

# Through The Worker's Eyes

Developing Learning Activities with Work-Related Documents

A Guide for Workshop Trainers



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Developing Learning Activities with Work-Related Documents

## A Guide for Workshop Trainers

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for QUILL Learning Network

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With support and adaptation permission  
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## Background and Acknowledgements

This guide was produced as a resource for Ontario Literacy and Basic Skills (LBS) agencies to assist in delivering the workshop “*Through The Workers Eyes: Developing Learning Activities with Work-Related Documents*”. The guide is part of a trainer’s kit developed and distributed by QUILL Learning Network.

In 2005 QUILL was selected to appoint a representative to participate in a national training and certification course ‘*Workplace Materials Developer*’ offered by SkillPlan in conjunction with Human Resources Development Canada (HRDC) and the BC Construction Industry Skills Improvement Council. Cindy Davidson participated in and completed the course.

The material was adapted, with the support of SkillPlan, to meet the needs of an Ontario LBS field and a series of workshops called *Through the Worker’s Eyes* were delivered by QUILL to LBS practitioners between 2006 and 2008.

Trainers have committed to use this guide and deliver the workshop in literacy network regions across Ontario in an effort to:

- contribute to building the capacity of workforce and workplace literacy instructors
- provide instructors with training, tools, and strategies for using authentic documents and developing learning activities
- increase awareness of national Essential Skills initiatives and resources in Ontario such as the *Measure Up* website which in turn will support practitioners as the Learner Skill Attainment initiative is instituted

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## How to Use This Guide

This guide is part of a trainer's kit that includes

- » **Through the Worker's Eyes: Developing Learning Activities with Work-Related Documents** workshop presentation slides (saved in Powerpoint on the USB drive)
- » **Through the Worker's Eyes: Developing Learning Activities with Work-Related Documents** activity handouts and supporting documents (saved in Word or pdf format on the USB drive)
- » A copy of SkillPlan's Developing Work-related Learning Activities manual
- » 25 promotional rulers for Measure Up website
- » Certificate of Training from train-the-trainer session

All the materials listed above are resources for the trainers delivering the workshop to Literacy & Basic Skills practitioners. It is hoped the design and format is easy-to-use and will increase the efficiency and effectiveness of the training, not just in the workshop delivery, but also in preparation for delivery.

Trainers are encouraged to deliver the workshop in a way that is comfortable and authentic for them. When delivering the workshop, trainers may choose to print a master copy of the PowerPoint slides; or to work directly from notes on the computer screen; or from a combination of both. It is recommended that this guide be used as part of the preparation and delivery as it includes additional information about the topic, strategies, and guidelines around timing.

It is divided into two sections and an appendix.

## Section 1

Section 1 includes a separate page for each workshop slide. As the trainer moves through each slide when delivering the workshop, the corresponding page in this guide can be used to facilitate through the workshop.

On each page, a combination of icons appear that represent information, supports and guidelines for the trainer to help in the workshop delivery.

### They include:



The slide icon represents a copy of the slide from the workshop which is contained on the USB drive and saved in PowerPoint format. The information on the slide that appears on a screen for workshop participants is the exact information that appears on the page of the guide. As slides get changed, the trainer turns the page.



The pencil icon represents guiding notes for the trainer to refer to when presenting the workshop. The notes are for the trainer only and it is suggested the trainer read through the notes when preparing for the workshop but also refer to them when presenting the workshop to provide further context for the workshop participants. The trainer may choose to copy the notes in this guide to the notes section of the PowerPoint presentation (found on the USB drive provided with the trainer's kit) or may choose to change, delete or enhance the notes with his or her own notes.



The clipboard icon represents handout(s) to be distributed at this point in the workshop. The handouts are included in this guide in Section 2 and are also found on the USB drive provided with the trainer's kit. The handouts appear in Section 2 in the order they are to be used in the workshop. Most of the handouts are documents and activities that are part of the workshop, though some are enhancements to the workshop such as an example of an Essential Skills profile (Handout 1) and the workshop evaluation form. Trainers can choose to print the necessary number of handouts they need for their workshop(s) directly from the USB drive provided or they may choose to photocopy them from the master copies provided in Section 2. Because several handouts are used in this workshop, trainers may choose to print them on different coloured paper to break up all the 'white'. The trainer can decide whether to distribute all the handouts at the same time as part of a package for the workshop participants or as they are referenced in the workshop.



The watch icon represents any special guidelines or instructions related to timing of an activity within the workshop. The workshop is designed to be delivered in 3 hours, taking into account breaks, etc. When the 'time' icon appears it is a check-in for the trainer to ensure they are on track. It indicates the amount time to allow for discussion, activity, reporting back, etc. It may also suggest where a trainer can add or delete information to make up for lost time or slow the pace.



The magnified fingerprint icon represents a specific piece of information that may enhance the training delivery. It could be a suggestion for further explanation of information presented or a possibility for addressing a challenge that may come up. Trainers should read through all the tips as part of the preparation of the training and may also choose to repeat information during the workshop.

## **Section 2**

Section 2 includes all the handouts required in the delivery of the workshop. They appear in the order they are referenced and are to be used in the workshop. The handouts can be copied directly from the guide or they can be printed from the USB drive included in the trainer's kit.

In most cases, the handouts have been copied and/or adapted from SkillPlan's Developing Work-related Learning Materials manual. Trainers have been given a copy of the manual and may benefit from reading through the manual to gain more insight about the particular handout or activity. In many cases the activity has been modified to suit an LBS field, lower level learners, and a condensed workshop format.

Trainers may opt to use different handouts, but need to be aware this will result in a need to change workshop slides and activities.

## **Appendix**

The appendix includes a sample evaluation form and a sample promotional flyer. These have been adapted from the ones used in QUILL's workshops. Trainers may use these or opt to design their own. These are also found on the USB drive.



## Tips for Trainers

1. Training is most effective when delivered to a group size between 12-25. Any more can be hard to control and any less may not be cost-effective.
2. Ice breakers need to serve a purpose and have no wrong answer.
3. Avoid having everyone introduce themselves as this can eat into precious workshop time. Instead, have name tags for everyone, have people introduce themselves in small group activities or build introductions into an ice breaker.
4. Build in at least one 15 minute break in a 3-hour workshop, in addition to the natural breaks that occur during activity work.
5. Tuesdays are the best day for delivering training and mornings are better than afternoons.<sup>1</sup>
6. Try to have the training appeal to different learning styles of participants by ensuring there are hands-on activities, that there is a combination of listening and talking, and by moving around the room, making eye-contact with everyone at least once.
7. Remember in every training there are three distinct groups of people:
  - a. Learners – they are keen and are there because they are interested in the topic
  - b. Vacationers – they are there because it's better than going to work and there's usually food
  - c. Prisoners – they are there because someone told them they had to be or should be
8. Ensure there is some kind of refreshment and light snack (see 7b)! At a minimum coffee and tea with muffins or cookies. Even better water, juice, herbal tea, fresh fruit.
9. Ensure the room has good ventilation, comfortable seating and is well-lit.

<sup>1</sup>*From How To Design a Training Program. Padgett Thompson.*

10. Check all your equipment prior to the session to make sure you have enough battery power, back-up copies of your presentation (in case you end up needing to use another computer), extension cords, batteries for projector remote control (if using) and mouse, etc.
11. Arrive at least 30 minutes before you are set to present. Have everything set up and ready to go so you can welcome people as they arrive.
12. Have an appropriate workspace for you to set up your notes and other resources used.
13. Have a brief biography of information on your credentials and background as it relates to the training....participants just need to know you are qualified they don't need to know about your experience in college, your first job at a diner or your dog.
14. Have all handouts ready and organized so that you are prepared and don't have to waste time looking for documents.
15. Circulate through the groups when they are working on activities, but don't hover and avoid jumping in and participating in discussion. Be available to answer questions or clarify the activity and discreetly get groups back on track if they start talking about their weekend plans.
16. Remember that not everyone is going to agree with everything that is presented in the workshop. Allow everyone to voice their opinions (respectfully of course). Do not get dragged into a debate or argument. Refer to the research and credentials of the training developers, agree to disagree and move on. In some cases, and if time allows, put the issue out to the large group to see if anyone else has something to offer or contribute to the discussion.
17. Be welcoming of participant comments and questions, but be aware of the time and relevance to the workshop topic. Find discreet ways to steer conversation back to the workshop or let people know you are happy to discuss further on the break or after the workshop.




18. Build in enough time for participants to complete evaluations during the training. Once people leave the room they rarely follow up with evaluations. Provide incentives if possible, such as having a draw for a chocolate bar, plant or free resource.
19. Start and end the workshop on time whenever possible. Allow for a 5-minute delay in start time if a majority of the participants are not yet present, but always ask those who are present for permission to delay the start time. Catch up late arrivals on a break or during an activity so others don't have to sit through the material again. Though not ideal, skip through some slides or cut back on activities so as not to go over the end time.
20. Be available to participants after the training. If you aren't able to stick around for discussion or questions leave people with your contact information so they can follow up if they have questions later.



# Section 1

## Workshop Slides and Notes





## Through the Worker's Eyes Developing Learning Activities with Work-Related Documents



### **Handout**

Workshop slides.  
Participants can follow along and make notes as needed.



### **Notes to guide your presentation of this slide**

Introduce yourself as a the trainer and provide info about your background.




### **Time**

This workshop is designed to take approximately 3 hours, including a 15-minute break.



### **Tip**

Let participants know any housekeeping issues at this time, such as where washrooms are, how you would like to handle questions, etc.



## Workshop framework

- » What's the point?
- » Review of Essential Skills
- » Step 1: Collecting work-related documents
- » Step 2: Developing worker-focused learning activities
- » Step 3: Deciding instructional focus and creating steps to the answers

**Adapted from** 'Developing Work-Related Learning Materials'. SkillPlan BC 2007



### Notes to guide your presentation of this slide

- Review the agenda with participants.
- Explain this workshop was developed by QUILL Learning Network and adapted from the Developing Workplace Activities curriculum project of SkillPlan BC.
- Information on slides, templates of activities and handouts have been adapted from 'Developing Work-related Learning Materials' a resource of SkillPlan BC.



Don't spend more than 15 minutes on an icebreaker. If you have a large group, consider having the participants do introductions in small groups or pairs.








### Handout

Show them your copy of SkillPlan's 'Developing Work-related Learning Materials' and that they can access a copy themselves through the Measure Up website (to be given at the end of the workshop).



### Tip

If you want to have an ice-breaker activity, this would be the time to do one. One idea is to have people state their expectations for the workshop.

	<h2>What's the point?</h2>
	» learners with employment goals are motivated by work-related activities
	» learners may have work experience but lack strategies for learning
	» learners may have no work experience and need applications to make learning meaningful
	» learner Skill Attainment (LSA) is linked to Essential Skills



### Notes to guide your presentation of this slide

- This slide makes the link between the purpose of the workshop and developing worker-focused activities and learners in programs who have employment goals.
- Using workplace documents and developing workplace activities is a key part of offering a workforce literacy program.



### Tip

Remind participants that the mandate of the LBS program is to increase employability skills of adults and that preparing adults for the workplace is one of the transition points within an LBS program.



## Learner Skill Attainment

- » skill attainment (progress) is one way to measure success of program effectiveness in a CIPMS model
- » LSA measures and reports learner progress and gains in Essential Skills
- » currently focusing on four domains—Reading Text, Writing, Document Use and Numeracy



### Notes to guide your presentation of this slide





- This slide reminds participants about the Learner Skill Attainment Initiative of the Ministry of Training, Colleges and Universities.
- This workshop is focusing on developing activities and collecting materials related to Document Use because the LSA looks at progress learners make in the ES areas of Reading Text, Writing, Document Use and Numeracy and because LBS practitioners often cite Document Use activities as challenging to develop



### Tip

Ask participants if they are familiar with the Learner Skill Attainment Initiative (LSA). If a majority of people aren't familiar with this, suggest they talk to the MTCU consultant or their regional literacy network staff.



	<b>Why work-related activities?</b>
	» workers usually have a purpose for reading on the job
	» workers do activities throughout the day and often use materials to complete them
	» work-related activities in a learning program simulate tasks that workers do on the job
	» allows learners to build and practice skills




**Notes to guide your presentation of this slide**

- This slide makes the link between jobs and tasks workers do and tasks and activities learners can do in a literacy program.
- A true workforce literacy program mirrors activities that occur in the workplace.
- Throughout the workshop you will talk about activities and tasks interchangeably and they mean the same thing and they should simulate the types of tasks workers do on the job.



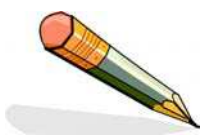
**Tip**

Provide examples of on-the-job Document Use activities such as reading a safety manual to learn a procedure; checking a shift-schedule to find out when they work next; or deciphering a label on a product.



## Review of Essential Skills

- Reading Text
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Continuous Learning
- Computer Use
- Thinking Skills
  - Problem Solving
  - Decision Making
  - Critical Thinking
  - Job Task Planning and Organizing
  - Use of Memory
  - Finding Information



### Notes to guide your presentation of this slide

- This slide provides a review of the nine Essential Skills developed, used and promoted by Human Resources Skills Development Canada (HRSDC).
- The sub-set of skills included under Thinking Skills are also listed.
- This workshop will focus on Document Use skills, although it will be clear to participants that domains often overlap, as do the skills required in most learning activities. For example, learners can be practicing their Document Use skills, but while completing the activities they will also be using other skills such as Reading Text, Writing, Numeracy, etc.



### Tip

Before reviewing the list in any detail, ask participants how familiar they are with the Essential Skills. This will give you a sense of what stage your participants are at in terms of working in a workforce-literacy program environment. Practitioners who are familiar with Essential Skills are more advanced in terms of workforce-literacy than those who aren't as familiar with the list.



## Essential Skills profiles

- » profiles are linked to almost 300 occupations
- » entry-level to professional level jobs
- » examples of typical tasks and complexity levels of Essential Skills used on the job
- » standard format
- » common language



### Notes to guide your presentation of this slide

- This slide reviews the HRSDC Essential Skill definition of Document Use. It also shows what LBS outcome this definition relates to.
- Tell participants that NOC codes (National Classification Occupation) are assigned to hundreds of occupations and each ES profile has a NOC Code.



### Handout

If you have chosen to print a copy of the Cook Profile, it can be distributed now. If not, let participants know they can go online and view, download and print profiles.



### Tip

If you are delivering your presentation in a location where you can access the internet, consider going to the ES website and view a profile online rather than printing the lengthy documents.



## Document Use

- » Refers to tasks that involve a variety of non-text documents such as signs, labels, lists, tables, schedules, forms, graphics, drawings, sketches, prints, diagrams, schematics, maps and other information displays.

### LBS Outcome

Overlaps in several areas—reading charts and maps, filling in forms, etc.



## Notes to guide your presentation of this slide

- This slide reviews the HRSDC Essential Skills definition of Document Use. It also shows what LBS outcome this definition relates to.
- This highlights to participants that when they are teaching learners this particular LBS outcome they are also teaching to the skill of Document Use and visa versa.



## Tip

Share with participants that most practitioners say that Document Use learning activities are the most difficult to develop and yet almost all jobs require Document Use skills.



## Steps to take

1. Collect work-related documents
2. Develop worker-focused learning activities
3. Decide on an instructional focus




### Notes to guide your presentation of this slide

- This slide outlines the three steps involved in developing worker-focused learning activities.
- The steps will be outlined in more detail throughout the workshop.



### Tip

Tell participants that these steps are the same to follow whether they are developing learning activities for Document Use or Reading Text or Numeracy, etc.



## Step 1: Collect work-related documents

- » include manuals, reports, memos, schedules, graphs, maps, diagrams, tables and information sheets workers use on the job
- » may have text and graphics, just text or just graphics
- » small as receipt used by clerks or large as building site plans used by construction workers
- » collect from people in the occupation you are researching and ask how they are used on job



### Notes to guide your presentation of this slide






- This slide highlights the range of documents and materials found in workplaces and the importance of providing variety in the documents collected and used for learning activity development.

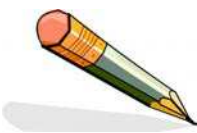


### Tip

Consider showing some samples of different work-related documents at this stage. A photograph that accompanies a recipe is a good example of non-traditional document that is used by cooks because they often not only have to follow the recipe instructions but also have to try to replicate the presentation when creating a dish.



	<h2>Collect documents continued</h2>
	» go to work sites, company websites, places where you are a customer
	» have learners involved in the process
	» access contacts from your board, employment stakeholders in your community and within your own agency
	» explain the purpose of collecting materials








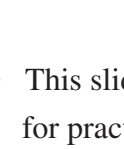
### Notes to guide your presentation of this slide

- This slide helps identify the variety of sources and contacts practitioners can call upon to collect documents.
- When collecting documents from employers be sure to let them know the purpose and ask for written permission if necessary.



### Tip

Permission is usually only needed from employers if you plan to publish or post the materials you have collected. If this is the case, practitioners may want to have written permission from the employer. Templates for permission forms can be found in the SkillPlan manual *Developing Work-related Learning Materials*

	<b>Good documents are:</b>
	» authentic—actually used on the job
	» well-written and well-designed
	» useful for replicating several job tasks
	» are visually interesting
	» generic—found everywhere; used by general public



### Notes to guide your presentation of this slide

- This slide, and the ones that follow, provide characteristics for practitioners to look for when collecting documents.
- This is when it's important to start looking 'Through the Worker's Eyes' to find documents that lend themselves to the development of good learning activities.



### Tip

Let practitioners know that there are hundreds of good documents that meet this criteria on the Measure Up website which will be provided at the end of the workshop.



## Good documents do:

- » address the skill, job or learning outcome being worked on
- » expand on general knowledge
- » not require context or background about the workplace for the learner to complete the task
- » integrate different Essential Skills



## Notes to guide your presentation of this slide

- This slide introduces the concept that documents are used for a purpose on the job and therefore must also be used for a purpose in a learning activity.
- Any document that helps a learner work on and improve a skill, but also provides some knowledge about the job, is a good document for learning activities.



## Tip

Remind participants that just as we don't learn in silos of Document Use, Reading Text, etc. on-the-job tasks also don't separate out by skill. While the workshop is focusing on Document Use skills, it's natural that the materials collected will lend themselves to activities related to other Essential Skills.



## Good documents do:

- » reflect typical tasks workers do frequently on the job
- » comply with current standards (i.e. First Aid)
- » add to your collection that provides a full range of information displays (charts, tables, drawings, etc.)



## Notes to guide your presentation of this slide

- This slides introduces the concept of authenticity of documents as they relate to workplace environments.
- It's important to find materials that are used frequently, relate to the tasks expected of the worker and that you have an understanding of how the document is used on the job.
- Be sure any documents collected that make recommendations, provides advice or lists information related to health and safety is up-to-date if possible. Or they should contain a clarifying statement that states you do not take responsibility for the information provided in the document.



## Tip

Suggest to the participants that they may want to create a binder or file in their agencies where documents are housed and are sorted, not just by jobs, but also by skills required (i.e. Document Use) and type of document (i.e. graph) so that other practitioners can access and use them with other learners.



## Avoid documents that are:

- » too technical-choose only if typical to the job
- » several pages long-choose specific sections equal to one page
- » not gender and culturally balanced
- » bi-lingual-which add level of difficulty for learner



## Notes to guide your presentation of this slide

- This slide discusses documents to avoid because they can be distracting, too challenging or not relevant to the learner.
- It's important for the learner to have 'buy-in' when looking at the document because they will become more engaged in the learning process. If a name or business used in a document does not reflect the culture, gender and geographical location of the learners they will not connect to the document or the learning activity.



## Tip

When collecting documents and forms that require the worker to enter information it's a good idea to have some blank ones but also ones filled in as this can lend itself to different activities (i.e 'Has the clerk entered all the required information on the form?'). However, when filling in forms be sure to use fictional information that still reflects the culture, gender and geography of the learner.



## Making changes to documents

- » retype misspelled words
- » retype hard-to-read font
- » change the names of real people if requested and replace with names that sound authentic
- » watch for localized jargon, especially if these terms are key to understanding the document



### Notes to guide your presentation of this slide

- This slide addresses the confusion, and sometimes controversy, about keeping documents authentic.
- What's important is that the document is not changed so drastically that it would be unrecognizable if the learner was presented with it on the job or if it's changed to fit with a learning activity that doesn't reflect how it is used on the job.
- Making changes to have the document more legible, easy-to-read and error-free does not usually jeopardize its authenticity.



### Tip

If technical language or jargon is essential to understanding the document and completing tasks with it, then consider explaining or defining the terms as part of an attachment to the document.





## Document checklist

- ☑ information is displayed in format typical of documents for the occupation
- ☑ satisfies the instructional purpose
- ☑ visually interesting
- ☑ contains enough info to allow someone not familiar with the job to use it








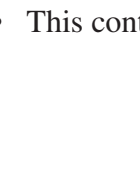
### Notes to guide your presentation of this slide

- The next few pages are the checklist for the practitioner related to Step 1—collecting documents.
- This checklist recaps information that has appeared on previous slides.



### Tip

Suggest practitioners may want to reprint the checklist to a one-page document to keep handy in their classroom as an easy access reference for collecting materials

	<b>Document checklist continued</b>
	<input checked="" type="checkbox"/> has potential for reading, writing, document use and/or numeracy tasks
	<input checked="" type="checkbox"/> is authentic
	<input checked="" type="checkbox"/> minor errors such as misspelling corrected
	<input checked="" type="checkbox"/> permission received by employer to use; approval given/names changed if needed
	<input checked="" type="checkbox"/> has Canadian content



### Notes to guide your presentation of this slide

- This continues to recap information shared on previous slides.



## Activity 1A: Is this a good document?

As a group review the strengths and weaknesses of Purchase Order Form (side A)



### Notes to guide your presentation of this slide

- It is now time for the first activity of the workshop. This activity has two parts. The first part is done as a large group.
- Participants are not expected to do any work on their own for Part A of the activity. You will review the strengths and weaknesses of the document to orient them to the review process (covered on next slide).



### Time

You'll want to ensure the first activity occurs within the first hour of the workshop so participants do not become restless.



### Handout

Participants will be reviewing the handout *'Handout 2:Activity 1A: Is this a good document?'* Distribute the handout now if it hasn't already been provided to participants in a package. Have them look at Side A Purchase Order Memo.



## Activity 1A Review

Document strengths	Document weaknesses
<ul style="list-style-type: none"><li>• Content is not technical</li><li>• Heading and special notes are in bold</li><li>• Font is legible</li></ul>	<ul style="list-style-type: none"><li>• Content seems personal, not occupation specific</li><li>• Content is limited to development of simple tasks</li><li>• Context of the document difficult to establish</li></ul>



### Notes to guide your presentation of this slide

- This slide provides the information that orients the participants to strengths and weaknesses of a document.
- This sets the stage for them doing the next part of the activity on their own.



### Handout

Participants are following along while looking at *'Handout 2:Activity 1A: Side A Purchase Order Memo.'*



### Tip

Do not spend too much time debating the characteristics of this document as you want to allow for as much time as possible for participants to do the second part of the activity. Not everyone will agree with what makes a document a good document to use and that's okay. Always emphasize that the documents used are from the SkillPlan website and resource guide and have been vetted by a wide range of practitioners.



## Activity 1B: Is this a good document?

In pairs review Employee Handbook document (side B):



What are the strengths?

What are the weaknesses?

5 minutes



### Notes to guide your presentation of this slide

- Participants will now have an opportunity to go through the previous exercise in pairs. This allows them a practice opportunity for determining when a document is a good document for developing learning activities.
- They can reference the previous slide as well as the ‘good document’ checklist to help them with the activity.
- Have the group get into pairs or groups of three.



### Time

In their pairs or small groups they will have five minutes to come up with a list of strengths and weaknesses of the document.



### Handout

Participants will be using the handout ‘*Handout 2: Activity 1B: Is this a good document?*’ which has already been distributed. Have them look at Side B Employee Handbook.



### Tip

Circulate through the room to ensure people are on task.

<b>Activity 1B Review</b>	
<b>Document strengths</b>	<b>Document weaknesses</b>
<ul style="list-style-type: none"> <li>• Information is organized with headings and paragraphs</li> <li>• Important information is different from rest of the text (upper case, underlining)</li> <li>• Educational value; content teaches about workplace</li> <li>• Authentic in appearance</li> </ul>	<ul style="list-style-type: none"> <li>• Print is difficult to read</li> <li>• Text continues onto another page; adaptation is necessary if document is several pages</li> <li>• Upper case letters are more difficult to read, although they are commonplace in documents</li> </ul>



### Notes to guide your presentation of this slide

- This slide provides the review for the activity.
- Once the five minutes is up direct the participants to the slide for the answers.
- Based on the strengths of the document suggest this as a good document to use for developing learning activities.
- Allow participants to add to the list you have developed and share their thoughts.



### Time

If the workshop is moving along quickly you may want to have the groups report back on their findings prior to reviewing this slide.



### Handout

Participants are following along while looking at *'Handout 2/ Activity 1: Is this a good document?'* Side B Employee Guide.



### Tip

It's important to get participant feedback but again be careful not to get pulled into a debate. If people don't agree it is a good document, agree to disagree and move on. Point out that sometimes we are turned off documents because of their layout, font, etc. and are tempted to not use them, however, clear language is not always a strength of the workplace. If this is what a document looks like and a worker is using it often then the learner needs to get used to that!



## Step 2: Developing worker-focused learning activities



**At the workplace, the worker's job is to complete a series of tasks.**

Workers may:



» enter information on a form



» locate information in a manual

» check dates and times on a schedule



### Notes to guide your presentation of this slide

- This slide begins the next part of the workshop where practitioners will start to learn about developing activities.
- The link is made between activities in the classroom and activities on the job.
- We are making the learner conscientious of all the 'unwritten' tasks workers do throughout a work day.



### Time

If the workshop has been moving smoothly and on track you are likely about one hour into the session at this stage. This will depend on how much time you spent on ice breakers and if the activity progressed on time.



### Tip

Ask participants if they have any questions about collecting documents before moving on to the next step in the process.



## Developing activities

- » Learning activities should replicate worker tasks. To check if a learning activity has a worker focus **-is being developed through the worker's eyes-** ask the question:

“Does the worker do this task on the job?”



### Notes to guide your presentation of this slide

- You will repeat this mantra throughout the workshop, but it stresses the importance of developing learning activities that simulate activities workers do throughout their day.
- This will begin to put Essential Skills in context for the learner.



### Tip

Remind the participants that this is why it's important when collecting documents to find out how they are used on the job. This doesn't have to be cumbersome or time consuming. Learners can interview people in the jobs as an assignment or you can have workers from the occupations come and speak to the class.





## Helping with development

- » talk to workers from the job to find out about typical workplace tasks and how documents are used on the job
- » use the NOC and Essential Skills Profiles online to learn about skills used in jobs
- » find examples of reading, document use, writing and numeracy tasks workers typically do on the job



### Notes to guide your presentation of this slide

- This slide highlights the importance of understanding the different jobs workers do and how documents are used.
- Many of the resources highlighted in this workshop and available on websites provide that information and context so that it doesn't have to be a time-consuming process.
- While the workshop is focusing on Document Use skills, other activities can be developed using the same templates and steps presented in this workshop.



### Tip

If you distributed an Essential Skill profile as a handout in the workshop, refer to the information provided about the tasks workers do in that occupation and how skills are used on the job. This can often provide ideas for learning activities.



## Three parts to an activity

1. The task (or question)
2. The related document
3. The purpose for learning




### Notes to guide your presentation of this slide

- This orients the practitioner to the set-up of developing an activity.
- Most activities are ‘unwritten questions’ that a worker answers throughout the day. Learning activities are referred to as tasks or questions in this workshop.
- Just as we like to know why we are doing certain tasks at work, learners need to understand the purpose of the learning activity and how it relates to on-the-job tasks. This will engage the learner in the learning process and make it more relevant.



### Tip

Provide an example to the participants that shows how relevance makes learning more successful. For example, when teaching learners how to trouble-shoot on a computer or navigate through a Windows environment it helps the learner understand that they can move from job to job (or program to program) and feel comfortable in front of a computer because they have learned these skills and understood about transferring skills from one place to another.



### The task/activity

- » Develop a variety of Who, What, Where and How tasks.
- » Develop 3-5 tasks that vary in difficulty level.
- » Develop tasks with different types of response modes (i.e. list, highlight, enter).
- » Keep each activity independent of each other so the answer to one is not needed to complete the answer for another.



### Notes to guide your presentation of this slide

- This introduces the importance of variety in developing activities. Variety comes not just from the type of questions asked but also from the types of processing skills learners use to answer the question (scan, read, etc.) and the ways they are expected to respond (entering, circling, etc.).
- It's also useful to develop a series of activities from one document to form a larger lesson plan or to reach learners within one class who are at different levels



### Tip

Let participants know that by developing several activities that increase in levels then the same document can be used in a classroom with lower and higher level learners, thus addressing the problem we often perceive of having to collect different documents for different level learners.



## Linking activity to the document

- » Start with an activity that orients the learner to the document.
- » Follow with activities that direct the learner to the middle and bottom of the document.
- » With more than one activity, have them increase in complexity to scaffold learning.







### Notes to guide your presentation of this slide

- This slide emphasizes the importance of using the document as part of the activity. If the learner completes the questions without ever looking at the document then it's either not an authentic activity or not a good document.
- Practitioners need to understand that we don't want to develop activities that are too hard or seen as 'trick questions'. Providing a simple, orientation question to the document doesn't make it too easy for the learner, but instead lets the learner become comfortable with the document and practice the skills of using documents.



### Tip

The series of activities that increase in complexity can also be used in the assessment process. As learners are able to answer harder questions you can expose them to more difficult documents.

	<b>Explain the purpose for learning</b>
	» Give the learner some background information about the job.
	» Provide context for your activities-briefly explain tasks workers do on the job and how they use the chosen document.
	» Keep details (names, etc.) realistic or learner will doubt authenticity of the activity and could disengage in the learning.



### Notes to guide your presentation of this slide

- The learning activities need to engage the learner, be relevant to the job and realistic.
- Even when learners don't have a specific employment goal, developing realistic activities exposes them to different jobs and the skills required.
- The activities can be a form of career exploration as well as skill development.



### Tip

Essential Skills profiles provide descriptions of the occupations that give some background. The learning activities that have been developed and posted on SkillPlan's Measure Up website also contain a lead statement that provides background to the job (and purpose to the activity).



## Wording the questions

- » Avoid passive voice—using active voice makes task clearer.

What product number is entered into the computer?

vs.

What product number does the clerk enter into the computer?

- » Avoid gender or racial stereotypes.

Name the occupation instead of using he or she.



## Notes to guide your presentation of this slide

- In this slide, and the next few, examples are provided that outline good wording of questions.
- Sometimes we get frustrated when learners don't answer our questions correctly when we know they know the information. It sometimes has more to do with the wording of the question which can be confusing or misleading than the fact that they don't know the information.
- In the example provided for an active voice, it's not important what the question relates to or what the document is, it's simply just an example of wording that reflects a passive voice and an active voice.
- By naming the occupation it not only reduces the risk of gender or racial stereotypes but also forces the learner to think about the occupation and look at the task 'through the worker's eyes'.



## Tip

An example of using the occupation rather than he or she is seen in the same example on this slide as using the active voice “...the clerk.....”



## Wording the questions continued

» Avoid localized jargon in the activity-if it's critical to the job, explain it in the task.



» Break longer questions into several sentences.

Calculate the total price to charge if there is a 5% discount for new customers.

vs.

New customers receive a 5% discount off the total price. Calculate the total price with the 5% discount.



## Notes to guide your presentation of this slide

- This slides continues to provide examples of learning activities that are worded in a worker-focused and authentic way.



## Wording the questions continued

- » Avoid questions that require yes/no answers or encourage guessing. Tasks on the job rarely have multiple choice options.
- » Use words that match the level of the activity. 'Who, What, Where' suit low-level, while 'Why, How, Explain' suit high-level.



### Notes to guide your presentation of this slide

- This slide continues to show examples of authentic learning activities and also introduces how you can increase the level of learning activities through the wording of the questions.



### Tip

You may want to insert your own examples of questions that reflect the suggestions on this slide. You can refer to your own experience or use SkillPlan's guide to help you with examples.





## Requesting response modes

The type of responses you want should be similar to what is done on the job:



- » calculating a total
- » entering information on a form
- » highlighting or circling information



Underlining/circling avoids lengthy written responses which can increase complexity and chance of error.







### Notes to guide your presentation of this slide

- As we continue to stress the importance of having activities reflect tasks of the worker, this slide highlights the importance of having learners respond (answer) questions in different ways that also mirror how a worker would be asked to respond.



### Tip

Varying the response modes requested in activities is also another way to increase complexity and develop activities for different level learners. These suggestions are especially relevant when developing more than one activity or question from the same document...*it mixes it up!*

<b>Keep activities worker-focused</b>	
<b>Not worker-focused</b>	<b>Worker-focused</b>
   	<p>1. What is the title of this document?</p> <p>» It is an orientation question, but seems unrealistic. A worker is usually familiar with the document so finding the title is not necessary.</p> <p>» Workers need to know the purpose of the form to understand the background of the job.</p>







### Notes to guide your presentation of this slide

- This slide and the next few slides provide examples of not worker-focused questions and how they can be re-written to be more worker-focused.
- The points below the examples explain why the question needed to be re-worded and prepares the participants for the upcoming activity.



### Tip

It's not important that the participants have a context for these activities or a document to reference. The emphasis in these examples is on the wording and how re-wording them can make the activity more clear for the learner.

	Not worker-focused	Worker-focused
	2. Identify what must be 50 feet from the main building.	Where should construction sheds be located?
	» Why would a worker want to know what object or building is 50 feet away?	
	» More likely the worker is reading guidelines to learn about location of construction sheds and their distance from other buildings to ensure safety.	







### Notes to guide your presentation of this slide

- Examples continue to provide information to the participants to prepare them for the upcoming activity.
- Read example and the points on each slide.



### Time

If you are running short on time, you can skip through some of the slides and limit the examples to one or two.

	Not worker-focused	Worker-focused
	3. What policy number do you enter into the computer?	What policy number does the clerk enter into the computer?
	<p>» The learners completing the activity may confuse the worker's task with themselves as workers ("you" meaning the learner).</p>	
	<p>» Putting it into the context of a worker makes the activity more authentic and ensures learners are engaged.</p>	







### Notes to guide your presentation of this slide

- This small change may seem trivial to participants but it speaks to making the activity relevant to the learner and putting them in the position of thinking about the task from the worker's perspective and not their own.
- Even when the task reflects an activity on a job that the learner does not have as their own employment goal, but putting into the context of the worker then the learner feels they are learning something about that job or perhaps they are now able to relate more to someone they know who does that job.



### Tip

Tell the participants about research and studies that indicate when the learner hears or reads the activity from the perspective of the worker (i.e. the trucker or the clerk) a switch occurs in their brain that makes them be more engaged in the activity. As opposed to when it's worded as 'you' the learner subconsciously thinks "that's not me, I'm not interested".

	<b>Not worker-focused</b>	<b>Worker-focused</b>
	4. Name the five flavours that are embodied in the taste of this wine.	Servers are sometimes asked to describe the taste of wine. Highlight, underline or circle the section that has this description
	» The question needs to be framed as a work task. The server needs to find the area of the product label that has the required information.	
	» Locating the information, not the content, is important.	



### Notes to guide your presentation of this slide

- Another example of wording a question appropriately and also the importance of providing background information about the job and the purpose of the activity.



### Tip

At this point remind the participants that this highlights the variety of different documents that can be collected...such as wine labels!



## Activity development checklist

- ☑ Activity is authentic. The worker uses the document in this way on the job.
- ☑ Wording is clear and brief.
- ☑ Wording is appropriate for the difficulty level of requested information.
- ☑ Activities are varied, using a combination of How, What, Where, Name, etc.



### Notes to guide your presentation of this slide

- As with the previous section, the checklist is a recap of information that has been presented in previous slides and is a reference for the participants.



### Tip

Suggest to practitioners that they may want to reprint the checklist to a one-page document to keep handy in their classroom as an easy access reference for developing learning activities.



## Checklist continued

- Activities start with an orientation task
- Activities are ordered from least difficult to most difficult
- Activities are independent of each other
- Requested response is how the worker could complete the task on the job



### Notes to guide your presentation of this slide

- This is a continuation of information shared in previous slides about this section.



## Checklist continued

- Requested response modes are varied (highlight, circle, enter)
- Questions request open-ended responses, not yes or no answers
- Activities avoid specific gender
- Activities are written in the active voice
- Info (names, addresses) retains authenticity



## Notes to guide your presentation of this slide

- This is the last slide of the checklist which is a recap of the previous slides.





## Activity 2A: Learning activity writing review and practice



Review as a group the Fruit Cocktail Cake recipe and worker-focused activities developed.



### Notes to guide your presentation of this slide

- This first part of this activity involves working as a large group to review a work-related document and some samples of worker-focused learning activities (questions).
- Have them follow along with their printed copy and the following slides.



### Handout

At this stage they should be given Handout 3 Fruit Cocktail Cake recipe (side A) & Recipe tasks (side B) which has been copied double-sided.



### Tip

Remind participants this document and the activities are from the Measure Up website.



## Activity 2A: Review

1. What do you make with this recipe?
2. An example of a dry ingredient is flour. Highlight, underline or circle three more dry ingredients.
3. How will the cook change the recipe to make 48 servings?



### Notes to guide your presentation of this slide

- Following along with the handout review each question with the participants.
- See how the first question is an orientation question to the document.



### Handout

Participants continue to follow along with their copy of Handout 3 Fruit Cocktail Cake recipe, focusing on the tasks listed on side B



### Tip

Explain that these are authentic examples of tasks a cook would need to do if working in a large institution such as a nursing home, correctional facility or day care.



## Activity 2A: Review continued

4. The cook wants to use half the amount of sugar.  
How much sugar is needed?
5. Today there is one 100 oz. can of fruit cocktail in the storeroom. The cook will triple (x3) the recipe for today's cake. Calculate the portion of the can that will be needed.
6. The cook will be making this recipe several times, using a total of 100 oz. of fruit cocktail.  
Calculate the amount of flour that will be needed.



### Notes to guide your presentation of this slide

- Continue to follow along with the handout and review the remaining questions with the participants.
- See how the questions increase in complexity, again highlighting how the same document can be used in a group with different level learners where lower level learners can do the first couple activities while higher level learners may focus on the last few questions.



### Handout

Participants continue to follow along with their copy of Handout 3 Fruit Cocktail Cake recipe, focusing on the tasks listed on side B



### Tip

Point out to participants that they now have a complete package to use with learners who may be interested in the hospitality/cooking industry (the cook profile handed out at the start, this recipe and the activities.)



## Activity 2B: Writing practice

Work in pairs/small groups to re-write the activities linked to the tile setting product flyer.

Get through as many as you can in 10 minutes.



### Notes to guide your presentation of this slide

- Participants will now have a chance to re-write activities that are not so worker-focused.
- They can refer to the checklist shown earlier as well as the sample questions that were just reviewed.
- Have participants get into small groups or pairs to work on the re-writing together and let them know the answers will be reviewed as a large group.



### Time

Let the group know they have 10 minutes and they should attempt to re-write as many of the activities as they can.



### Handout




Distribute ‘*Handout 4: Activity 2B: Learning Activity Review and Writing Practice*’

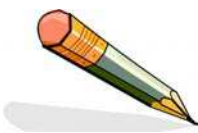
Tile-setting product flyer (side A) & rewriting question worksheet (side B) double-sided.



### Tip

Because you will be reviewing all the sample questions and providing re-write examples, to save time, you may want to assign one question per pair/group, but review them all as a large group.

	<b>Activity 2B: Review</b>
	1. Problem: The amount of information makes it more complex. The answer mode is not appropriate for the task. <i>Revision:</i> Circle the symbol used to show ‘Water Clean-up’
	2. Problem: Question does not have a worker’s point of view; the learner may confuse “you” with themselves as workers. <i>Revision:</i> Why would a tile setter install a correctly located test area?



### Notes to guide your presentation of this slide

- After 10 minutes bring the full group back together to review the re-writes.
- If you assigned one question per group then start with the first question and get the re-write example from that group and then review the answer on the screen, pointing out the problem with the original and the sample re-write.
- If all the groups worked on all the questions, ask for volunteers to share what they came up with.



### Time

Go through the re-writes quickly. If time is an issue, review the examples on the screen first and then ask if there is anyone who wants to share their example, but move on if there are no volunteers.







### Handout

Participants will be working from Handout 4 and reporting on their re-writes as they were recorded on side B. The revisions highlighted on the screen can also be recorded on this handout.



### Tip

As with other activities, do not get too hung up on different examples from the groups or if someone challenges the revised example. Let them know these are just one way to re-write the questions and other ways are fine as long as they follow the guidelines as provided in the checklist and previous slides.

	<h3>Activity 2B: Review continued</h3> <p>3. Problem: The learner could guess the answer (yes/no).</p>
	<p><i>Revision:</i> The tile setter applied the product at 8:30 am. At what time can the tile setter install ceramic tile?</p>
	<p>4. Problem: The product is used for designing unique floors for retail stores, malls, etc. but the question requires the learner to know background/geographical information (that Metroland is a mall). It also promotes a specific business.</p>
	<p><i>Revision:</i> Give a reason for using this product on the floors of a major shopping mall.</p>



### Notes to guide your presentation of this slide

- Continue to review the revisions and get samples from the groups.



### Time

Go through the re-writes quickly. If time is an issue, review the examples on the screen first and then ask if there is anyone who wants to share their example, but move on if there are no volunteers.



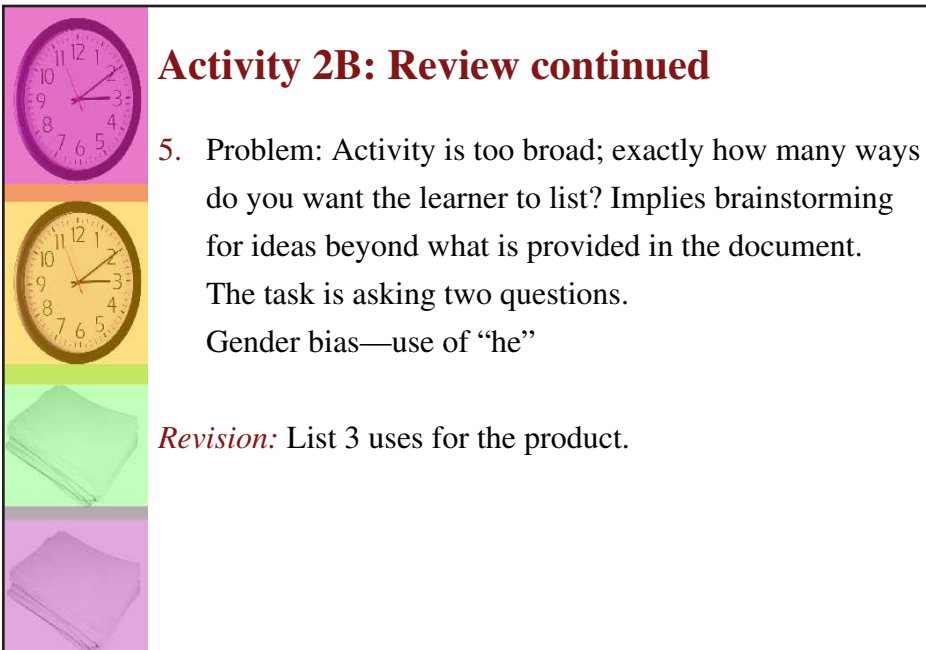
### Handout

Participants continue to work from Handout 4 and report on their re-writes as they were recorded on side B. The revisions highlighted on the screen can also be recorded on this handout.



### Tip

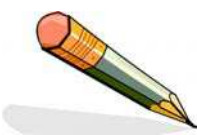
As with other activities, do not get too hung up on different examples from the groups or if someone challenges the revised example. Let them know these are just one way to re-write the questions and other ways are fine as long as they follow the guidelines as provided in the checklist and previous slides.



**Activity 2B: Review continued**

5. Problem: Activity is too broad; exactly how many ways do you want the learner to list? Implies brainstorming for ideas beyond what is provided in the document. The task is asking two questions. Gender bias—use of “he”

*Revision:* List 3 uses for the product.



**Notes to guide your presentation of this slide**

- Continue to review the revision and get samples from the groups.



Go through the re-writes quickly. If time is an issue, review the examples on the screen first and then ask if there is anyone who wants to share their example, but move on if there are no volunteers.



**Handout**


Participants continue to work from Handout 4 and report on their re-writes as they were recorded on side B. The revisions highlighted on the screen can also be recorded on this handout.



**Tip**

As with other activities, do not get too hung up on different examples from the groups or if someone challenges the revised example. Let them know these are just one way to re-write the questions and other ways are fine as long as they follow the guidelines as provided in the checklist and previous slides.





## Complexity level of activities

- » The response you want will determine the level of the activity.
- » The difficulty level of an activity depends on how easy or hard it is to find the answer.
- » Distracters can be intentionally added to an activity to increase complexity.



### Notes to guide your presentation of this slide

- Complexity levels of learning activities can be a workshop in itself.
- This slide highlights the various ways practitioners can influence the complexity level of an activity.
- The next few slides will address each of these strategies.
- The focus is to increase complexity for a purpose (i.e. assessment) not just to make it harder for ‘harder’s sake’.







### Tip

If practitioners are interested in learning more about the theory and strategies behind determining complexity levels they can look up the work done by Dr. Peter Mosenthal and Michael Hardt, experts in the field of adult education and literacy.



## Increasing complexity

	Action required	Description	Example
	Locate	Find the info requested in the activity	What is the price of one bag of oranges?
	Cycle	Repeat the same search or a similar search several times	List the names and file numbers of customers who paid by credit card
	Integrate	Compare and contrast info from 2 or more different sources	Compare the 2 lists. Which type of brush is better for painting on metal surfaces?
	Generate	Take info from 2 or more sources, including background info or inference	Explain why sales have decreased since the beginning of the month.



### Notes to guide your presentation of this slide

- This slide shows how the complexity of an activity can be increased based on the skills the learner has to use to find the answer.
- Lower level activities require simple processing skills such as locating, while a higher level skill requires a learner to generate a response based on information provided in the document, in the activity and perhaps in the background knowledge of the learner.



### Tip

Tell participants that the response they want will determine the level of the activity. Practitioners should decide on the response they want before they write their activity. If they want the learner to give the price of oranges (as shown in the chart on the slide), then they develop a 'locate' task.



## Low-level activities

- » Learner finds key words in the question and matches those same words in the document.
  - » Learner does not need to have a strong understanding of the document format to find the answer.
1. What is the customer's address?
  2. What is the model number of the part?
  3. When is the work shift finished?



## Notes to guide your presentation of this slide

- This slide provides information for practitioners who are developing activities for level 1 and perhaps level 2 LBS learner.
- For a less difficult task, locating one piece of information is usually all that is required.



## Tip

Use key words as a strategy to help lower level learners. It means the answer you require from the learner is not only stated in the question, but can also be found in the document. Using question 3 as an example, 'work shift' are the key words. It's used in the question, it should appear on the document that is being used and it is the answer that is requested.



## High-level activities

- » Learner must locate multiple pieces of information.
  - » Learner must compare info from different areas of the same document.
  - » Learner must generate information.
1. Calculate the new total after 5% discount.
  2. Give a reason why this method should be recommended.



## Notes to guide your presentation of this slide

- This slide highlights the strategies used in developing higher level tasks for LBS learners at the 3-5 level.
- For more difficult tasks, several pieces of information are usually needed before the learner can get to the answer.



## Tip

Remind participants that complexity is built on a hierarchy of cognitive processing. The more thinking involved, the more difficult the question.



## Distracters

- » no distracters in (least complex)
- » multiple items in a list/similar headings (complex)
- » information given and needed appears in different formats on the document other than where the answer appears (more complex)



### Notes to guide your presentation of this slide

- The use of distracters in an activity is a strategy for increasing complexity; it is not to intentionally fool or trick the learners.
- In traditional academic tests, where multiple choice questions are used, it is often common to throw in a response that is not right but is similar to the actual response. This is an example of a distracter used intentionally to fool the learner and is not an effective way of teaching.
- There should be no distracters in activities for lower level learners.
- Effective use of distracters for higher level learners would be using a key word in the activity that appears several times in the document so it requires the learner to locate all the key words, and eliminate until the correct answer is found.



### Tip

Add a distracter to an existing learning activity to make it into a demonstration that can assess whether a learner who got the original task correct is progressing onto another level.



### Activity 3: Activity difficulty levels

In pairs/small groups use the housekeeping work sheet to put the activities in order of difficulty.



The first activity should be the easiest for the learner to complete, the last task should be the most difficult.

Take 10 minutes



### Notes to guide your presentation of this slide

- The participants are now ready to try assessing the difficulty level of some sample activities.
- Larger groups can be used for this activity if necessary.
- Participants should refer to the information in the previous slide to rate the complexity and to remember the first activity should be the easiest and the last the most difficult.



### Time

Give the groups ten minutes for this activity and then incorporate a ten minute break as well so that if groups finish quickly they will have a longer break. The workshop should be about 2/3 complete at this stage.



### Handout

Distribute 'Handout 5: Activity 3: Activity difficulty levels' housekeeping work sheet (side A) & task Difficulty Level worksheet (side B) double-sided. Instructions for the activity are also located on side B.



### Tip

Because this is third time you've put participants into groups for an activity, switch it up so there are different people working together which encourages more networking.



### Activity 3: Review

**First: Who is Erick's work partner?**

Answer: Matt

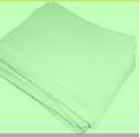


First because it orientates the learner to the fact that teams are made up of two people and teams are assigned team numbers.

**Second: Highlight or circle the rooms that Kris and Daryl need to tidy.**

Answer: 121, 126, 127, 128, 129, 130, 132

Requires the learner to integrate info about team number on one side of the document with the room assignments on other side of document



### Notes to guide your presentation of this slide

- This slide and the ones that follow provide the answers to the activity that you will review as a large group.
- For the review process in this activity, simply just point to the answer on the slide and ask for a show of hands to see how many in the room also came up with the same response. Review the reasons why the task has been assigned the order it has.
- The experts and practitioners at SkillPlan assigned the order.



### Handout

Participants are following along with their copy of Handout 5, working from their responses on side B and making note of the correct answers on the sheet as they are revealed.



### Tip

As with other answers to the activities, don't get hung up on the fact that someone might disagree with the order.

If everyone came to the same conclusion that would be evidence of true 'common assessment' which we are still working on as a literacy field!



### Activity 3: Review

**Third: Res rooms are reserved. Guests for these rooms expect their room to be ready when they arrive. Which room should Amy's team clean first?**

Answer: 268

More difficult than second activity. The learner finds the rows with the rooms the team needs to tidy, and then locates information within the rooms.



### Handout

Participants are continuing to follow along with their copy of Handout 5, working from their responses on side B and making note of the correct answers on the sheet as they are revealed.



### Notes to guide your presentation of this slide

- Continue to review by reading the answer on the slide and asking for a show of hands to see how many in the room also came up with the same response. Review the reasons why the task has been assigned the order it has.
- The experts and practitioners at SkillPlan assigned the order.



### Activity 3: Review

**Fourth: Some room attendants are responsible for inspecting rooms that are VC Res. Some guests have requested an early check in at noon. List the rooms that these room attendants should inspect first.**

Answer: 115, 143, 144, 145, 146

Involves integrating information from activity with the document. Learner needs to understand that rooms with an early check in need to be inspected first.



### Notes to guide your presentation of this slide


- Continue to review by reading the answer on the slide and asking for a show of hands to see how many in the room also came up with the same response. Review the reasons why the task has been assigned the order it has.
- The experts and practitioners at SkillPlan assigned the order.



### Handout

Participants are continuing to follow along with their copy of Handout 5, working from their responses on side B and making note of the correct answers on the sheet as they are revealed.




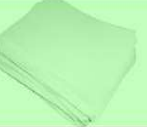

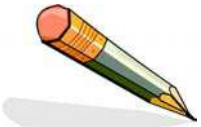


### Activity 3: Review

**Fifth: Gone in the Check Outs section means the guest has checked out. Which room will Dom’s team clean first?**

Answer: 140

Final, and most difficult, activity because it involves integrating info from different sections of the document, as well as using background knowledge. (Cleaning rooms while the guest is still using the room could mean additional cleaning after the guest leaves.)

### Notes to guide your presentation of this slide

- Continue to review by reading the answer on the slide and asking for a show of hands to see how many in the room also came up with the same response. Review the reasons why the task has been assigned the order it has.
- The experts and practitioners at SkillPlan assigned the order.



### Handout

Participants are continuing to follow along with their copy of Handout 5, working from their responses on side B and making note of the correct answers on the sheet as they are revealed.



### Tip

Emphasize that this activity does not assign LBS levels to the tasks, it simply just lists them in order from easiest to most difficult. It can be estimated that the first activity is an LBS level 1 and the last could be an LBS level 4 or 5. When viewing these tasks and answers on the Measure Up website, levels are assigned, but they are IALS levels not LBS levels.



### Step 3: Decide on instructional focus



Learning activities are developed to:

- » assess skills and measure progress
- » practice skills
- » explore employment goals and match learner skills to job skills



### Notes to guide your presentation of this slide

- This slide kicks off the last step of developing learning activities and you are heading into the last part of the workshop. Ask if there are any questions at this point before starting into this section.
- This slide highlights the three main reasons why or how learning activities are used in a program.
- The next few slides will look at each purpose.



### Time

By this stage of the workshop, you should have taken a break, and have less than an hour left.



### Tip

Emphasize to the participants that it's important they know the purpose of their learning activity before they use it with a learner and it's equally important to explain the purpose to the learner. It answers the question all learners have which is "why am I doing this?"



## Assessment

- » Learners and practitioners measure progress by assessment.
- » Learners demonstrate skill achievement by successfully completing learning activities.
- » Practitioners adjust learning activities to scaffold learning from one level to the next.



### Notes to guide your presentation of this slide

- Learning activities are not formal assessment tools but they are a way to determine progress and levels.
- When a learner consistently answers lower level activities correctly that is an indication they are ready to try higher level activities.
- In the same way, when a learner correctly answers activities they did not previously answer correctly then it indicates the learner has made progress.



### Tip

Tell practitioners that sample learning activities can be used as part of the initial intake assessment process, but should be used in conjunction with formal assessment tools.



## Practice skills

- » Activities may be developed to practice skills such as Reading Text or Document Use.
- » Activities may be developed to practice applications such as money math or data analysis.
- » Activities may be developed to practice using types of documents specific to certain jobs, such as those with rows and columns or text written in point form.



## Notes to guide your presentation of this slide

- Learning activities are developed and used as part of an overall teaching program.
- Activities are not generally just given to the learner without any teaching to the skills required to complete the activity.
- A lesson on the use of understanding and deciphering charts and tables can be followed by activities that use documents with charts and tables. Similarly, a learning activity that involves reading text can follow lessons where reading has been emphasized.



## Tip

Practitioners should understand it's not necessary to create different learning activities for all the different skills being taught. Activities can often, and should often, address more than one skill within the activity. For example, learners can complete an activity that requires them to practice calculation skills while at the same time is orienting them and teaching them about Document Use skills.



## Career exploration

Career education may be part of your curriculum. Depending on the program setting, learning activity may be intended to:

- » set employment goals with learners
- » match learner skills to job skills that are available in your local labour market
- » provide general job skill information
- » demonstrate transferability of skills



### Notes to guide your presentation of this slide

- When learners haven't set a specific employment goal or aren't sure what employment path they want to look into, completing some activities that relate to specific careers can help them choose or eliminate a job goal.
- Learners may be interested in a job such as a cook but may not think they have the skills for it and yet may do well on the activities and so feel a renewed sense of optimism about the career.



## Steps to the answer

- » **How** a learner gets to the answer is as important as getting the answer.
- » Answer steps are a way to introduce an instructional focus and to show how to get the correct answer to an activity.
- » Steps break down the process of reaching the answer and demonstrate strategies that can be applied to similar activities.



### Notes to guide your presentation of this slide

- This slide introduces the concept of writing out steps to the answer.
- It's important to develop the steps to the answer at the same time as practitioners develop the activity so that the steps can be reviewed with learners who did not get the answer correct.
- Sometimes the activity was answered wrong not because the information wasn't known but because of a processing skill gap that is required in finding the answer.



### Tip

Tell participants that this may be the part in the workshop when the light bulb goes on. Going through the next few slides and the activity around writing the steps to the answer may mean a practitioner never looks at a question the same way again.



## Writing out steps

- » Demonstrate answer steps by writing them as instructions.
- » Number and begin each step with an action word that tells the learner what to do.
- » Use consistent wording in steps to increase efficiency (having a consistent method of performing tasks at work increases a worker's efficiency).




## Notes to guide your presentation of this slide

- The steps break down the process of reaching the answer.



## Tip

Everything always goes back to simulating the work that is done on-the-job. Workers complete tasks at work by going through several steps, even subconsciously. When training a new employee, often the steps to completing a task are explained and when a worker does a task wrong, he or she is often asked to break down the steps taken to determine where things went wrong.



## Using consistent/key words

- » Using the same words helps the learner to see a pattern when solving similar tasks.

**Decide** and **Determine** provides variety but learner may conclude different words mean different strategies or teaching points.

- » Words you choose are part of the strategy.

**Scan**, **Locate**, and **Decide** can be the basic strategy for finding information.

- » Key words are what the learner uses to find information to get the answer; they link to the document.



### Notes to guide your presentation of this slide

- This slides highlights the importance of using consistent wording when developing activities and answer steps.
- Practitioners should strive to use the same word, instead of a variety of words with similar meanings.
- Identifying key words in activities is the first step a learner takes to find the answer.



### Tip

Participants may challenge you at this stage thinking that this much detail and work around writing steps to the answer is too trivial or time consuming so remind them this is only used when a learner gets the answer wrong. Steps will likely never be reviewed when a learner gets the answer right, but the steps need to be written with the activity so that the practitioner can work right away with the learner when the answer is incorrect.





## Action words to use

- » **Read:** read document slowly and carefully
- » **Recognize:** use background knowledge
- » **Scan:** read quickly for specific info
- » **Skim:** read quickly to get gist
- » **Highlight, circle or underline:** response mode



## Notes to guide your presentation of this slide

- This slide provides examples of words that can be used when writing out the steps to the answer. Using these words consistently make writing steps easy to do and easy to explain.



## Tip

Keep a list of these common words handy to assist in creating templates for writing steps to the answer, but also to help teach processing skills used by learners.



## Action words continued

- » **Decide, Understand:** confirm info, answer
- » **Enter:** complete task on document
- » **Intersect:** meeting rows and columns
- » **Locate, find:** search using key words




### Notes to guide your presentation of this slide

- This slide continues to provide examples of words that can be used when writing out the steps to the answer. Using these words consistently make writing steps easy to do and easy to explain.



### Tip

Keep a list of these common words handy to assist in creating templates for writing steps to the answer, but also to help teach processing skills used by learners.



## Framework for steps

- » Identifying the requested info is important when writing the first step and the last step.
- » The last step is confirming the activity is completed with the requested information.

**Activity:** What is the phone number for City Transit?

**Final step:** Decide the phone number for City Transit is 555-1234.



### Notes to guide your presentation of this slide

- This slide introduces the framework to use for writing out steps to the answer. It's a template that can be recreated each time for each new learning activity developed.



### Tip

Tell participants that a task always has two parts:  
Given information-  
what the question tells you about the answer,  
Requested information-  
what the question is asking to complete the task successfully



## Framework continued

- » Numbers suggest a sequence.
- » Start with action words.
- » Strategies can be transferred to many activities.




### Notes to guide your presentation of this slide

- This slide shows the template to work from when writing steps to the answer.
- Number each step to break down the sequence in the processing skills used to find the answer.
- Begin each step with an action word to tell the learner what to do.



### Tip

Practitioners can show learners steps to the answer, even if they got the answer right, as a way to point out the strategies the learner used to find the answer and show how that strategy can be applied to finding other answers.



## Steps link to workplace

- » Workers have little time to read entire documents to locate one or two details.
- » Learning to scan, locate, use key words, will help the learner complete tasks easier.
- » Step-by-step thinking helps learner pay attention to the process that leads to info.
- » Repeating basic steps forms a habit and a strategy is learned.



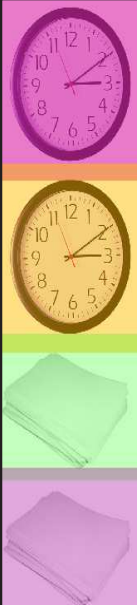
### Notes to guide your presentation of this slide

- It's important for learners to see the link between how they find answers to learning activities and how they figure out how to do tasks at work.
- The strategies they are learning and practicing will come into play at work and help them find information more quickly.



### Tip

Provide an example to practitioners to make this link to the workplace. For instance, it would be impractical to read an entire employee manual to find the policy for lunch breaks. Learners who are used to using key words to locate information will be able to complete this task more quickly than those who do not.



## Method for writing steps

- » Decide your instructional focus/purpose for the activity:
  - to practice scanning
  - locating key words
  - learning to integrate information
- » Decide the order of the steps
  - What is the first step involved? The next? The last?

**Instructional focus and order of steps are transferable strategies**



### Notes to guide your presentation of this slide

- This slide shows the practitioner what they need to think about and decide before they start writing out steps to a learning activity answer.
- The way the practitioner teaches the strategies can be transferred to how learners find answers, in the classroom and on the job.
- By repeating the same, basic steps, a habit is formed and learners develop a strategy.



### Tip

To help with the method of writing steps, practitioners are encouraged to develop learning activities and then think about the steps they would take to find that answer. Often a practitioner may see that a learning activity is more difficult than they first thought once they see all the steps involved in finding the answer.



## Method continued

- » Check that your strategy is most common or useful way to solve the task
  - The strategy to complete the task is one many people use.
  - The strategy can be transferred to similar tasks.
  - Compare your steps with a colleague to see if they are similar.
  
- » Include alternate, correct ways to get the answer.  
**Your way is just one way.**




## Notes to guide your presentation of this slide

- This slide highlights the importance of realizing that people may come to answers differently.
- Coming up with the most common approach is helpful, but it's still just one way to get the answer.



## Tip

An example of a common strategy used to solve tasks is the use of headings or visual clues that help the learner eliminate less useful parts of a document. Teaching this strategy, and setting up a learning activity to use this strategy, helps the learner increase the chances of predicting where requested information is often located.



## Lower level vs. higher level

- » Lower level steps
  - Scan the page and headings
  - Scan looking for key words
  - Locate columns, rows, headings
  - Decide an answer
- » Higher level
  - Recognize A means the same as B
  - Understand that....means....
  - Read the section for more information
  - Skim the document for overall use



### Notes to guide your presentation of this slide

- Lower level activities should require less thought and processing than higher level skills.
- The more a learner has to do to find the answer (the more steps he or she has to take) the higher the level of the task.



### Tip

The number of steps written for an activity depends on the level of the learner. When there are more steps it helps learners, especially lower level learners, to see and understand the thinking process in more detail.





## Reading Text vs. Document Use

- » **Reading** activities (and steps) have learner locate info in continuous text or paragraphs that may have headings.
- » **Document** activities (and steps) have learner locate info in tables, rows and different displays, including graphics.



### Notes to guide your presentation of this slide

- Whether the activities are based on Reading Text as opposed to Document Use, the processing skills and actions used by the learner to find answers will be much the same.
- The difference is that in one learners are locating information in larger reading contexts, as opposed to locating information in graphs and other formats used frequently in documents.



### Tip

When developing activities and steps to the answer for Numeracy tasks, it starts with Document Use and Reading Text skills and then leads into translation and application of math operations. For example, in a Numeracy learning activity, the learner uses Document Use Skills and Reading text skills to locate numbers before doing the calculation.



## Document Use example

1. Scan the page and headings using key words (*insert key word(s) from activity*).
2. Locate the (*insert table or column heading*).
3. Locate the column (*insert name of column*) and the row (*insert name of row*) and where they intersect, locate (*insert info*).
4. Decide that the (*insert located info*) is (*insert requested info*).









## Notes to guide your presentation of this slide

- Because this workshop is focusing on Document Use learning activities, a sample of the steps taken to find an answer to a Document Use activity is listed here.
- This template can be used over and over again for developing steps to the answer, especially for lower level activities.



## Tip

To make this more concrete to the participant you may want to refer to a document that has already been distributed such as the product flyer for tile setters and fill in the blanks from the template referred to above.

	<h2>Step writing checklist</h2>
	<input checked="" type="checkbox"/> Key words are in the first step
	<input checked="" type="checkbox"/> Key words are found in the activity
	<input checked="" type="checkbox"/> Final step has wording that confirms the answer is the requested info
	<input checked="" type="checkbox"/> Steps teach a transferable strategy
	<input checked="" type="checkbox"/> Consistent wording to reinforce strategy







### Notes to guide your presentation of this slide

- This recaps some of the information shown on previous slides as a checkpoint for participants to help them prepare for the next activity.



### Tip

Participants may want to re-type this checklist and keep handy for easy reference when they are writing out steps to the answer as part of their overall instructional focus.

	<h2>Step writing checklist continued</h2>
	<input checked="" type="checkbox"/> Show most common way to get answer; suggest alternatives
	<input checked="" type="checkbox"/> Written clearly and briefly
	<input checked="" type="checkbox"/> Begin with an action word



### Notes to guide your presentation of this slide

- This continues to recap some of the information shown on previous slides as a checkpoint for participants to help them prepare for the next activity.



### Tip

Participants may want to re-type this checklist and keep handy for easy reference when they are writing out steps to the answer as part of their overall instructional focus.



## Activity 4A: Develop steps to the answer

Review the recipe activity and steps to the answer as a group.

This handout links to the handout in Activity 2 (fruit cocktail recipe/sample activities) to make a complete package of:

- » work-related document
- » worker-focused activities
- » steps to the answer template



### Notes to guide your presentation of this slide

- This first part of the activity is an opportunity to show an example and review one way to show the answer for an activity that was highlighted earlier with the fruit cocktail recipe.
- Review as a group. Let them know that they will be doing a similar activity on their own next.
- This enhances the package of materials they have been given throughout the workshop that relates to the cook.



### Time

The workshop is winding down at this point. This review should be quick so participants have time to work on the activity that follows.







### Handout

Distribute ‘*Handout 6: Activity 4A: Develop Steps to the Answer*’: Recipe task with answer and steps.



### Tip

The steps to the answer on the handout are not repeated on a slide, so keep this slide on the screen and refer to your own print copy of the handout (included in section 2 of this guide) to review with the participants.

	<b>Activity 4B: Develop steps to the answer</b>
	In pairs/small groups, develop steps to the answer for the activity described for the Student Behaviour Form.
	Review the requested information, activity, answer and related document.
	Refer to the checklist and use numbers, consistent wording and action words.
	10-15 minutes



### Notes to guide your presentation of this slide

- This is the final activity. In pairs or groups (depending on the overall size of the group) have them write steps to the answer for the activity provided.
- Point out that the answer has already been provided, but by finding the answer themselves it may help them to see the steps involved.
- Use the checklist and fruit cocktail recipe example (handout 6) to help with this activity.



As this is the last activity, how much time you allow will depend on how on track you are. Participants should ideally be given 10-15 minutes.



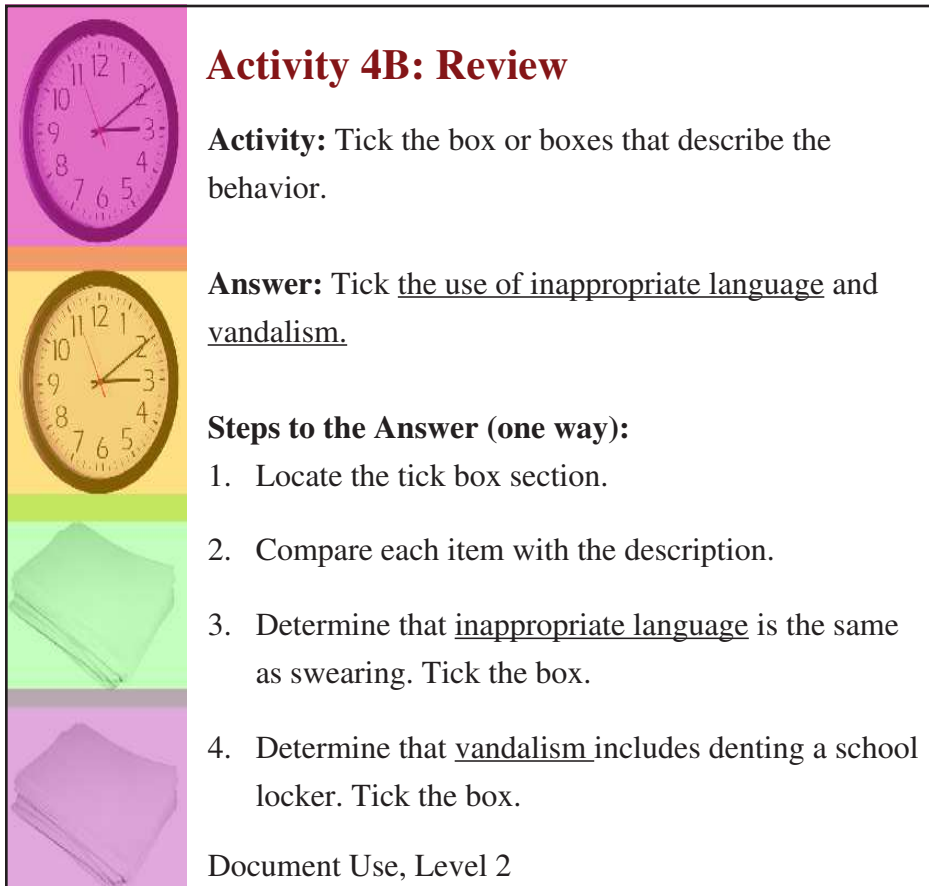
### Handout

Distribute 'Handout 7: Activity 4B: Develop Steps to the Answer': Student Behaviour Form (side A) & Activity with blank steps (side B) double-sided.



### Tip

If time is running short, do this as a large group with everyone coming to consensus on the steps. You as the trainer can write them out on a flip chart or white board before moving on to the next slide which shows the steps (then see how closely they match).



**Activity 4B: Review**

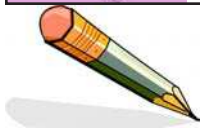
**Activity:** Tick the box or boxes that describe the behavior.

**Answer:** Tick the use of inappropriate language and vandalism.

**Steps to the Answer (one way):**

1. Locate the tick box section.
2. Compare each item with the description.
3. Determine that inappropriate language is the same as swearing. Tick the box.
4. Determine that vandalism includes denting a school locker. Tick the box.

Document Use, Level 2



### Notes to guide your presentation of this slide

- As a large group review the steps that have been developed.
- These steps are just one way to get the answer and are the ones developed by SkillPlan and posted on the Measure Up website.
- Have groups compare the steps they came up with and see how they differ.
- If this activity was done as a large group review the steps that you came up with.



### Handout

Participants will use Handout 7 side B to record the steps reviewed on this slide (beside the steps their group recorded here so there will be two possible ways to get the answer if the group's steps differed from the steps on the slide)



### Tip

If time is running short, just review the steps and ask by show of hands how many groups came up with similar steps.



## Other resources

<http://www.esportfolio.com>



<http://skills.edu.gov.on.ca/OSPWeb/jsp/en/introduction.jsp>

<http://measureup.towes.com/english/index.asp>



[http://www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/doc\\_use\\_tip\\_sheet.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/doc_use_tip_sheet.shtml)



## Handout

Distribute the promotional plastic rulers from SkillPlan that also have the Measure Up website.

If you do not have any of these, they can be ordered directly from the SkillPlan website.



## Notes to guide your presentation of this slide

- This slide provides the key websites for the documents and materials that have been referenced throughout the workshop.



## Tip

If the font on the screen and in the handout are too small for some participants to make out, take the time here to read out the websites so they can copy them out on their sheets in larger size.





## Notes to guide your presentation of this slide

- The next few slides orient participants to the various websites listed on the previous screen.
- If time allows, highlight what participants will find when they go these websites.



## Tip

If time is running short, skip through these slides but point out they are in their handout package.



## Notes to guide your presentation of this slide

- This continues to orient participants to the Measure Up website.



## Tip

If time is running short, skip through these slides but point out they are in their handout package.

**Receipt for Handbook**

Human Resource (HR) Specialists are involved in hiring and orienting new employees. They are responsible for collecting and maintaining records. Look at the Receipt Form.

**Task 1** What does the human resource specialist give out with this form?

*Document Use*

**Task 2** What does the HR specialist tell workers about what they agree to when they sign the form?

*Document Use*

**Task 3** This company has worksites in many communities. What does a local subcontractor do with the signed form?

*Document Use*

**Task 4** Two months after starting his job, an employee has questions about behavior in a certain situation at work. Where can the HR specialist refer him to find his answers?

*Reading Text*

**Task 5** The human resource specialist is responsible for ensuring that employees have information about safety issues such as handling toxic chemicals. In an accident investigation, how might the Receipt Form be useful?

*Document Use*



**Notes to guide your presentation of this slide**

- This continues to orient participants to the Measure Up website, in particular the learning activities which are referred to as tasks.



**Tip**

If time is running short, skip through these slides but point out they are in their handout package.

**Receipt for Handbook** NOC 1121 Specialists in Human Resources

**RECEIPT FORM  
FOR OCCUPATIONAL HEALTH AND SAFETY  
HANDBOOK**

NAME: \_\_\_\_\_

DATE \_\_\_\_\_ 20\_\_

I have received a copy of the Safety and Conduct Handbook.

I agree to familiarize myself with the rules and instructions contained in the Handbook.

SIGNATURE: \_\_\_\_\_

**NOTE:**

**This form is to be completed by consultants, subconsultants, contractors and subcontractors, and is to be returned to:**

**Please submit form to local office**

**This form is to be completed by employees and is to be returned to:**

Human Resources  
226 - 28<sup>th</sup> Street SE  
Calgary, AB T2E 6J5  
FAX: (403) 589-9138

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*ASI This document may have been adapted. Content may not be current. —How Do Your Skills Measure Up?*



### Notes to guide your presentation of this slide

- This continues to orient participants to the Measure Up website in particular the work-related documents that can be found for each learning activity.
- This highlights once again a good source for finding work-related documents.



### Tip

If time is running short, skip through these slides but point out they are in their handout package.

### Receipt for Handbook

Human Resource (HR) Specialists are involved in hiring and orienting new employees. They are responsible for collecting and maintaining records. Look at the Receipt Form.

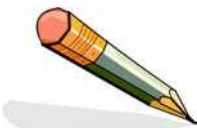
**Task 1** What does the human resource specialist give out with this form?

**Answer** Safety and Conduct Handbook

#### One way to get this answer

1. Scan form to locate what is given out with this form.
2. Locate *I have received a copy of the Safety and Conduct Handbook*.
3. Decide that if the employee receives the handbook, it is given out.

**Level** Document Use, Level 2  
**CLB** 5 and 6 (estimated performance)



### Notes to guide your presentation of this slide

- This continues to orient participants to the Measure Up website, in particular the steps to the answer that are found with every learning activity posted on the site.
- Each activity also points out the IALS level of the task and the Canadian Language Benchmark (CLB) level for the task.



### Tip

If time is running short, skip through these slides but point out they are in their handout package.

**ESPORT™**  
Essential Skills Portfolio

Login Admin Login

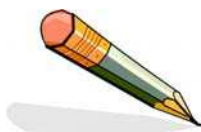
**ESPORT is an Essential Skills assessment and planning tool to help clients:**

**Investigate** occupations (Interest Inventory and Job Futures)  
**Assess** Essential Skills (Self-Assessment)  
**Choose** an occupation matching interests and skills  
**Document** experience (Portfolio) and create a résumé  
**Plan** strategies for closing the gap between existing skills and job requirements (Learning Plan)  
 Create a learning plan that will help you improve and document the skills you need for your chosen occupation. ESPORT offers a variety of learning tools to help you reach your goals.

Please do not be fooled by our new look! Navigation through this site is unchanged and Administrative functions are the same. We've simply refreshed, decluttered and added a few ... [\(more\)](#)

[Click here for more Esport stories](#)

Human Resources and Skills Development Canada  
 Ressources humaines et Développement des compétences Canada



## Notes to guide your presentation of this slide

- This orients participants to the Essential Skills Portfolio website, which provide learning activities and curriculum suggestions for practitioners.



## Tip

If time is running short, skip through these slides but point out they are in their handout package.

Ontario

Ministry of Education  
Ministry of Training, Colleges and Universities

[Home](#) [Essential Skills and Work Habits](#) [Occupations and Tasks](#) [Resources](#) [Search the Database](#) [Create a Work Plan](#) [Create a Transition Plan](#) [Employer Tools](#) [Check-Up Tools](#) [Check-In Tool](#) [FAQs](#)

**Ontario Skills Passport** *Skills and Work Habits for the Workplace*

The Ontario Skills Passport (OSP) provides clear descriptions of the **Essential Skills** and **work habits** important for **work, learning and life**. Essential Skills are used in virtually all **occupations** and are transferable from school to work, job to job and sector to sector. The OSP offers high school students, adult learners, job seekers, workers, employers, teachers, trainers, practitioners, job developers and counsellors a common language, resources and tools that help build competence, confidence and connections.  
Click the OSP resource or tool that you want to use.

[Getting Started](#)

[OSP News](#)

[OSP Partners](#)

Essential Skills and Work Habits

Occupations and Tasks

Resources

Search the Database

Create a Work Plan

Create a Transition Plan

Employer Tools

Check-Up Tools

Check-In Tool



## Notes to guide your presentation of this slide

- This orient participants to the Ontario Skills Passport website.
- This is a fairly new website and allows participants and learners to become more familiar with and assess their Essential Skills and employability skills levels.



## Tip

If time is running short, skip through these slides but point out they are in their handout package.



## Wrap up

The key to developing worker-focused learning activities is to use authentic workplace documents and look at how they are used on the job...

**... through the worker's eyes.**



### Notes to guide your presentation of this slide

- Thank participants for their time and offer to answer any questions if time permits.
- Emphasize that the key to the workshop was for practitioners to put themselves in the position of the worker so that all documents and learning activities have relevance.



## Handout

Distribute a workshop evaluation form that either you have created or use the example provided in the Appendix of this guide



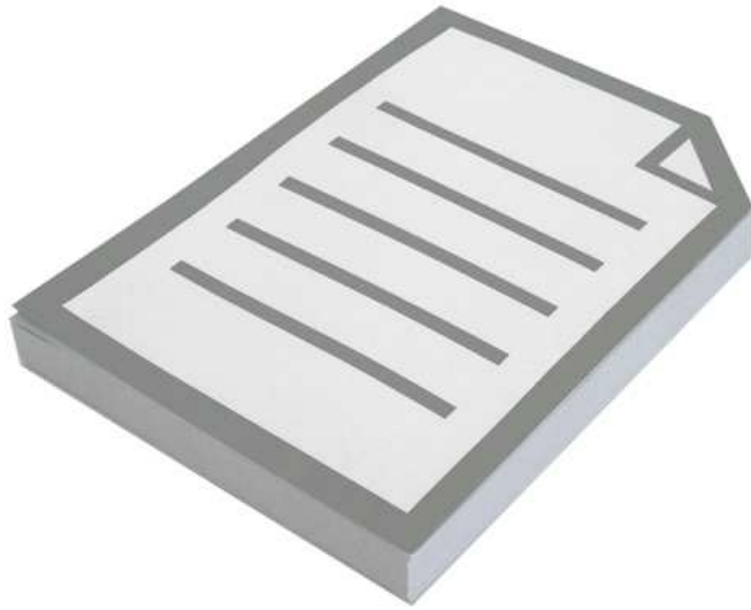
## Tip

As an effective visual and fun way to wrap up the workshop consider putting on a pair of worker safety glasses when reading the final quote on this screen.



# Section 2

# Handouts





## Human Resources and Social Development Canada

www.hrsdc.gc.ca

[Français](#) | [Home](#) | [Contact Us](#) | [Help](#) | [Search](#) | [canada.gc.ca](#)

[Home](#) > [Search](#) > [Profiles](#) > [All Profiles](#) > Profiles Description

### Skills

#### Essential Skills

- Understanding Essential Skills
- Essential Skills Profiles
- Authentic Workplace Materials
- Essential Skills Toolkit
- Publication and Research
- Related Links

Literacy-Essential Skills

Foreign Credential Recognition

Foreign Workers

Labour Market Information

Labour Mobility

NOC

Sector Council Program

Trades and Apprenticeship

Workplace Skills Initiative

### Our Department

Ministers

About Us

What's New

Newsroom

Publications and Resources

A to Z Index

## Essential Skills

### Cooks

#### NOC

#### 6242

#### Introduction

Cooks prepare and cook a wide variety of foods. They are employed in restaurants, hotels, hospitals and other health care institutions, central food commissaries, educational institutions and other establishments. Cooks are also employed aboard trains, ships and at construction and logging camps.

The most important Essential Skills for Cooks are:

- Oral Communication
- Problem Solving
- Job task planning and organizing

#### Document Sections

- [Reading Text](#)
- [Document Use](#)
- [Writing](#)
- [Numeracy](#)
- [Oral Communication](#)
- [Thinking Skills](#)
  - [Problem Solving](#)
  - [Decision Making](#)
  - [Critical Thinking](#)
  - [Job Task Planning and Organizing](#)
  - [Significant Use of Memory](#)
  - [Finding Information](#)
- [Working with Others](#)
- [Computer Use](#)
- [Continuous Learning](#)
- [Other Information](#)
- [Notes](#)
- [Links to Other Sites](#)

## A.

### Reading Text

<u>Tasks</u>	<u>Complexity Level</u>	<u>Examples</u>
<u>Typical</u>	1 to 3	Cooks: <ul style="list-style-type: none"> <li>• read instructions on the operation of appliances and equipment, such as dishwashers, deep fryers and ovens. (1)</li> <li>• read rules for keeping cooking and stewarding areas clean. (2)</li> <li>• read recipes and use them to prepare food. (2) , (frequently)</li> <li>• read cooking texts and/or trade magazine articles and read special theme recipes on-line in order to gather suggestions for future banquets. (3) , (occasionally)</li> <li>• may read and interpret vendor purchase agreements. (3)</li> </ul>
<u>Most</u>	3	
<u>Complex</u>		

### Reading Summary

<u>Type of Text</u>	<u>Purpose for Reading</u>			
	To scan for specific information/To locate information	To skim for overall meaning, to get the 'gist'	To read the full text to understand or to learn	To read the full text to critique or to evaluate
Forms	✓		✓	
Labels	✓	✓	✓	
Notes, Letters, Memos		✓		
Manuals, Specifications, Regulations	✓		✓	
Reports, Books, Journals		✓	✓	✓

The symbol ✓ is explained in the [Notes](#) section.

## B.

### Document Use

<u>Tasks</u>	<u>Complexity Level</u>	<u>Examples</u>
<u>Typical</u>	1 to 3	Cooks: <ul style="list-style-type: none"> <li>• interpret Occupational Health and Safety hazard symbols. (1)</li> <li>• read product labels to identify any ingredients that may be allergenic or excluded from restricted diets. (1)</li> <li>• read and enter data on the freezer temperature recording chart. (twice daily) (1)</li> <li>• check off items and quantities on delivery checklists. (1)</li> <li>• complete chef report sheets showing the number of entrees prepared. (1)</li> <li>• use item listing forms for ordering specific products, supplies and produce. (2)</li> <li>• may draw diagrams showing the arrangement of items on the plate. (2)</li> <li>• interpret customer satisfaction ratings displayed on charts. (2)</li> <li>• cross check the Stock Reconciliation form with the sign-out form to ensure accountability and adequate inventory. (2)</li> <li>• read customer orders and prepare accordingly. (2)</li> <li>• read event confirmation sheets in order to plan for events. The confirmation sheets contain information on the client, number of guests, times, location, liquor information, décor and furniture and detailed catering information, including costs. (3)</li> <li>• refer to salesmen's market reports regarding the availability and cost of goods in order to make appropriate menu decisions. (3) , (weekly)</li> </ul>
<u>Most</u>	3	
<u>Complex</u>		



## C.

### Writing

<u>Tasks</u>	<u>Complexity Level</u>	<u>Examples</u>
<u>Typical</u>	1 to 3	Cooks: <ul style="list-style-type: none"><li>• write and respond to electronic mail primarily for the purpose of internal communications. (1) , (daily)</li><li>• write brief reminder notes regarding their tasks and list tasks for other staff. (1)</li><li>• order food ingredients and kitchen supplies (e.g. dishwashing detergent) on-line. (1) , (frequently)</li><li>• write suggestions for future menus. (2)</li><li>• write routine memos to management requesting repair work to be done or suggesting purchase of new equipment. (2)</li><li>• prepare documentation after completion of a catering event, outlining what was served, quantities, prices, range of services provided and dates. (3) , (frequently)</li><li>• may complete accident reports on personal injuries (like burns, cuts and falls) to report to management and justify an insurance claim. (3) , (occasionally)</li><li>• may write non-routine memos to the supervisor or Human Resources Director describing disciplinary situations. (3) , (occasionally)</li></ul>
<u>Most</u>	3	
<u>Complex</u>		

## Writing Summary

<u>Length</u>	<u>Purpose for Writing</u>						
	To organize/to remember	To keep a record/to document	To inform/to request information	To persuade/to justify a request	To present an analysis or comparison	To present an evaluation or critique	To entertain
Text requiring less than one paragraph of new text	√	√	√				
Text rarely requiring more than one paragraph		√	√				
Longer text							

The symbol √ is explained in the [Notes](#) section.

## E.

### Oral Communication

<u>Tasks</u>	<u>Complexity Level</u>	<u>Examples</u>
<u>Typical</u>	1 to 3	Cooks: <ul style="list-style-type: none"><li>• place supply orders by phone. (1)</li><li>• call maintenance personnel to request repair of equipment. (1)</li><li>• may chat briefly with guests at their tables to ascertain satisfaction with the food served. (2)</li><li>• interact with servers to clarify orders or to explain how to serve specialty dishes, such as salmon wrapped in a banana leaf. (2)</li><li>• talk to dishwashers and stewards about cleanup and the availability of cutlery or dishes. (2)</li><li>• interact with delivery personnel who deliver food items to the kitchen. (2)</li><li>• may assign the day's tasks and duties to those whom they supervise. (2) , (daily)</li><li>• resolve conflicts between colleagues involving minor complaints, such as differences of opinion about use of kitchen equipment. (2)</li><li>• discuss deadlines and timeframes with colleagues to coordinate the sharing of equipment and workspace. This can be complicated when the restaurant is busy or when several catering events overlap. The effectiveness of this communication has a large impact on efficiency. (3)</li><li>• liaise interdepartmentally with bartenders or housekeeping staff who set up tables for events and functions. (3)</li></ul>
<u>Most</u>	3	
<u>Complex</u>		



## **Modes of Communication Used**

Cooks communicate:

- In person.
- Using a telephone.
- Using a two-way radio or other such means.

The symbol  is explained in the [Notes](#) section.

## **Environmental Factors Affecting Communication**

The kitchen environment can be very noisy because of the use of kitchen equipment such as mixers and dishwashers. Such noise may interfere with concentration levels and may lead to difficulty in communicating orally with co-workers in the kitchen.

## Oral Communication Summary

<u>Type</u>	<b>Purpose for Oral Communication (Part I)</b>					
	To greet	To take messages	To provide/receive information, explanation, direction	To seek, obtain information	To co-ordinate work with that of others	To reassure, comfort
Listening (little or no interaction)						
Speaking (little or no interaction)			√			
Interact with co-workers		√	√	√	√	
Interact with those you supervise or direct		√	√	√	√	
Interact with supervisor/manager		√	√	√	√	
Interact with peers and colleagues from other organization						
Interact with customers/clients/public			√	√		
Interact with suppliers, servicers		√	√	√	√	
Participate in group discussion						
Present information to a small group						
Present information to a large group						

The symbol √ is explained in the [Notes](#) section.






Through The Worker's Eyes Workshop  
 Handout 1: Essential Skills Cook Profile

<b>Type</b>	<b>Purpose for Oral Communication (Part II)</b>					
	To discuss (exchange information, opinions)	To persuade	To facilitate, animate	To instruct, instill understanding, knowledge	To negotiate, resolve conflict	To entertain
Listening (little or no interaction)						
Speaking (little or no interaction)						
Interact with co-workers	✓	✓		✓	✓	
Interact with those you supervise or direct	✓	✓		✓	✓	
Interact with supervisor/manager	✓	✓		✓	✓	
Interact with peers and colleagues from other organization						
Interact with customers/clients/public	✓	✓			✓	
Interact with suppliers, servicers	✓	✓		✓	✓	
Participate in group discussion						
Present information to a small group						
Present information to a large group						

The symbol ✓ is explained in the [Notes](#) section.

## D.

### Numeracy

<u>Tasks</u>	<u>Complexity Level</u>	<u>Examples</u>
 <a href="#">Money Math</a>	1 to 2	<p>Cooks:</p> <ul style="list-style-type: none"><li>• use petty cash to purchase small quantities of supplies needed immediately. (Money Math), (1)</li><li>• prepare bills for catering functions, including taxes. (Money Math), (2)</li><li>• establish weekly budgets that include the costs for fresh food, shelf items, kitchen staff requirements, etc. In addition, they establish separate budgets for each of the catering events for the week. This will vary depending on the menu items, number of courses and number of people served. (Scheduling, Budgeting &amp; Accounting Math), (4)</li><li>• compare quantities of particular ingredients used in various recipes by converting between Imperial, American, and SI (System International) units. For example, a US quart is a .946 litre or .833 Imperial quart. (Measurement and Calculation Math), (2)</li><li>• measure ingredients according to menu specifications and the number of people to be served. (Measurement and Calculation Math), (2)</li></ul>
 <a href="#">Scheduling, Budgeting &amp; Accounting Math</a>	4	
 <a href="#">Measurement and Calculation Math</a>	2	
 <a href="#">Data Analysis Math</a>	2	
 <a href="#">Numerical Estimation</a>	1 to 3	

Through The Worker's Eyes Workshop  
Handout 1: Essential Skills Cook Profile






- analyse consumption patterns from time to time to determine if consumer choices are changing. For example, they may find that, given a choice, 33% of people choose chicken, or on Friday nights the bar generally goes through so many pounds (60 lbs.) of hot wings. They look for patterns, seasonal or otherwise, that may account for changing tastes and use this information in their planning process. (Data Analysis Math), (2)
- estimate the amounts of food in different sized containers. (Numerical Estimation), (1)
- estimate the yield from a whole salmon for portion sizes. For example, a whole 3 kilograms of salmon may yield 2 kilograms of usable product for portioning. (Numerical Estimation), (2)
- estimate the quantity of various menu items that will be consumed during a regular shift. In addition, they estimate supplies required for non-regular shifts, such as a long weekend or a winter festival weekend that they may not have prepared for before. (Numerical Estimation), (3)

The symbol  $\sqrt{\quad}$  is explained in the [Notes](#) section.

## **Math Skills Summary**

### **a. Mathematical Foundations Used**

Cooks:

<b><u>Number Concepts</u></b>	
 Whole Numbers	Read and write, count, round off, add or subtract, multiply or divide whole numbers. For example, taking stock inventories; counting ingredients for recipes.
 Rational Numbers - Fractions	Read and write, add or subtract fractions, multiply or divide by a fraction, multiply or divide fractions. For example, halving or doubling the ingredients of a recipe and measuring ingredients in fractions of a whole unit such as $\frac{1}{2}$ a cup or $\frac{1}{4}$ of a litre.
 Rational Numbers - Decimals	Read and write, round off, add or subtract decimals, multiply or divide by a decimal, multiply or divide decimals. For example, may be used in recipes that are written in decimals, as in, use 1 cup of liquid made with .75 cup milk and .25 cup water.
 Rational Numbers - Percent	Read and write percents, calculate the percent one number is of another, calculate a percent of a number. For example, calculating percentage of food wasted or calculating sales tax on items ordered or purchased.
 Equivalent Rational Numbers	Convert between fractions and decimals or percentages. Convert between decimals and percentages. For example, converting recipes from fractions, decimals or percentages to a common preferred notation especially when doing cost analysis.

### **Patterns and Relations**



Equations and Formulae

Solve problems by constructing and solving equations with one unknown.  
Use formulae by inserting quantities for variables and solving  
For example, establishing food prices based on a formula that incorporates labour costs, ingredient costs and total sales.



Use of Rate, Ratio and Proportion

Use a ratio showing comparison between two quantities with the same units.  
Use a proportion showing comparison between two ratios or rates in order to solve problems.  
For example, using a ratio of raw product to finished product, as in the ratio of raw meat weight to cooked meat weight. Using a proportion in scaling a recipe for 100 people down to 75.

See Document Use for information on:

Using scale drawings.

### **Shape and Spatial Sense**



Areas, Perimeters, Volumes

Calculate volumes.  
For example, calculating how many 6 fluid oz portions of soup servings will be available from a 20 litre soup pot.

See Document Use for information on:

Recognizing common angles. Drawing, sketching and forming common forms and figures.

### **Statistics and Probability**



Summary Calculations

Calculate averages.  
Calculate rates other than percentages.  
Calculate proportions or ratios.  
For example, add the total sales of a particular menu item over the month and calculate its average consumption per day.



Statistics and Probability

Use descriptive statistics (e.g. collecting, classifying, analyzing and interpreting data).  
Use inferential statistics (e.g. using mathematical theories of probability, making conclusions about a population or about how likely it is that some event will happen).  
For example, estimating client consumption based on summary calculations of similar events held previously, incorporating any variables.  
Using tables, schedules or other table-like text. Using graphical presentations.

See Document Use for information on:

## **b. How Calculations are Performed**

Cooks make calculations:

- ✓ In their heads.
- ✓ Using a pen and paper.
- ✓ Using a calculator.
- ✓ Using a computer.
- Using other devices, such as

The symbol ✓ is explained in the [Notes](#) section.

## **c. Measurement Instruments Used**

Cooks measure:

- ✓ Time. For example, using digital and conventional clocks and timers.
- ✓ Weight or mass. For example, using balance scales, portion scales, spring mechanism scales and digital/electronic scales.
- ✓ Distance or dimension. For example, using measuring cups and ladles.
- ✓ Liquid volume. For example, using measuring cups and ladles.
- ✓ Temperature. For example, using various thermometers e.g., meat, oil, candy and freezer thermometers.
- ✓ Pressure. For example, using gauges.
- ✓ Use the SI (metric) measurement system.
- ✓ Using the imperial measurement system.

The symbol ✓ is explained in the [Notes](#) section.



## F.

### Thinking Skills

#### 1. Problem Solving

<b>Tasks</b>	<b><u>Complexity Level</u></b>	<b><u>Examples</u></b>
<u>Typical</u>	1 to 3	Cooks: <ul style="list-style-type: none"><li>• may have to deal with an employee being absent or late by either calling in a part-time worker or extending the shifts of present employees as per guidelines. (1)</li><li>• may find that they are out of a specific herb, such as fresh basil. They substitute it using dried basil or a complementary herb such as parsley. (2)</li><li>• may find that supplies received do not meet the required quality standards. They may raise this matter at the next staff meeting or bring it to the attention of their supervisor. (2)</li><li>• may realize that the soup has not turned out as expected. The problem may be resolved by adding another ingredient and remixing. If this fails to improve the taste, they may have to start again, using different ingredients. (2)</li><li>• may find that room service staff do not pick up completed orders in a timely fashion, leading to complaints from guests. They examine their procedures to see if they can improve their own timing in making pickup requests. When they are satisfied that their procedures are clear, they call the room service supervisor to discuss ways in which they can speed up service. (3)</li></ul>
<u>Most Complex</u>	3	

## 2.

### Decision Making

<u>Tasks</u>	<u>Complexity Level</u>	<u>Examples</u>
<u>Typical</u>	1 to 3	Cooks: <ul style="list-style-type: none"><li>• decide what supplies need to be ordered and when. (1)</li><li>• decide which sauces will be most complementary to a meal. (1)</li><li>• routinely make menu decisions based on seasonal availability of ingredients, marketing trends and happenings in their locality. (2) , (daily or weekly)</li><li>• decide what products to substitute in an order when changes are required because of allergies, dietary factors, product shortages or cost. (2)</li><li>• make a decision, in consultation with management, on whether to buy certain pre-prepared food items or to prepare from scratch, based on cost comparison and food quality. (2)</li><li>• decide when to begin to cook an order so that it will be ready at the same time as another order. This timing is critical to customer satisfaction. Many factors relating to availability of equipment, complexity of recipes and customer preferences are taken into consideration in determining the timing. (3)</li></ul>
<u>Most Complex</u>	3	

### 3.

#### **Critical Thinking**

Critical Thinking information was not collected for this profile.

### 4.

#### **Job Task Planning and Organizing**

<b><u>Complexity Level</u></b>	<b><u>Description</u></b>
------------------------------------	---------------------------

3

Cooks:

##### **Own job planning and organizing**

It is very important for cooks to plan tasks and to review work priorities and deadlines on an hourly, daily and weekly basis in order to ensure a smooth workflow and maximum efficiency. They coordinate their work plans with co-workers to schedule access to ovens and equipment and coordinate work between various work stations. Menus are generally planned on a longer basis, usually monthly. They also plan regularly for an adequate stock of supplies and the rotation of supplies. Short term planning and organizing is also important since the cook may be working on 30 dinners at the same time. They need to plan the timing of specific dishes so that food is ready to be served to all the persons at a table at the same time. To save time, cooks may prepare and freeze some dishes, such as large pots of soup, in advance.

## 5.

### **Significant Use of Memory**

#### Examples

Cooks:

- remember details of orders such as how many steaks are to be rare, medium or well done and which are to be served with extra vegetables.
- remember details of customer food allergies communicated to them by servers so they can check that sauces and ingredients are safe for specific orders.
- memorize multiple cooking processes involved with different kinds of cooking. For example, they memorize the steps in preparing and baking a pasta dish.

## 6.

### **Finding Information**

<b><u>Tasks</u></b>	<b><u>Complexity Level</u></b>	<b><u>Examples</u></b>
<u>Typical</u>	2	Cooks: <ul style="list-style-type: none"><li>• may search on the Internet for specialty recipes and suppliers. (2)</li><li>• refer to various cookbooks and trade magazines to find information on food presentation and garnishes. For instance, they may search for how to use berries and products such as grenadine to adapt a cake to a Valentine's theme. (2)</li><li>• visit other restaurants to find new trends and recipes. (2)</li></ul>

## **G.**

### **Working with Others**

Cooks work as a member of an integrated team that may include other cooks, chefs, kitchen staff and servers. They must co-ordinate their activities with co-workers to ensure optimum use of work space and equipment. They may at times also work with a partner or helper.

### **Participation in Supervisory or Leadership Activities**

- ✓ Participate in formal discussions about work processes or product improvement.
- ✓ Have opportunities to make suggestions on improving work processes.
- ✓ Monitor the work performance of others.
- ✓ Inform other workers or demonstrate to them how tasks are performed.
- ✓ Orient new employees.
- ✓ Assign routine tasks to other workers.
- ✓ Assign new or unusual tasks to other workers.
- ✓ Identify training that is required by, or would be useful for, other workers.
- ✓ Deal with other workers' grievances or complaints.

The symbol ✓ is explained in the [Notes](#) section.

## H.

### Computer Use

Tasks	Complexity Level
-------	------------------

Typical

3

### Examples

Cooks:

- use word processing to write memos for fellow workers and submit ideas for recipes. (1)
- use a database (CD-ROM), on-line with a manufacturer or the local network to find recipes by performing queries. (2)
- use a spreadsheet to check out the inventory of specific items, e.g. canned fruit, various kinds of pastas, sugar, etc. (2)
- use communications software to send out e-mail and search for recipes on the Internet. (2)
- use a spreadsheet to determine what quantities of each ingredient is required to make up 20 orders instead of 1 by using formulae. (2)

### Computer Use Summary

- ✓ Use word processing.
- ✓ Use a database.
- ✓ Use a spreadsheet.
- ✓ Use communications software.

The symbol ✓ is explained in the [Notes](#) section.

## **I.**

### **Continuous Learning**

Cooks participate in an ongoing process of acquiring skills and knowledge so they can keep up with the new trends in their industry. In order to grow within their trade, cooks need to know how to gain access to a variety of materials, resources and learning opportunities. Their learning activities include reading books and magazines, accessing the Internet, watching cooking programs on TV, learning from friends and co-workers and trying out new recipes. They may attend customer service seminars or demonstrations hosted by food suppliers. Some cooks also belong to professional associations, attend trade shows and workshops and participate in cooking competitions.

### **How Learning Occurs**

Learning may be acquired:

- ✓ As part of regular work activity.
- ✓ From co-workers.
- ✓ Through training offered in the workplace.
- ✓ Through reading or other forms of self-study
  - at work.
  - on worker's own time.
  - using materials available through work.
  - using materials obtained through a professional association or union.
  - using materials obtained on worker's own initiative.
- ✓ Through off-site training
  - during working hours at no cost to the worker.

The symbol ✓ is explained in the [Notes](#) section.

## J.

### **Other Information**

In addition to collecting information for this Essential Skills Profile, our interviews with job incumbents also asked about the following topics.

#### **Attitudes**

Cooks need to be physically fit and able to stand for extended periods of time during the shift. Team work was rated very high by all interviewees. They also mentioned that this is a very high pressure job, requiring excellent organizational skills. Cooks also need to be able to accept constructive criticism and to be adaptable to quickly changing needs in a fast paced environment. The cooks interviewed said that cooks have to be extremely focused and attentive to details. Being well disciplined and reliable are considered definite assets.

#### **Future Trends Affecting Essential Skills**



With stringent legislation regarding health and safety, cooks will be doing more documentation of daily activities. This will mean greater use of writing and increased text reading and interpretation. Growing health consciousness and greater emphasis on the nutritional values of food has resulted in a trend for lighter and more wholesome meals. This will require cooks to develop their finding information skills as they search for new recipes. In addition, computer use will become a greater priority for many cooks as the need to locate information quickly via the Internet accelerates. Many cooks are expected to show artistic ability in food displays and participate in competitions. Continuous learning will thus be essential to cooks as they hone these skills through attending specialty seminars and learning from peers and experts.

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## **K. Notes**

This profile is based on interviews with job incumbents across Canada and validated through consultation with industry experts across the country.

## **L. Links to other sites with information on this occupation**

 [Red Seal National Occupational Analysis](#)  
 [Occupational Language Analysis](#)



## Activity 1A

### Items for purchase each month

- \*lined paper, 12 packs
- \*10 binders
- \*pack of pencils
- \*pack of black or blue ink pens
- \*4 packs of coloured copy paper - green, blue, yellow, purple, pink
- \*file folders, legal
- \*pack of dry erase markers (gray with white end)

On the last Thursday of each month, check the supplies. May change the amount ordered each month as needed.

## Activity 1B

### **EMPLOYEE HANDBOOK**

#### **EVENING OFFICE SHUT DOWN PROCEDURE**

**NOTE: THIS PROCEDURE MUST BE PERFORMED EVERY EVENING AFTER THE LAST EMPLOYEE LEAVES THE OFFICE FOR THE DAY. THERE HAVE BEEN SEVERAL RECENT BREAK-INS IN THE BUILDING, SO LOCKING UP IS EXTREMELY CRUCIAL.**

**Doors and windows.** Before leaving, check that the back doors and windows are properly closed and locked. Take special care with the top lock on the front door. **TURN ON THE SECURITY ALARM.**

**Equipment.** Turn off the photocopier and the computers. You may log off the computer during the weekday but computers must be shut off during long weekends and holidays.

**Temperature.** Check temperature settings before leaving. Turn off the air conditioner or heater at the end of the day.

**Mail.** Check that the outgoing mail has the correct amount of postage before drop off at the post office.

**SET THE ANSWERING MACHINE.** Ensure that the evening tape is in the machine, and the lunch tape is placed in the case. **ON FRIDAYS,** use the weekend tape.

If there are concerns, leave an email with the supervisor of the **FOLLOWING WORK DAY**, or leave a memo on the message board in the staff kitchen area. Concerns include messenger parcel pick up, maintenance follow up for problems such as burnt out lights, or general Client Call Back. For other types of follow up, please see the Handbook section on shift exchange, vacation and sick leave.

#### **WORKING IN THE EVENINGS OR ON THE WEEKENDS**

##### **NOTE for new employees**

Employees who work past 5:00 in the evenings or during the day on the weekends must inform the front desk. Be aware that building security will be checking in at regular intervals and may ask for employee identity cards, even if

**Recipe**

**Fruit Cocktail Cake**

**NOC 6242 Cooks**

1 can fruit cocktail (19 oz. size)       $\frac{3}{4}$  c. white sugar  
1 egg       $\frac{1}{2}$  tsp. salt  
1 tsp. vanilla      2 tsp. baking soda  
2 c. flour

**Directions:**

o

Mix the dry ingredients together in a bowl. Blend in the liquids. Pour the batter into a greased 9" x 13" pan. Bake at 350° F for 30 minutes.

Cool the cake in the pan. Cut into 2" squares.

(24 servings)

**Abbreviations:**

Teaspoon = tsp.

Tablespoon = tbsp.

Cup = c.

Inches = "

Ounce = oz.<sup>o</sup>

Fahrenheit = F

Degrees = °

## Recipe

## NOC 6242 Cooks

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Cooks in nursing homes often modify recipes to adapt to the quantities they need. Look at the recipe.

**Task 1**                      What do you make with this recipe?

*Document Use*

**Task 2**                      An example of a dry ingredient is flour. Highlight, underline or circle three more dry ingredients.

*Document Use*

**Task 3**                      How will the cook change the recipe to make 48 servings?

*Numeracy*

**Task 4**                      The cook wants to use half the amount of sugar. How much sugar is needed?

*Numeracy*

**Task 5**                      Today there is one 100 oz. can of fruit cocktail in the storeroom. The cook will triple ( $\times 3$ ) the recipe for today's cake. Calculate the portion of the can that will be needed.

*Numeracy*

**Task 6**                      The cook will be making this recipe several times, using a total of 100 oz. of fruit cocktail. Calculate the amount of flour that will be needed.

*Numeracy*

## Product Sheet

## NOC 7283 Tile setters



### DESCRIPTION

Ultraplan M20 is an HCT™ (High-Hydrated Cement Technology)-based, quick-setting, self-leveling, self-drying material. It is specially formulated for the resurfacing and construction of interior horizontal surfaces as a light-traffic industrial or commercial wear topping or underlayment for floor coverings.

### USES

- Ultraplan M20 can be used for fast-track resurfacing and construction of horizontal wear surfaces. This light gray product is designed to accept architectural stains as well as industrial/commercial sealers and coatings (verify compatibility and follow manufacturers' instructions).
- Ultraplan M20 can be used for quick-turnaround leveling, smoothing and repairing of interior floors prior to the installation of floor coverings. Ceramic tile and natural stone can be installed in as little as 3 to 4 hours after application. Floor coverings – carpet, vinyl sheet goods, vinyl tile, vinyl composition tile (VCT), homogenous PVC, rubber, engineered wood plank, and polymer floor coatings and toppings – can be installed 16 to 24 hours after application.
- Ultraplan M20 provides a palette for designing unique and artistic floors for retail stores, mall corridors and entrances, showroom floors, restaurant floors, hotel lobbies, loft apartments, nearly anywhere a unique, creative floor is desired. Ultraplan M20 can provide a nearly unlimited range of interesting effects when mixed with integral colorants and such unique

materials as marble aggregates and metals. The cements used in Ultraplan M20 yield excellent results when finished by diamond polishing.

Ultraplan M20 is tough enough for industrial warehouse floors and loading docks subject to continual light vehicular and foot traffic.

### RECOMMENDED SUBSTRATES

- Properly prepared, sound, dimensionally stable, fully cured concrete at least 28 days old and free from hydrostatic pressure. Consult the floor-covering or coating manufacturer's recommendations regarding the maximum allowable Moisture Vapor Emission Rate (MVER) and retained moisture content in substrate. For substrates with an MVER exceeding 5 lbs. per 1,000 sq. ft. (2,27 kg per 92,9 m<sup>2</sup>) per 24 hours using a calcium chloride test (reference ASTM F1869), MAPEI recommends installation of Planiseal™ MRB moisture-reduction barrier.

Note: Maximum allowable MVER is always determined by the complete system installed, including primers, underlayments/toppings, floor coverings and sealers. Today's wide variety of substrate conditions, floor coverings and adhesives requires careful analysis of the intended final floor use, as well as compliance with each manufacturer's recommendations for MVER, retained moisture content and adhesive selections. Always install several correctly located test areas to ensure compatibility, bond strength and performance of the complete flooring system.

## Activity 2B

The following activities are based on the product sheet used by tile setter (see other side). They use the product sheet to get information on how to use a product correctly. Read the following activities.

Rewrite the activities to eliminate problem(s) with the wording.

1. Several symbols are used to show information about the applications and uses of the product. For example, the rectangular symbol means the product comes in a bag. Which symbol is used to show the instruction "Water Cleanup"?
2. Why would you install a correctly located test area?
3. Would the tile setter be able to install ceramic tile 5 hours after applying the product?
4. Give a reason for using this product on floors in Metroland.
5. What are some of the ways the tile setter can use the product? How about ways he can use it to create interesting effects?





### Activity 3

Hotel Room attendants read housekeeping worksheets to plan the order they will clean rooms.

Read the activities below.

Order the activities so that activity 1 is the least difficult to complete and activity 5 is the most difficult to complete. Write the number on the line next to Activity \_\_\_\_\_. Refer to the *Housekeeping Document* (on other side) when completing this exercise.

**Activity** \_\_\_\_\_ **Res** rooms are reserved. Guests for these rooms expect their room to be ready when they arrive. Which room should Amy's team clean first?

**Activity** \_\_\_\_\_ **GONE** in the Check Outs section means the guest has checked out. Which room will Dom's team clean last?

**Activity** \_\_\_\_\_ Who is Erick's work partner?

**Activity** \_\_\_\_\_ Some room attendants are responsible for inspecting rooms that are **VC Res** (Vacant/Cleaned/Reserved). Some guests have requested an early check in at noon. List the rooms that these room attendants should inspect first.

**Activity** \_\_\_\_\_ Highlight or circle the rooms that Kris and Daryl need to tidy.



**Recipe**

**NOC 6242 Cooks**

Cooks in nursing homes often modify recipes to adapt to the quantities they need.

**Activity** An example of a *dry ingredient* is flour. Highlight, underline or circle three more dry ingredients.

**Answer** sugar, salt, baking soda

**Steps to the answer (one way)**

1. Scan the recipe section listing the ingredients including *flour*.
2. Scan the columns and rows to locate additional dry ingredients.
3. Locate: *sugar, salt, and baking soda*.
4. Decide that these are dry ingredients similar to flour.
5. Highlight, underline or circle *sugar, salt, and baking soda*.

**Note** One alternate answer could be vanilla. Vanilla is usually in liquid form but it is also sold as a bean, a dry ingredient.

**Level** Document Use, Level 2

**CLB** 5 and 6 (estimated performance)  
(Canadian Language Benchmark)

### Student Behaviour Report

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Your child was involved in the following:

- The use of inappropriate language—heard by other student—heard by teacher
- Aggressive behaviour
- Vandalism
- Insubordinate actions (disobedience, disrespect)
- Lack of academic effort/inappropriate work

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### To be filled in by student:

Why I am in trouble:

What rights and responsibilities on the playground/in the classroom have I ignored?

My plan for improved behaviour at school:

Date: \_\_\_\_\_ Student: \_\_\_\_\_

Teacher: \_\_\_\_\_ Parent: \_\_\_\_\_

This is the first/ second/ third/ notice sent home regarding inappropriate behaviour. After the third notice, the principal will contact the parents.

## Activity 4B

### Student Behaviour Form

**Given Information:** Teaching Assistants complete student reports. On October 1, 2000, the Teaching Assistant wrote a Behavior Report for a grade 7 student, Janine Hughes. Janine kicked and dented the door of her locker when it was stuck. She swore loudly.

**Activity:** Tick the box or boxes that describe the behavior.

**Answer:** Tick *the use of inappropriate language* and *vandalism*.

**Steps to the Answer (one way):**

# Appendix





# Through The Worker's Eyes

## Developing Learning Activities with Work-Related Documents

This workshop will look at the value and benefits of using work-related documents to develop learning activities for Literacy and Basic Skills learners who have employment goals. The focus will be on learning activities related to the Essential Skill of Document Use. This will be of interest to beginner-level practitioners who are integrating Essential Skills material and curriculum into their existing programs but are struggling to come up with authentic tasks and activities.

Trainer (insert name and credentials):

**Workshop Date:**

**Location:**

**Registration Information:**

**Registration Deadline:**

This workshop is offered by (insert host and any funder acknowledgements)

Sample Promotional Flyer



