<http://library.nald.ca/>

The following workbooks (2009) were developed by the TR Leger Adult Literacy and Employment Preparation Program, Upper Canada District School Board, Ontario. Each workbook is 70-120 pages long. To find the free workbooks, enter the title into the NALD library site search bar.

- Essential Skills for Word Processing
- Essential Skills for Internet Use
- Essential Skills for Spreadsheets



SPCLC Basic Computer Skills Curriculum

<http://spclc.org/curricula/computer>

Saint Paul Community Literacy Consortium (SPCLC) SPCLC is based in St. Paul, Minnesota and works to benefit adults and their families needing literacy services. Their basic computer skills curriculum is printable and freely offered on their website. It includes activities and simple step-by-step instructions with visuals on:

- Very Basic Computer Skills
- Computer Vocabulary
- Opening and Saving Files
- Skills and Activities Practice
- MS Word Exercises
- Excel Exercises
- Internet
- PowerPoint

Decoda Computer Lesson Plans & workbooks



<http://decoda.ca/adults/adult-literacy-resources/computer-literacy-workshops-and-lesson-plans/>

This is a series of lesson plans and student workbooks on basic computer literacy for adults, created by literacy practitioners in 2011 for the Columbia Basin Alliance for Literacy, funded by the Government of Canada's New Horizons for Seniors Program. Each of the topics (below) includes a lesson plan and a learner workbook of tasks.

- Intro to Computers
- Caring for Your Computer
- Getting to Know Your Computer
- Shopping Safely Online
- Using Facebook
- Using Gmail
- Using Skype
- Working with Photos

CLEO ESL Kits



<http://www.cleo.on.ca/en/publications/eslkits>

CLEO (Community Legal Education Ontario) produces clear legal information to help people understand their legal rights. CLEO has over 25 ESL activity kits, which include information and classroom activities on a range of topics, including:

- Deposits and other charges
- Fighting an eviction
- Maintenance and repairs
- Moving in
- Moving out
- What tenants need to know
- Paying your rent
- Privacy in your home
- Rent increases
- Breaks at work
- Have you been fired or laid off
- Holiday pay
- Hours of work
- Hours of work and overtime
- Your rights as a worker
- Laws about pay

In Pictures (MS Office tutorials in pictures)

<http://inpics.net/>

In Pictures offers free online tutorials on MS office applications based mainly on pictures, rather than words. Reading is limited to one sentence per screen, and includes an image. For example, the image to the right is of the first page of the tutorial of the MS Word task 'Create a new document'. Each tutorial is a step-by-step walk-through of common MS Office task (including Excel, PowerPoint, Publisher, Word and Access).

