



Recognizing Life's Work



Helping Learners Connect
their Essential Skills from
Home to Work



A Practitioner's Resource Kit



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Project Overview

The *Recognizing Life's Work* project set out to provide credibility, validity and recognition to the Essential Skills that adults develop and strengthen through daily home and life activities... to Recognize Life's Work. This was done through several activities carried out over the 18 months of the project and culminated in the production of this practitioner kit and a complementary training session.

The process that led to the development of the kit and training included:

- ▶ A partnership between QUILL Learning Network and Project READ Literacy Network of Waterloo-Wellington that involved 11 practitioners from different Literacy & Basic Skills (LBS) agencies across both regions
- ▶ In-depth interviews with over 100 adult learners enrolled in LBS agencies to gain knowledge about all the interests, activities and life tasks they were involved in where Essential Skills were used and developed
- ▶ Research involving the use of existing and developed databases to profile Essential Skills of common leisure and home-based activities and match them to National Occupational Classification (NOC) profiles that require similar Essential Skills
- ▶ A team of just under 10 material developers that produced tools and learning materials that were piloted, reviewed and validated by 10 different LBS sites and 17 employers from across the region
- ▶ Delivery of training sessions to over 100 literacy and Essential Skills stakeholders across Ontario and beyond to introduce them to the tools developed and the importance of recognizing life's work in adult learners

The complete results of the findings and field testing can be read by contacting QUILL Learning Network and requesting a copy of the *Recognizing Life's Work* Final Report & Evaluation. Briefly, success is evidenced through the following statistics and testimonials:

- ▶ 98% of learners found the interview process enjoyable, comfortable and interesting with many saying that they felt more confident and positive after learning about all the skills they didn't realize they had
- ▶ 100% of employers agreed with the idea that people can develop skills in their home and leisure activities that can be transferred and applied to the workplace
- ▶ Almost all practitioners agreed the tools are valuable to use with learners who have employment goals and who have been introduced to the concept of Essential Skills

“It is a good eye opener to the value of people who have outside activities that are easily transferable to the workplace.”

— Employer

This kit is divided into two main parts:

Leisure Activities —12 common leisure and home-based activities have been profiled using Essential Skills. Learning materials and other information are included for practitioners who have learners who participate in these activities to help them build on their skills and make the link to relevant jobs. These make up the first 12 tabs in the resource.

How-To Guide for Recognizing Life’s Work — The last tab in the resource includes a How-To Guide for practitioners. This outlines a 5-step process, complete with tips and tools for practitioners to use in their programs, to identify and work with the leisure skills of their learners.

Inserted in the back cover of this kit is a CD that includes a majority of the templates and learning materials developed and found in the kit. Some of the information in this kit can also be found and printed in PDF files via QUILL Learning Network’s website www.quillnetwork.ca

Icons Used in the Kit

Five icons are used to help illustrate common items in the kit. They are described below:






Icon	Description
	specific task in a learning activity
	steps to use to get to the answer
	some ideas to help expand a learning activity
	indicates that the text refers to a source on the Internet
	a template, sample or example in the How-To Guide section

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Leisure Activities Overview

Note to Practitioners: Please read this overview before using any of the materials in this section.

As part of the *Recognizing Life's Work* (RLW) project, QUILL Learning Network interviewed over 100 adult learners enrolled in a variety of different Literacy & Basic Skills (LBS) agencies. Learners were interviewed about the activities and tasks they participated in during their leisure or non-work time.

A preliminary list showed over 20 common activities. This list was eventually narrowed down to 13 most common leisure and home-based activities. The list was based on looking at frequency of participation, primary responsibility of task and the need for Essential Skills to successfully participate in the activity/task. Two leisure activities were almost identical in terms of the skills developed through participation, so the final results were the following top 12 activities/tasks:

- 1 Computers for personal use (social networking, email and research)
- 2 Crossword puzzles
- 3 Entertaining (party planning/hosting)
- 4 Fishing
- 5 Gardening
- 6 Housecleaning (including laundry)
- 7 Household financial management (including use of ATM)
- 8 Household food management (shopping, meal planning, cooking)
- 9 Household scheduling and organizing (appointments, arranging service repair)
- 10 Pet care
- 11 Playing board games/playing cards
- 12 Reading for personal pleasure and interest (newspapers, magazines and books)

The learning materials in each section were field tested in 10 different Literacy & Basic Skills (LBS) agencies by practitioners and learners. For practitioners using the materials in this kit, there are three key points that came out of the field-testing process that need to be emphasized:

- ▶ The materials in each section are targeted to adults who participate in the leisure/home-based activities. Adults who don't participate in the activities may still enjoy and learn

from the learning materials, but the focus is on those who participate in the 12 activities. For practitioners who want to develop materials related to different interests of their learners, see the 'How-To' section behind the last tab of this guide.

- ▶ The levels attached to the learning materials are Essential Skills levels (as opposed to the LBS levels used in Ontario). The material writers are experienced in levelling documents and agreed that, for the most part, adults enrolled in LBS programs are at ES levels 1, 2 and some 3.
- ▶ Practitioners, when feasible, should attempt to 'think outside of the box' when using the learning activities included in this kit. While authentic documents are included, in many cases the authentic document links to authentic tasks involved in the leisure activity. For example, in one of the learning activities in the housecleaning section, the authentic document that goes with the learning activity is a diagram of a dial on a washing machine. While this means the activity can be done in the classroom, ideally, it would be more beneficial to the learner to visit a laundromat and use a real washing machine dial. We recognize it's not always possible to take the learning environment out of the traditional classroom, but, when possible, we encourage it.

This section of the kit is divided by the 12 leisure/home-based activities and includes a package of learning materials related to each leisure/home-based activity as well as suitable matching occupations (the learning activities and other material can also be found on the CD included with the kit). Research and our field testing showed that when learners work from materials that link to interests they have, they enjoy the learning more and are motivated to learn more.

This kit is the **first step** in making the link for learners between skills that are developed through home-based activities and the skills required in certain occupations. While we have included some occupational information in each section, the materials in the kit focus on the skills identified and developed through the leisure/home-based activities, and how learning activities used in programs can build on those skills by capitalizing on the interests of the learners.

Each leisure/home-based activity package includes:

- ▶ an Essential Skill Profile of the leisure activity
- ▶ one low-level learning activity, including an authentic document and steps to the answer page
- ▶ one high-level learning activity, including an authentic document and steps to the answer page
- ▶ an activity-occupation chart that shows two National Occupational Classification (NOC) profiles that require similar Essential Skills to those identified in the leisure activity
- ▶ some brief Labour Market Information (LMI) and two fictional case studies that further demonstrate the transferability of Essential Skills developed in the leisure activity to those required on the job. **(Several of the case studies were reviewed and validated by local employers. Those we were unable to get employer validation for are still included but are marked as not being validated.)**

Condensed Activity-Skills-Occupation Chart

Leisure/Home-based Activity	Most Important ES Used	Occupations That Require/Match the Skills
1 Computers for personal use	<ul style="list-style-type: none"> ▶ Writing ▶ Computer Use ▶ Thinking Skills 	<ul style="list-style-type: none"> ▶ NOC 1411 — General Office Clerks ▶ NOC 1452 — Correspondence, Publications and Related Clerks
2 Crossword puzzles	<ul style="list-style-type: none"> ▶ Thinking Skills ▶ Document Use 	<ul style="list-style-type: none"> ▶ NOC 6611 — Cashiers ▶ NOC 7434 — Engine Room Crew, Water Transport
3 Entertaining	<ul style="list-style-type: none"> ▶ Numeracy ▶ Oral Communication ▶ Thinking Skills 	<ul style="list-style-type: none"> ▶ NOC 6453 — Food and Beverage Servers ▶ NOC 9473 — Binding and Finishing Machine Operators
4 Fishing	<ul style="list-style-type: none"> ▶ Reading Text ▶ Document Use ▶ Numeracy 	<ul style="list-style-type: none"> ▶ NOC 9481 — Aircraft Assemblers and Aircraft Assembly Inspectors ▶ NOC 9452 — Fabric, Fur and Leather Cutters
5 Gardening	<ul style="list-style-type: none"> ▶ Reading Text ▶ Thinking Skills 	<ul style="list-style-type: none"> ▶ NOC 1413 — Records Management and Filing Clerks ▶ NOC 9497 — Plating, Metal Spraying and Related Operators
6 Housecleaning	<ul style="list-style-type: none"> ▶ Document Use ▶ Numeracy ▶ Thinking Skills 	<ul style="list-style-type: none"> ▶ NOC 9613 — Labourers in Chemical Products Processing and Utilities ▶ NOC 9616 — Labourers in Textile Processing
7 Household financial management	<ul style="list-style-type: none"> ▶ Document Use ▶ Numeracy ▶ Thinking Skills ▶ Computer Use 	<ul style="list-style-type: none"> ▶ NOC 9471 — Printing Machine Operators ▶ NOC 1473 — Production Clerks
8 Household food management	<ul style="list-style-type: none"> ▶ Reading Text ▶ Numeracy ▶ Thinking Skills 	<ul style="list-style-type: none"> ▶ NOC 9481 — Aircraft Assemblers and Aircraft Assembly Inspectors ▶ NOC 6471 — Visiting Homemakers, Housekeepers and Related Occupations
9 Household scheduling and organizing	<ul style="list-style-type: none"> ▶ Thinking Skills ▶ Document Use ▶ Oral Communication 	<ul style="list-style-type: none"> ▶ NOC 1471 — Shippers and Receivers ▶ NOC 1441 — Administrative Clerks ▶ NOC 7414 — Delivery Drivers
10 Pet care	<ul style="list-style-type: none"> ▶ Numeracy ▶ Thinking Skills 	<ul style="list-style-type: none"> ▶ NOC 6482 — Estheticians, Electrologists and Related Occupations ▶ NOC 9619 — Other Labourers in Processing, Manufacturing and Utilities
11 Playing board games/playing cards	<ul style="list-style-type: none"> ▶ Numeracy ▶ Thinking Skills ▶ Working with Others 	<ul style="list-style-type: none"> ▶ NOC 1461 — Mail, Postal and Related Clerks ▶ NOC 1433 — Customer Service Representatives — Financial Services
12 Reading for pleasure	<ul style="list-style-type: none"> ▶ Reading Text ▶ Oral Communication ▶ Thinking Skills 	<ul style="list-style-type: none"> ▶ NOC 1413 — Records Management and Filing Clerks ▶ NOC 7444 — Pest Controllers and Fumigators

Computers for Personal Use



Essential Skills Profile

(Adapted from the Ontario Skills Passport Workplan)

Most Important Essential Skills (also shaded):

- ▶ Writing
- ▶ Computer Use
- ▶ Thinking Skills (Problem Solving)

ES Tasks/Level: Skill levels are assigned to workplace tasks. Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Reading Text

Tasks Performed
Read various emails/messages from friends and family. (Level 1 – 3)
Read help menus for assistance in resolving a computer software problem. (Level 3)
Read computer and software manuals to understand the programs. (Level 3 – 4)
Read detailed information for research on the computer. (Level 3 – 4)

Document Use

Tasks Performed
Understand the layout of various websites and messaging software. (Level 1 – 2)
Understand the layout of email. (Level 1)

Writing

Tasks Performed
Write short message on messaging software, e.g., chat on ICQ. (Level 1 – 3)
Write short emails to friends about meeting for a movie. (Level 2)
Write long emails to friends and family who you do not see regularly. (Level 3)

Numeracy — Money Math**Tasks Performed**

Purchase of computer and various software. (Level 1)

Numeracy — Scheduling or Budgeting and Accounting**Tasks Performed**

Budget for further computer add-ons, i.e., memory sticks. (Level 1)

Numeracy — Measurement and Calculation**Tasks Performed**

Keep track of time spent on the computer. (Level 1 – 2)

Numeracy — Data Analysis**Tasks Performed**

Compare the information found on one website with another for facts. (Level 3 – 4)

Numeracy — Numerical Estimation**Tasks Performed**

N/A

Oral Communication**Tasks Performed**

Use Internet software and webcams to communicate with friends and family at a distance. (Level 1)

Thinking Skills — Problem Solving**Tasks Performed**

The Internet is down. Take logical steps to resolve the problem. (Level 1)

You have written an email that seems to have upset a friend. Take logical steps to resolve the problem. (Level 2)

Software is not working properly and is causing computer problems. Take logical steps to resolve the problem. (Level 2 – 4)

Thinking Skills — Decision Making**Tasks Performed**

Decide when it is safe to download email attachments and freeware software. (Level 3)

Thinking Skills — Critical Thinking

Tasks Performed
Compare various information found on the Internet to ensure what you have read is correct. (Level 2 – 4)

Thinking Skills — Job Task Planning and Organizing

Tasks Performed
Keep up more than one conversation, using an instant messaging format. (Level 3 – 4)

Thinking Skills — Significant Use of Memory

Tasks Performed
Know and use all shortcut keys for various instant messaging forms. (Level 1)
Know and use best research processes, using the Internet. (Level 2)

Thinking Skills — Finding Information

Tasks Performed
Use a variety of research processes to find information on the Internet. (Level 2)

Working with Others

Tasks Performed
You usually use the Internet/computer for personal use independently, but you can work with others when you are using communication software and a webcam. (Level 2)

Computer Use

Tasks Performed
Use the computer at various levels of skill, from brief messaging (Level 1 – 2)
• to writing detailed emails (Level 3)
• to researching various topics in detail. (Level 2 – 3)
Download and use various programs from the Internet. (Level 2 – 3)

Continuous Learning

Tasks Performed
Take online tutorials on using software. (Level 2 – 3)
Take advantage of new software and try out various ways to use it. (Level 3 – 4)
Take courses on specific software and/or operating systems. (Level 3 – 4)

Learning Activity #1 (low level)

Leisure Activity: Computers for Personal Use

Essential Skill: Computer Use

Lead Statement: Research a trip to find out if it is the best price and place to be going to at that time.



Learning Activity:

- 1 Visit the travel website <http://www.marlin-travel.ca/663/ContactbrUs/tabid/1479/Default.aspx>
- 2 Locate the e-brochures tab on the home page. Browse a catalogue to find a trip that interests you and that you would like to learn more about.
- 3 Using your personal email program, begin a new email to a travel agent.
- 4 In the main message box, compose a basic message to ask for the following information:
 - ▶ dates that the trip is valid
 - ▶ total price including all taxes
 - ▶ weather conditions for that time of year
- 5 Once you are done writing the email, click on the “Send” button.

Essential Skill Level: Level 1 – 2

Corresponding Document: E-brochure catalogues from the website



Something to Think About:

Consider taking a field trip to a local travel agency, or have learners visit an agency as a homework assignment. Have them request a catalogue and a business card with an email address, and use this for the research as an alternative to researching via the website provided. If the learner is not comfortable ‘sending’ the final email message because he/she is not able to take a trip at this time or doesn’t want an actual response, then the final step can be ‘print’ the email rather than ‘send.’

Steps to the Answer for Learning Activity #1 (low level)

Learning Activity:

Researching a trip

Email a contact person to find out more information about a certain trip

Answer: Compose an email from your personal account, requesting the information outlined.



Steps to the Answer:

- 1 Log on to your personal email account.
- 2 Compose a message, requesting information on the outlined information — dates, weather conditions etc.

Essential Skill: Computer Use

Essential Skill Level: Level 1 – 2

Learning Activity #2 (high level)

Leisure Activity: Computers for Personal Use

Essential Skill: Writing

Lead Statement: Respond to an email, incorporating interesting news about yourself and answering the writer's questions.

Learning Activity:

- 1 Read the letter sent via email.
- 2 Review the letter now and underline all of the questions that Grandma asks you about.
- 3 Review the letter and circle all of the statements that you need to comment on.
- 4 Compose a basic message, including a greeting of your choice, and begin by answering the questions you have just underlined.
- 5 Continue with commenting on all of the statements that you circled.
- 6 Sign off with a warm, closing statement and click on the "Send" button.

Essential Skill Level: Level 3

Corresponding Document: Letter from Grandma



Something to Think About:

To complete the entire process of sending this email, have learners 'send' it to you or to another learner in the program. Or, as an alternative to sending the final response, have the learner 'print' the response rather than 'send.' Another option would be to have learners pair up, and have one learner compose an email, asking their own questions and have the other learner respond, using the guidelines in the activity as outlined above.

Document to Use with Learning Activity #2 (high level)

From: grannysmith@superisp.ca

Subject: **How's It Going?**

Date: November 22, 2009, 10:34:24 PM EDT (CA)

To: Shaun

Dear Shaun

I hope that my letter finds you well, I am doing just fine. How are you? Is there anything new with you?

The weather here is just fine and my days are filled with going for walks. We got new gym equipment in our exercise room and it is really fun. I love the cycle machine the best!

I also got a new dog and she is just lovely, she loves to play and go for walks just like I do. My friends really like her too.

It seems as though I haven't seen you in a very long time. Any chance you will be able to come and visit me in the summer? That would be just lovely and you could meet my new dog and we could do all sorts of fun things together.

I realize that your birthday just passed and I hope that you liked the birthday present that I sent to you. I didn't know what to get you, but I thought that you would like it the most. You must be so busy with school and work. How is school/work going?

I would love to hear from you as soon as you have some time. You take care now and keep being the wonderful person you are.

Sincerely,

Grandma

xoxo

Steps to the Answer for Learning Activity #2 (high level)

Learning Activity:

Writing an email to Grandma
Responding to the questions and statements in the letter

Answers: The following should be underlined:

- ▶ How are you doing?
- ▶ What is new with you?
- ▶ How is school/work going?
- ▶ Any chance you will be able to come and visit me in the summer?

The following should be circled:

- ▶ We got new gym equipment in our exercise room and it is really fun.
- ▶ I hope that you liked the birthday present that I sent to you.
- ▶ I got a new dog and she is just lovely, she loves to play and go for walks.



Steps to the Answer (one way):

- 1 Scan the letter for the questions. Look for sentences ending with a question mark.
- 2 Scan the letter for any descriptive statements that don't require an answer, but could require a comment.
- 3 Locate the questions and underline them.
- 4 Locate the statements and circle them.
- 5 Decide on answers to the questions, and decide on other comments to make about the general statements.

Essential Skill: Writing

Essential Skill Level: Level 3

ACTIVITY OCCUPATION CHART

Matching Skills from Leisure Activity to Skills Required in National Occupational Classification (NOC) Profiles

ACTIVITY: Computers for Personal Use — People who frequently use a computer for personal use develop Essential Skills required for the occupations listed below

Most Important Essential Skills of Leisure/Home-based Activity	General Office Clerks (NOC 1411)	Correspondence, Publication and Related Clerks (NOC 1452)
<p>Writing</p> <ul style="list-style-type: none"> ▶ Write short message on messaging software, e.g., chat on ICQ. (Level 1 – 3) ▶ Write short emails to friends about meeting for a movie. (Level 2) ▶ Write long emails to friends and family who you do not see regularly. (Level 3) <p>Problem Solving</p> <ul style="list-style-type: none"> ▶ The Internet is down. Take logical steps to resolve the problem. (Level 1) ▶ You have written an email that seems to have upset a friend. Take logical steps to resolve the problem. (Level 2) ▶ Software is not working properly and is causing computer problems. Take logical steps to resolve the problem. (Level 2 – 4) 	<p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Interact with couriers to clarify pickup and delivery times. (NOC 1411 level 1) ▶ Talk to clients, in person or on the phone, and provide them with information. You are often the clients' first contact with the office. (NOC 1411 level 1) ▶ Talk with contractors and suppliers to discuss discrepancies in invoices or to order supplies. (NOC 1411 level 1) ▶ Page employees over an intercom system. (NOC 1411 level 1) ▶ Maintain contact by phone with managers who are away. Relay essential information to them, including details of emergencies and questions from clients and suppliers which need their attention. Clarify situations regarding clients' cases. Miscommunication could result in a loss of time and/or money. (NOC 1411 level 2) ▶ Receive instructions from supervisors and discuss tasks and priorities with them. (NOC 1411 level 2) 	<p>Reading Text</p> <ul style="list-style-type: none"> ▶ Read letters from subscribers who have suggestions for future articles or comments on the publication's content. (NOC 1452 level 2) ▶ Read letters, memos and bulletins from various sources such as government agencies or from a minister's office to stay abreast of issues which will be dealt with in correspondence. (NOC 1452 level 2) ▶ Read memos from supervisors in order to understand changes in policies. (NOC 1452 level 2) ▶ Read regulations and specifications regarding insertion of copy in publications. (NOC 1452 level 3) ▶ Proofread articles for publication. (NOC 1452 level 3) ▶ Read briefing notes in order to integrate new information into writers' drafts. (NOC 1452 level 3) ▶ Read manuals which outline the procedures and protocol for correspondence. (NOC 1452 level 3)

Most Important Essential Skills of Leisure/Home-based Activity	General Office Clerks (NOC 1411)	Correspondence, Publication and Related Clerks (NOC 1452)
<p>Computer Use</p> <ul style="list-style-type: none"> ▶ Use the computer at various levels of skill, from brief messaging (Level 1 – 2) <ul style="list-style-type: none"> • to researching various topics in detail (Level 2 – 3) • to writing detailed emails. (Level 3) ▶ Download and use various programs from the Internet. (Level 2 – 3) 	<p>Problem Solving</p> <ul style="list-style-type: none"> ▶ A document is held up at the printing office and it will be difficult to get tasks completed within a set time frame. In this case, you may have to adjust the schedule to be ready to give priority to the delayed document as soon as it arrives. (NOC 1411 level 1) ▶ An error is noticed in a document. Contact the individual who produced the document to find out what wording was intended. (NOC 1411 level 1) ▶ A client's mail has been returned as undeliverable. Check with co-workers or make phone calls to locate a correct address. (NOC 1411 level 1) ▶ A computer or photocopier is malfunctioning. Try to fix the problem or call a technician. (NOC 1411 level 2) 	<p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Ask co-workers about the meaning and spelling of particular words. (NOC 1452 level 1) ▶ Communicate with book designers and sales staff regarding production deadlines or requested changes to orders. (NOC 1452 level 2) ▶ Communicate with members of the public concerning the placement of ads or complaints or compliments about past issues. (NOC 1452 level 2) ▶ Interact with writers, artists and freelancers who have suggestions for articles or designs. (NOC 1452 level 2) ▶ Talk to printers and photo laboratory personnel to coordinate production deadlines. (NOC 1452 level 2) ▶ Interact at meetings with consultants, editors and other supervisory personnel to clarify correspondence style and protocol and to check sources of information. (NOC 1452 level 3) <p>Writing</p> <ul style="list-style-type: none"> ▶ Write memos to staff members to accompany news releases and clippings. (NOC 1452 level 1) ▶ Write letters to writers and artists to provide information or to explain why the publication cannot use a proposed article, illustration or photograph. (NOC 1452 level 2) ▶ Complete production sheets and event information reports. (NOC 1452 level 2)

Most Important Essential Skills of Leisure/Home-based Activity	General Office Clerks (NOC 1411)	Correspondence, Publication and Related Clerks (NOC 1452)
	<p>Computer Use</p> <ul style="list-style-type: none"> ▶ Use a database. For example, respond to prompts on a screen when looking up information for a client. You may want to transfer this information to a paper copy for the client. (NOC 1411 level 1) ▶ Use communications software. For example, send e-mail messages to co-workers and to clients. (NOC 1411 level 2) ▶ Use word processing. For example, type reports, memos and letters. (NOC 1411 level 2) ▶ Enter client information in a database. (NOC 1411 level 2) ▶ Use graphics software. For example, prepare charts and graphs for reports using graphics software. (NOC 1411 level 3) 	<ul style="list-style-type: none"> ▶ Write confirmation notes or queries to customers concerning the layout of their orders. (NOC 1452 level 2) ▶ Write e-mail messages to other staff members to request information. (NOC 1452 level 2) ▶ Write captions to accompany photographs to be published. (NOC 1452 level 2) ▶ Write letters to respond to concerns raised in correspondence from readers. (NOC 1452 level 3) <p>Computer Use</p> <ul style="list-style-type: none"> ▶ Use a database. For example, enter customer information in a computer database so that you may, for example, retrieve previous ads automatically by typing in the client's phone number. (NOC 1452 level 2) ▶ Use bookkeeping, billing and accounting software. For example, check the status of clients' accounts. (NOC 1452 level 2) ▶ Use communications software. For example, use e-mail and the Internet. (NOC 1452 level 2) ▶ Use graphics software. For example, use software packages such as Compugraphics to enter text for ads and PowerPoint presentation software to generate graphs for reports. (NOC 1452 level 3) ▶ Use word processing. For example, use word processing software such as Microsoft Word or WordPerfect. (NOC 1452 level 3) ▶ Use a spreadsheet. For example, use spreadsheet software to summarize customer service expenditures. (NOC 1452 level 3)

Labour Market Information

1411 — General Office Clerks

People who frequently read for pleasure and people who frequently use a computer for personal use develop Essential Skills required of this occupation.

General office clerks prepare correspondence, reports, statements and other material; operate office equipment; answer telephones; and perform clerical duties of a general nature according to established procedures. They are **employed in offices throughout the public and private sectors.**

- ▶ general office clerk
- ▶ office assistant
- ▶ office clerk
- ▶ typist
- ▶ word processor operator

The employment prospects for this occupation are limited over the next five years. This limitation is due to increased automation within offices. It is also due to employers not hiring new staff as other staff leave or retire, but instead combining that work into existing jobs. During economic downturns, employment declines for this occupation.

Individuals who are good at multi-tasking (i.e., filing, scheduling, taking messages, using a computer) will have the best employment prospects.

In Ontario, 50% of all individuals employed in this occupation are working in Toronto, with the next highest in Ottawa at 12%. Kitchener-Waterloo, Barrie, Hamilton and Niagara Peninsula employ 9% of the individuals.

As of February 2010, the job market for General Office Clerks in Ontario is considered to be good in the following locations: Bruce, Grey, Simcoe, Muskoka District; Kenora, Dryden and the surrounding area; Niagara area; Thunder Bay area; and Waterloo Region, Huron, Perth, Wellington and Dufferin.



Additional information and supports for this occupation can be found at www.officeworkers.org

1452 — Correspondence, Publication and Related Clerks

People who frequently use a computer for personal use develop Essential Skills that are required for this occupation.

Correspondence, publication and related clerks write routine correspondence, proofread material for accuracy, compile material for publication and perform other related clerical duties. They are **employed by newspapers, periodicals, publishing firms and by establishments throughout the private and public sectors.**

The employment prospects for this occupation were considered to be fair in the past and no current labour market information is available on this specific occupation. Employment should continue to be fair because organizations will still require online assistance for customers; however, newspapers across Ontario have been making cutbacks due to lack of subscription purchases.

Individuals with strong computer skills and working knowledge of databases will have a better chance of employment in this field.

Fictional Case Study #1

People who frequently use a computer for personal use develop Essential Skills required to be a general office clerk. Essential Skills used commonly in personal computer use and in this occupation include **Thinking Skills** (Problem Solving) and **Computer Use**.

Worker: Ben
Job Title: Administrative Assistant
NOC: 1411 — General Office Clerk
Leisure Activity: Computers for Personal Use
Overlapping Essential Skills: Computer Use

Ben's Story

Ben is 26 years old and is making a career change from a manufacturing setting. Although Ben's previous work did not require him to use a computer on a daily basis, Ben certainly enjoys using the computer in his spare time.

Ben often enjoys using Facebook, emailing friends and organizing get-togethers as well as exploring the Internet to learn about different things.

Ben has secured work as an administrative assistant, and although he is a little nervous about applying his transferable skills, Ben does have the Essential Skills of Computer Use to make him successful at his job. After a couple of weeks of training, Ben feels that he is getting into the swing of things and is feeling more comfortable with his new role.

During a busy day at work, the following tasks have been assigned to Ben: organize a meeting two weeks from today, research information on flights from the local airport to New York City, and put up a notice on the company's community blog. In order to correspond with many of these places so planning could happen, Ben was required to use email.

Ben had to compose a number of emails to begin the planning stages of his work, so Ben thought back to how he learned to use his own personal email system. Ben used a variety of different tools, such as the help options and he looked for similar buttons and functions on this system that were the same as his own emailing system.

He also thought about how to best organize this planning stage. Just as he would plan some of his own gatherings, he needed to keep track of what was completed, and any follow-up that needed to be done. Ben chose to develop an Excel spreadsheet to keep records. He felt that this was the most efficient way to keep track as he would be able to develop different columns, easily check off what had been completed and still make notes for the items that needed follow-up.

Through Ben's spreadsheet and tracking he also came to learn that with Excel he was able to format cells to calculate, which also helped Ben to track the financial aspect of his planning. This was a learning curve for Ben, but he used many of the same strategies for

learning about computers for his personal use for learning about computers for work. For example, Ben used the researching and navigating that he enjoys doing on the Internet, to research Excel programs and where to find helpful user guides to assist him with his project. This skill also played a key role in researching and finding competitive prices on flights, accommodations and blogging.

After reviewing the tasks that were assigned, Ben began to realize that these are all computer tasks that he enjoys in his leisure time. Ben looked at the tasks and related them to how he approaches his spare time computer use and was able to organize, research and update successfully.

Fictional Case Study #2

People who frequently use a computer for personal use develop Essential Skills that are required for being a correspondence, publication and related clerk. Essential Skills used commonly when using a computer for personal use and in this occupation include **Writing** and **Computer Use**.

Worker: Simone
Job Title: Assistant to Executive Publication Clerk
NOC: 1452 — Correspondence, Publication & Related Clerks
Leisure Activity: Computers for Personal Use
Overlapping Essential Skills: Computer Use and Writing

Simone's Story

Simone loves her job as an Assistant to an Executive Publication Clerk. The role includes Simone reading through a variety of different documents from a wide variety of resources, including the Internet, books, newspapers, and archived files, and then writing up the key findings.

The more senior positions in Simone's department rely on the information that Simone puts together as the preliminary steps for their long-term planning. They use the information that she gathers as a foundation to compare and plan how to go about working towards certain goals for the company. For example, Simone may collect data on the labour market, consumer reports and typical earnings from local populations. This type of information is usually found through the computer. It is also part of Simone's role to prepare and organize the information into reports, using presentation and word processing applications.

The company wants to invest a large amount of money to revitalize its image and to begin adopting some new goals that will hopefully make them a leading company in their chosen industry. In anticipation of this change, senior management has requested that some of the

information gathering begin, again to start looking at some facts and figures and to get a better sense of how the economy has changed in the last five years.

Simone has been recognized for her keen work ethic and skills and has been assigned to this special project alongside a committee designated to prepare the research that has been requested. The committee is made up of six staff members from different departments. It is a 6-month project from start to finish, in which forming, planning, delegating and presenting all have to take place.

This presentation will need to incorporate a summary, charts, graphs and links to other websites. Needless to say, this will be a great opportunity for Simone. Simone will have to make sure that her computer and writing skills are up for the challenge. This project is huge and she wants to make a good impression and do quality work.

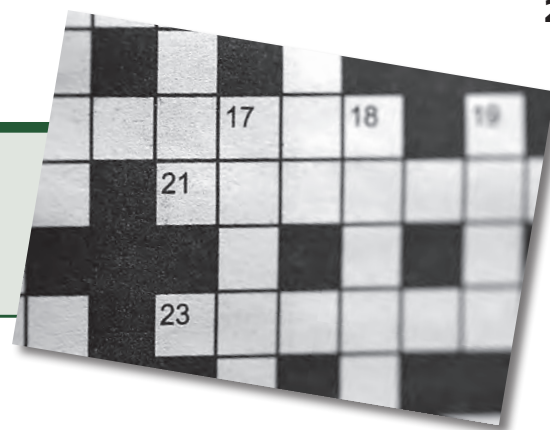
Simone enjoys writing poetry and short stories on her own anyway, but to make sure that her skills are where they should be, Simone enrolled in an Advanced Computer course and a Professional Writing course to upgrade her skills.

Once the project began and Simone was assigned her part of the project, Simone found that she was able to use her new and developed Computer and Writing skills to locate the key information that she needed to present effectively to the rest of her team. Simone was responsible for finding data for the last five years on population changes, earnings, and circumstances that have affected these changes.

The computer course made it easier for Simone to locate and search for the information, and the writing course helped Simone present information in the right business format.

Simone's work impressed the rest of the committee and provided them with the information that they needed. Simone's effective skills in Computer Use and Writing are to thank for this.

Crossword Puzzles



Essential Skills Profile

(Adapted from the Ontario Skills Passport Workplan)

Most Important Essential Skills (also shaded):

- ▶ Thinking Skills (Significant Use of Memory, Problem Solving)
- ▶ Document Use

ES Tasks/Level: Skill levels are assigned to workplace tasks. Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Reading Text

Tasks Performed
Read the clues. (Level 1)
Read thesaurus for words that have the same meaning. (Level 1)
Read various books for help in answering clues. (Level 2 – 3)

Document Use

Tasks Performed
Use a thesaurus. (Level 1)
Understand the layout of a crossword puzzle. (Level 1)

Writing

Tasks Performed
Print in the answers, using proper spelling. (Level 1)

Numeracy — Money Math

Tasks Performed
Buy newspapers or magazines with crossword puzzles. (Level 1)

Numeracy — Scheduling or Budgeting and Accounting**Tasks Performed**

N/A

Numeracy — Measurement and Calculation**Tasks Performed**

Count the number of squares and the number of letters to ensure the answer is potentially correct. (Level 1)

Numeracy — Data Analysis**Tasks Performed**

Compare up and down potential answers to see if an answer is correct and if two answers can fit together. (Level 1)

Numeracy — Numerical Estimation**Tasks Performed**

N/A

Oral Communication**Tasks Performed**

Ask others for answers to clues. (Level 1)

Thinking Skills — Problem Solving**Tasks Performed**

Come up with the answer to the clue. (Level 1 – 4)

Thinking Skills — Decision Making**Tasks Performed**

Decide which answers are correct and which answers fit. (Level 1 – 2)

Thinking Skills — Critical Thinking**Tasks Performed**

Analyze the puzzle to decide if you could reasonably complete it. (Level 1 – 2)

Thinking Skills — Job Task Planning and Organizing**Tasks Performed**

Set out the order and process for completing the puzzle. (Level 1)

Thinking Skills — Significant Use of Memory

Tasks Performed

Remember various events and information for the answers to the clues. (Level 3 – 4)

Remember small, unusual words commonly found in crossword puzzles. (Level 2)

Remember how to spell various words. (Level 2 – 3)

Thinking Skills — Finding Information

Tasks Performed

Research possible answers through various medias. (Level 3)

Working with Others

Tasks Performed

Crosswords are usually done alone, but sometimes they may be done with others — so it is important to respect each other's answers and ideas.

Computer Use

Tasks Performed

Research answers to clues on the Internet. (Level 1 – 2)

Complete online crossword puzzles. (Level 1)

Create your own crossword puzzles, using computer software. (Level 3 – 5)

Continuous Learning

Tasks Performed

Every crossword is a new learning experience which will enhance the next game played.

Learning Activity #1 (low level)

Leisure Activity: Crosswords and Similar Puzzles

Essential Skills: Document Use and Thinking Skills (Problem Solving)

Lead Statement: A word search is a puzzle where words go up and down and sometimes diagonally across the grid. Word searches usually have a topic. Solving word searches involves circling a word in the grid that matches a word in the word list provided. Doing word searches is a hobby that involves Document Use (the word search) and Problem Solving.

Learning Activity:

- 1 Complete the attached word search. (Word list is on the page following the puzzle.)
- 2 Read the topic at the top of the page.
- 3 Carefully read the instructions at the top of the page.
- 4 Slowly read one word at a time from the word list, and then look for it in the word search grid.
- 5 Circle the word if you find it.
- 6 Cross out the word that you just found from the word list.
- 7 Your word search is complete when you have found all of the words.

Essential Skill Level: Level 1-2

Corresponding Document: Word search puzzle grid and word list (can also be accessed via <http://www.puzzle-club.com/word-searches-fruit-m.html>)



Something to Think About:



Help learners who may have difficulty viewing a grid by suggesting they use a ruler or another sheet of paper to keep a straight line when looking for words in the puzzle. If you don't want to make copies of the answer sheet for everyone, you can access the answer sheet online and then show it on a screen through a projector (or print a copy on a transparency and show it on an overhead).

Document to Use with Learning Activity #1 (low level)

Word Search Fruity Feeling

Words can go horizontally, vertically and diagonally in all eight directions.

Words may overlap and share 1 or more letters.

m x n q n n c w z c r k c x w v x r j m k n k v q
y k l n o g m r v h m n b a n a n a a l v r t p b
g t k r l c j w p a e p a r g m b w r e l g i q x
n e c w e f b n n b x n p t v l y t t z p n q t d
e n g h m j p d f n q f a z z n b c k j e g a k j
e m t n e t a w t t m y p w t h n m j a k u l l k
h p b b a r b z e t a n a r g e m o p m q k l f m
c k q k i r r p n g j k y k r w e p r m k m b h x
y p l n t f o y k z l y a h n k l q u g w w d r t
l l o k r x h k v m r r r a b e p k k j z w x y g
j u q p b n f c e r k x w j w h p h c z t t r n n
z m u z j t t d e r d o z d m r a k m p d r x t n
m n a l v r l h d q r l l x z k t r p z e w d t m
k a t n t a c h g k f a p r i c o t r b j x x p z
z m n j r e d y r c l m p w m f h a w t h o r n r
p r k g k k k j e n i r e g n a t a f z p w l p c
m k x o o l d r u j x y z r k r r m p w x l t q j
x r h n n x n e g n y t k l l t l l c l y r p t m
l c g n n r i c l q e l v z s r t i k l p e y m r
c e t k g f r n w f w b b v q m n m v z a h q t w
x d m z q q a i a r r a e y j p n e w c q b n n n
b m v o g n m u f v x w p r t l d y h x k a l a s
g t q l n g a q k c a r k w r t z w k t r g x r t
r b n k t d t p t k f u b q a y l r t m l y h w p
b p g r a p e f r u i t g t r p x r t w q t n m b



If you wish to print directly from the website, or increase font size, you can find this puzzle at
<http://www.puzzle-club.com/word-searches-fruit-m.html>

Word List

apple	juneberry	melon	quince
apricot	kumquat	orange	rowan
banana	lemon	papaya	salak
cherry	lime	pawpaw	strawberry
chokecherry	loquat	peach	tamarind
grape	lychee	pear	tangerine
grapefruit	mandarin	pineapple	
guava	mango	plum	
hawthorn	medlar	pomegranate	

Steps to the Answer for Learning Activity #1 (low level)

Leisure Activity: Completing a word search puzzle

Answer:

Word Search Fruity Feeling

m	x	n	q	n	n	c	w	z	c	r	k	c	x	w	v	x	r	j	m	k	n	k	v	q
y	k	l	n	o	g	m	r	v	h	m	n	b	a	n	a	n	a	a	l	v	r	t	p	b
g	t	k	r	l	c	j	w	p	a	e	p	a	r	g	m	b	w	r	e	l	g	i	q	x
n	e	c	w	e	f	b	n	n	b	x	n	p	t	v	l	y	t	t	z	p	n	q	t	d
e	n	g	h	m	j	p	d	f	n	q	f	a	z	z	n	b	c	k	j	e	g	a	k	j
e	m	t	n	e	t	a	w	t	t	m	y	p	w	t	h	n	m	j	a	k	u	l	l	k
h	p	b	b	a	r	b	z	e	t	a	n	a	r	g	e	m	o	p	m	q	k	l	f	m
c	k	q	k	i	r	r	p	n	g	j	k	y	k	r	w	e	p	r	m	k	m	b	h	x
y	p	l	n	t	f	o	y	k	z	l	y	a	h	n	k	l	q	u	g	w	w	d	r	t
l	l	o	k	r	x	h	k	v	m	r	r	r	a	b	e	p	k	k	j	z	w	x	y	g
j	u	q	p	b	n	f	c	e	r	k	x	w	j	w	h	p	h	c	z	t	t	r	n	n
z	m	u	z	j	t	t	d	e	r	d	o	z	d	m	r	a	k	m	p	d	r	x	t	n
m	n	a	l	v	r	l	h	d	q	r	l	l	x	z	k	t	r	p	z	e	w	d	t	m
k	a	t	n	t	a	c	h	g	k	f	a	p	r	i	c	o	t	r	b	j	x	x	p	z
z	m	n	j	r	e	d	y	r	c	l	m	p	w	m	f	h	a	w	t	h	o	r	n	r
p	r	k	g	k	k	j	e	n	i	r	e	g	n	a	t	a	f	z	p	w	l	p	c	
m	k	x	o	o	l	d	r	u	j	x	y	z	r	k	r	r	m	p	w	x	l	t	q	j
x	r	h	n	n	x	n	e	g	n	y	t	k	l	l	t	l	l	c	l	y	r	p	t	m
l	c	g	n	n	r	i	c	l	q	e	l	v	z	s	r	t	i	k	l	p	e	y	m	r
c	e	t	k	g	f	r	n	w	f	w	b	b	v	q	m	n	m	v	z	a	h	q	t	w
x	d	m	z	q	q	a	i	a	r	r	a	e	y	j	p	n	e	w	c	q	b	n	n	n
b	m	v	o	g	n	m	u	f	v	x	w	p	r	t	l	d	y	h	x	k	a	l	a	s
g	t	q	l	n	g	a	q	k	c	a	r	k	w	r	t	z	w	k	t	r	g	x	r	t
r	b	n	k	t	d	t	p	t	k	f	u	b	q	a	y	l	r	t	m	l	y	h	w	p
b	p	g	r	a	p	e	f	r	u	i	t	g	t	r	p	x	r	t	w	q	t	n	m	b



Steps to the Answer (one way):

- 1 Scan the word list for your word search puzzle.
- 2 Scan the word search grid to see if you can easily recognize some of the words.
- 3 Circle the words you find.
- 4 Cross out the words from the word list as you find them in the puzzle.

Essential Skills: Document Use, Thinking Skills (Problem Solving)

Essential Skill Level: Level 1 – 2


Learning Activity #2 (high level)

Leisure Activity: Crosswords and Similar Puzzles

Essential Skills: Thinking Skills (Problem Solving, Significant Use of Memory), Document Use

Lead Statement: Crossword puzzles are a hobby that involves reading word clues to try and figure out the correct word to insert in the white squares. It is a word puzzle in a grid of black and white squares.

Learning Activity/Task:

- 1 You are going to complete a crossword puzzle.
- 2 Carefully read the crossword clues found under the “across” column and the “down” column.
- 3 Enter the answers to the word clues in the crossword squares, using a pencil (in case you need to erase a word later on).
- 4  Access the Internet on your computer and key in www.dictionary.com if you do not know the correct word for a given clue.
- 5 Locate and click on the word “thesaurus” at the top of the screen. A blank white bar will appear with the word “search” beside it.
- 6 Type in the word you want to get a synonym for, then press “search.”
- 7 Review the list of synonyms that appear by scrolling down the page. One of the synonyms could be a word to use in your crossword.
- 8 Your crossword is complete when you have finished filling in all the white squares.
- 9 Refer to the answer sheet for the correct answers.

Essential Skill Level: Level 2-3

Corresponding Document: Crossword Puzzle #1 by Dave Fisher (can also be viewed and printed online at http://puzzles.about.com/od/printcrosswords/l/13x13_01.pdf); Thesaurus: www.dictionary.com



Something to Think About:

People who frequently complete crossword puzzles often memorize answer words based on clues that reappear in puzzle after puzzle. To add another component to this activity you may want to consider creating a vocabulary list from the completed puzzle and have the learner look up the definitions. As well, clues can often include double meanings that may be difficult for literacy learners to understand. Turn this into a learning opportunity to have a lesson about inference, satire and other puns.

Document to Use with Learning Activity #2 (high level)

Easy Crossword Puzzle #1 by Dave Fisher (puzzles.about.com)

Across

- 1. Questions
- 5. Harry Potter to Lily Evans
- 8. Igloo, for example
- 12. Emailed
- 13. Lonely number
- 14. Opposite of 60
- 15. It grows on you
- 16. Cut grass
- 17. Fill a dog's dish
- 18. Look at intently
- 20. They have sleeves
- 22. Animal feet

24. With 41 Across, keen on

- 25. Fedora, e.g.
- 28. Spoke quietly
- 33. It's pumped in a gym
- 35. Social insect
- 36. "I __ ya!" (challenge)
- 37. Lounge in an airport
- 40. Lie in the sun
- 41. See 24 Across
- 42. Burn the surface of
- 44. Small trees
- 48. Come up
- 51. Take a trip around
- 52. Mighty tree
- 54. Uses a shovel

- 56. Famous singer Fitzgerald
- 57. Tell a tall tale
- 58. Rim
- 59. Open a banana
- 60. Opposite of 14 Across
- 61. Take five

Down

- 1. Fire leftover
- 2. Oceans
- 3. Make a sweater, perhaps
- 4. Guitar holder
- 5. Sort of
- 6. Yoko __
- 7. Reporter's offering

1	2	3	4		5	6	7		8	9	10	11
12					13				14			
15					16				17			
	18			19			20	21				
			22			23		24				
25	26	27		28			29			30	31	32
33			34		35				36			
37				38				39		40		
			41			42			43			
44	45	46			47		48			49	50	
51					52	53			54			55
56					57				58			
59					60				61			

- 8. Gave the meaning of a word
- 9. Above
- 10. Get together
- 11. Finishes
- 19. Not cooked
- 21. __-Hop
- 23. Cavity in the head
- 25. With 50 Down, what one did for Easter, maybe
- 26. "___ we there yet?"
- 27. Apex
- 29. Made like a comet
- 30. Remy, the chef, is one
- 31. Period in history

- 32. Fox's home
- 34. Not synthetic
- 38. Steal
- 39. Hole in the head
- 43. Ghost _ (Johnny Blaze)
- 44. "___ on it!" (hurry up)
- 45. Golfer's target
- 46. Be king, say
- 47. Alone
- 49. Border
- 50. See 25 Down
- 53. Band-__
- 55. Sun__ (day's end)



(to use a clearer or larger copy of this puzzle, it can be viewed and printed via http://puzzles.about.com/od/printcrosswords/1/13x13_01.pdf)

Steps to the Answer for Learning Activity #2 (high level)

Learning Activity

Completing a crossword puzzle

Answer:

A	S	K	S		S	O	N		D	O	M	E
S	E	N	T		O	N	E		E	V	E	N
H	A	I	R		M	O	W		F	E	E	D
	S	T	A	R	E		S	H	I	R	T	S
			P	A	W	S		I	N			
H	A	T		W	H	I	S	P	E	R	E	D
I	R	O	N		A	N	T		D	A	R	E
D	E	P	A	R	T	U	R	E		T	A	N
			T	O		S	E	A	R			
S	H	R	U	B	S		A	R	I	S	E	
T	O	U	R		O	A	K		D	I	G	S
E	L	L	A		L	I	E		E	D	G	E
P	E	E	L		O	D	D		R	E	S	T

Steps to the Answer (one way):

- 1 Carefully read the clues under the “across” column of the crossword.
- 2 Write the answers that you readily know in the crossword squares.
- 3 Carefully read the clues under the “down” column of the crossword.
- 4 Write the answers that you readily know in the crossword squares.
- 5 For hard-to-find words, refer to www.dictionary.com and click on “thesaurus.”
- 6 Type in a word (in the blank white bar) that you require a synonym for and press “search.”
- 7 Review the list of synonyms that is provided and determine if one could be a word to use in your crossword.



Essential Skills: Thinking Skills (Problem Solving, Significant Use of Memory), Document Use

Essential Skill Level: Level 2-3

ACTIVITY OCCUPATION CHART

**Matching Skills from Leisure Activity
to Skills Required in National Occupational Classification (NOC) Profiles**

ACTIVITY: Crosswords Puzzles — People who frequently complete crossword puzzles develop Essential Skills required by people who work in the occupations listed below.		
Most Important Essential Skills of Leisure/Home-based Activity	Engine Room Crew, Water Transport (NOC 7434)	Cashiers (NOC 6611)
<p>Document Use</p> <ul style="list-style-type: none"> ▶ Use a thesaurus. (Level 1) ▶ Understand the layout of a crossword puzzle. (Level 1) <p>Problem Solving</p> <ul style="list-style-type: none"> ▶ Come up with the answer to the clue. (Level 1 – 4) <p>Significant Use of Memory</p> <ul style="list-style-type: none"> ▶ Remember small, unusual words commonly found in crossword puzzles. (Level 2) ▶ Remember how to spell various words. (Level 2 – 3) ▶ Remember various events and information for the answers to the clues. (Level 3 – 4) 	<p>Document Use</p> <ul style="list-style-type: none"> ▶ Read Workplace Hazardous Materials Information System (WHMIS) labels and identification labels on pipes, gauges, tanks, pumps and gears. (NOC 7434 level 1) ▶ Complete Engine Room Maintenance forms to keep track of maintenance functions which have been performed. (NOC 7434 level 1) ▶ Complete log entries to record temperature and pressure readings. (NOC 7434 level 1) ▶ Read lists of equipment which has arrived for repair and inventory lists for engine room stores. (NOC 7434 level 1) ▶ Read multi-column tables which indicate the type of oil to use for various applications. (NOC 7434 level 2) ▶ Read plans of the ship's layout to locate rooms and equipment. (NOC 7434 level 2) ▶ Read measurement conversion charts to convert gas reservoir volume from imperial to metric measurements. (NOC 7434 level 2) ▶ Read assembly drawings and schematic diagrams for electronic equipment. (NOC 7434 level 3) 	<p>Document Use</p> <ul style="list-style-type: none"> ▶ Read price tags, bills, cash register displays or account statements to determine the amount due. (NOC 6611 level 1) ▶ Consult lists, such as lists of product names and their prices, lists of people who have written NSF (not sufficient funds) cheques, lists of exchange rates or pounds to kilograms conversion charts. (NOC 6611 level 2) ▶ Complete forms, such as charge slips, cheque cashing forms, rain checks, credit slips or payment slips. Daily cash out sheets, deposit sheets, deposit envelopes or charge control sheets may also be completed. (NOC 6611 level 2) ▶ Read brand labels and compare them to promotional flyers or coupons to determine if the product is on sale. (NOC 6611 level 2) ▶ In theatres, may use a seating chart to help customers with ticket selection. (NOC 6611 level 2) ▶ Complete forms to transfer stock between stores or to return unsold merchandise, such as magazines, to obtain a refund. Restaurant cashiers may complete a daily check off report recording information, such as the temperature in coolers and freezers. (NOC 6611 level 2)

Most Important Essential Skills of Leisure/Home-based Activity	Engine Room Crew, Water Transport (NOC 7434)	Cashiers (NOC 6611)
	<p>Problem Solving</p> <ul style="list-style-type: none"> ▶ There is no suction on the bilge pump. Check to find if a valve is open somewhere or if the bilge strainer has been improperly secured. (NOC 7434 level 1) ▶ An alarm has been tripped when the power was switched from one engine to another. Turn the power back to the first engine, then search for the source of the problem. The mechanical valve may have been incorrectly set, stopping water from transferring as required. (NOC 7434 level 2) ▶ A “knocking noise” is heard. Diagnose the cause by checking valves, water pipes and injectors. (NOC 7434 level 2) ▶ An unknown source of water is in the ship. Determine if there is a leak in piping or in the cooling water tank. (NOC 7434 level 3) <p>Significant Use of Memory</p> <ul style="list-style-type: none"> ▶ May remember which tanks have not been pumped out so that they can deal with them during their next round. ▶ May remember which valve in the maze of tagged and colour-coded valves is the one that caused problems last year. ▶ May remember complex step-by-step sequencing of procedures for starting up machinery. 	<ul style="list-style-type: none"> ▶ Consult work schedules and enter the times that daily shifts started and finished. (NOC 6611 level 2) <p>Significant Use of Memory</p> <ul style="list-style-type: none"> ▶ Memorize prices and codes. ▶ Remember which items are on special and their sale price. Although they can seek this information as needed, they will be more efficient if they can remember. ▶ Remember messages from suppliers about the availability of stock and special requests from customers. They pass this information along to their supervisor. ▶ May remember the names, faces or preferences of regular customers to provide more personal service. <p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Interact with the supervisor, receiving instructions or information, informing the supervisor of problems, such as running short of change, and discussing how the shift is going. (NOC 6611 level 1) ▶ Take phone messages and may use an intercom to page co-workers. (NOC 6611 level 1) ▶ Take orders for food or stock from customers. (NOC 6611 level 1) ▶ Speak with suppliers to receive information about products. (NOC 6611 level 1)

Most Important Essential Skills of Leisure/Home-based Activity	Engine Room Crew, Water Transport (NOC 7434)	Cashiers (NOC 6611)
		<ul style="list-style-type: none"> ▶ Greet customers, tell them the total of their bill and respond to their questions about products, services, their bill, hours of operation or where particular products or services can be found. (NOC 6611 level 1) ▶ Talk to co-workers to request and provide information on prices, codes or procedures and to coordinate work and schedules. (NOC 6611 level 1) ▶ Listen to public address system announcements for information. (NOC 6611 level 1) <p>Numerical Estimation</p> <ul style="list-style-type: none"> ▶ Estimate prices for customers, such as the price of foods sold by weight or the cost of a meal in a cafeteria. (NOC 6611 level 1) ▶ Estimate whether a show will be sold out by a particular time to inform a customer, based on the rate of ticket sales and the time remaining of the run. (NOC 6611 level 2) <p>Money Math</p> <ul style="list-style-type: none"> ▶ Total bills by entering amounts in a cash register or calculator, receive payments and make change. (NOC 6611 level 1) ▶ Handle U.S. currency. Use an exchange rate chart or a calculator. (NOC 6611 level 2) ▶ Calculate what the store is owed for unsold stock, such as magazines, which can be returned for partial refund. (NOC 6611 level 2)

Labour Market Information

7434 – Engine Room Crew, Water Transport

People who frequently complete crossword puzzles develop Essential Skills required for this occupation.

Workers in this unit group assist ship engineer officers to operate, maintain and repair engines, machinery and auxiliary equipment aboard ships or self-propelled vessels. They are employed by marine transportation companies and federal government departments, including the armed forces.

- ▶ engine room crew, ship
- ▶ greaser, engine room
- ▶ marine engine oiler
- ▶ marine engineering mechanic — military
- ▶ ship boiler tender
- ▶ ship stoker

The employment prospects for this occupation are considered to be good within the Niagara and Great Lakes regions for the next 10 years. The reason is two-fold; the majority will be through retirement, and the balance will be due to growth.

Individuals with technical and interpersonal skills will be more successful at finding and maintaining employment in these occupations.

6611 Cashiers

People who frequently complete crossword puzzles develop Essential Skills required for this occupation.

Cashiers operate cash registers, optical price scanners, computers or other equipment to record and accept payment for the purchase of goods, services and admissions. They are **employed in stores, restaurants, theatres, recreational and sports establishments, currency exchange booths, government offices, business offices and other services, retail and wholesale establishments.**

- ▶ box office cashier
- ▶ cafeteria cashier
- ▶ grocery store cashier
- ▶ office cashier
- ▶ racetrack cashier
- ▶ self-serve gas bar cashier
- ▶ theatre cashier

The employment prospects for this occupation are considered to be good. Cashiers have been replacing sales clerks due to more “self-serve” retailers. Part-time positions are replacing full-time positions, which means that when one person leaves or retires from the job, two part-time jobs will be created.

The areas in Ontario with the best opportunity for employment in this occupation are: Cornwall/Hawkesbury, Hamilton, Sault Ste. Marie, Elliot Lake, Algoma District, Thunder Bay, Toronto, Windsor/Essex, Chatham-Kent, Sarnia and Lambton.

If a job seeker is a “people-person” and can deliver good customer service, they are more likely to obtain employment in this field.

Fictional Case Study #1

People who frequently complete crossword puzzles develop Essential Skills required to be an engine room crew (water transport) worker. Essential Skills used commonly in completing crossword puzzles and in this occupation include **Document Use** and **Thinking Skills** (Problem Solving and Significant Use of Memory).

Worker: Charles
Job Title: Crew Worker
NOC: 7434 — Engine Room Crew, Water Transport
Leisure Activity: Crosswords
Overlapping Essential Skills: Document Use and Thinking Skills (Problem Solving and Significant Use of Memory)

Charles' Story*

Charles has spent the last four months settling into a new job as an engine room crew worker for a Great Lakes shipping company. During his leisure time, he relaxes by doing word searches and crosswords.

At 17, he dropped out of high school and got a job at an automobile dealership. He was assigned to cleaning the service garage and doing odd jobs. By the spring of 2009, when the dealership closed, he had worked his way up to being an automotive service technician. While looking for a new job, he enrolled in literacy upgrading and wrote and passed his GED test.

Charles' experience as an automotive service technician helped him get his new job with the shipping company. His responsibilities include assisting the ship engineer officers to operate, maintain and repair engines, machinery and auxiliary equipment. Charles has to work shifts.

His first assignment is on a medium-sized Canadian cargo vessel with four diesel engines and three auxiliary diesel engines. The engine room of the ship is spic 'n span, but very noisy. There are engines and fans running, and lots of loud pipes overhead.

Charles starts his shift with an engine room round. He refers to plans of the ship's layout to locate rooms and equipment (Level 2). In the engine room log, he adds entries to record temperature and pressure readings found on the indicators of engines, machinery and other equipment (Level 1). He reports abnormalities to the ship engineer officer. Doing crossword puzzles has taught him to print neatly. Other crew can read the entries quickly and accurately.

Next on the shift are repair and maintenance jobs. Each item of equipment has a Workplace Hazardous Materials Information System label that he reads before he begins (Level 1). He uses Engine Room Maintenance forms to record details of the completed

work: a short description of the repair job, the correct serial number from the label of the part repaired and the date and time (Level 1). Since this information is placed in different areas on the form, Charles has to remember exactly where to record it. He fills in the information as he completes the work. The form reminds him of crosswords because he has to remember where to write the answer to a word clue.

After a lunch break, Charles gets busy lubricating the moving parts of engines, machinery and auxiliary equipment. He refers to a multi-column table, which indicates the type of oil to use for various applications (Level 2). Sometimes, the ship engineer officer asks him to read measurement conversion charts to convert the gas reservoir volume from imperial to metric measurements (Level 2). Using the table and conversion charts is an important step to getting the correct information. Similarly for crosswords, if he doesn't know the answer to a word clue, he uses a thesaurus.

The best part of Charles' job is using his thinking skills to problem solve. Once, he and another crew member investigated a "knocking noise." They methodically checked valves, water pipes and injectors (Level 2). Another problem he and a crew member investigated was when an unknown source of water was found in the ship. Was the leak coming from a pipe or was it in the cooling water tank? They relied on the plans of the ship's layout of equipment to check possible sources of leaks. They patiently went through all possible explanations to rule out contributing factors (Level 3). Problem solving skills are like puzzle solving skills: you are looking for a solution based on clues. Sometimes, you have to figure out other word clues before the solution becomes apparent.

Once, the ship engineer officer reported a problem with a piece of equipment. Charles remembered a certain valve with a bright red tag had malfunctioned three months ago on that very same piece of equipment. He checked that valve first and determined it had again malfunctioned (Level 2). Charles' memory skills, honed by having to remember both small, unusual words commonly found in crossword puzzles and various events and information for the answers to word clues help him throughout his shift in the engine room.

Charles also likes completing the complex, step-by-step procedures for starting up some of the engine equipment. At first, he relied heavily on manuals, but as time goes by and he gains more experience, he is confident in relying on his memory. He also relies on his memory when he does crosswords. Many clues in crosswords tend to be used repeatedly, and Charles readily knows the answers.

After work, Charles relaxes above deck with his ship mates. Crosswords still keep his memory sharp and his problem-solving skills top notch. He can rely on three essential skills: Document Use, Problem Solving and Significant Use of Memory to help him perform his challenging job tasks in the engine room of a Great Lakes vessel.

***This story was not validated by an employer**

Fictional Case Study #2

People who frequently complete crossword puzzles develop Essential Skills required to be a cashier. Essential Skills used commonly in completing crossword puzzles and in this occupation include **Document Use** and **Thinking Skills** (Significant Use of Memory).

Worker:..... Margaret
Job Title:..... Cashier
NOC:..... 6611 — Cashiers
Leisure Activity: Crosswords
Overlapping Essential Skills: Document Use and Thinking Skills
 (Problem Solving and Significant Use of Memory)

Margaret's Story*

Margaret has been working part-time for six months as a cashier at a convenience store. It has a gas bar, plus an ATM located in the store. It is open 24 hours a day, 365 days a year. Margaret has to work 8-hour shifts. In her leisure time, Margaret often solves easy crosswords while watching the television or listening to music. She also writes poetry and enjoys spending time with friends.

Margaret has the equivalent of grade 11, but she has recently decided to attend a local literacy centre to upgrade her literacy skills and apply to write her GED Test.

Margaret's main responsibilities are: to operate a cash register and optical price scanners, to read a gas console (with a separate monitor), to record and accept payment for the purchase of goods and services, and to make daily log entries.

At first, managing the gas console, the optical scanner and the till at the front counter required a lot of concentration for Margaret. For customers buying gas, she had to read the gas console to see what grade of gas was selected and the unit price. Then she had to remember to key in the litres pumped at the till to get a gas price total. If they were buying merchandise as well, she had to switch her focus to using the optical scanner. She had to look for the UPC bar code on the merchandise and scan it to get a price. She carefully looked at the till to make sure the prices were recorded as she entered them. Even though the job, at first, required a lot of concentration, it came easy to Margaret. Doing crosswords has taught her to concentrate on one clue at a time, just like concentrating on one job task at a time.

Over the past six months, Margaret has become more comfortable on the job. Through repeated scanning, she has memorized the prices and UPC bar code numbers of some of the most frequently purchased items. She also reads the "weekly specials" memos ahead of time to memorize the sale price of merchandise. Repetition and memory work are skills Margaret is familiar with. After all, some of the same word clues crop up all the time in crosswords. She remembers the answers because she's used them often.

She enjoys the casual banter she has with some of the regular customers while she's scanning their merchandise. She knows their first names and remembers what newspapers or sundry items they like to purchase. To Margaret, knowing specific customer's preferences is like always remembering the unusual word answers for crossword clues.

Money Math is a problem-solving skill that Margaret does throughout her shift. She has to count the money in the cash register at the beginning of her shift and at the end of her shift. She counts the money received from customers for their purchases and enters it in the cash register. Although the register specifies how much change is required to be given to the customer, Margaret still has to be able to count it out. To Margaret, Money Math is fun. It's detailed problem-solving work like her crosswords. Plus, when doing Money Math, everything has to balance. Just like crosswords, you have to search for the right word and then complete adjoining word clues correctly to complete the whole crossword. One wrong word and you can be completely thrown off course.

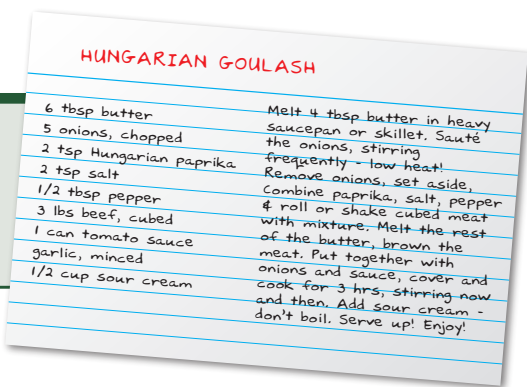
At the end of her shift, Margaret has a number of simple addition calculations to perform and record in daily log entries. These include having to record in a daily log the following: the total litres of gas sold, the number of cigarettes or cartons left in the case behind the counter, and the number of lottery tickets remaining in the display case. Doing crossword puzzles has taught her to print neatly in the logs. Other client service representatives can read the entries quickly and accurately. Sometimes, the manager asks Margaret to look back in the log entries to find specific data on a given day. Margaret likes doing this paperwork. It reminds her of using a thesaurus to find the right word to a word clue in a crossword.

While she's working, Margaret doesn't mind asking questions of her co-workers or manager about a part of the job she's still learning about. It's just like asking someone for a word clue when she's figuring out a crossword answer. All she needs is a little direction and then she's off completing the job task on her own.

Margaret is really grateful that she has been able to be so proficient at her job. She knows now that having a hobby, like doing crosswords, can be a benefit when it comes to working. She uses some of the same Essential Skills on the job as she does when she's solving crossword puzzles: Document Use, Problem Solving and Significant Use of Memory (a thinking skill).

***This story was not validated by an employer**

Entertaining/Socializing



Essential Skills Profile

(Adapted from the Ontario Skills Passport Workplan)

Most Important Essential Skills (also shaded):

- ▶ Numeracy (Measurement and Calculation, Numerical Estimation)
- ▶ Oral Communication
- ▶ Thinking Skills (Job Task Planning and Organizing)

ES Tasks/Level: Skill levels are assigned to workplace tasks. Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Reading Text

Tasks Performed
Read restaurant menu. (Level 1)
Read recipes and process. (Level 1 – 2)
Read magazines on entertaining. (Level 2 – 3)
Read books on sociology to make the entertainment/socializing experience better. (Level 3 – 4)

Document Use

Tasks Performed
Use Yellow Pages to find a restaurant. (Level 1)
Use grocery flyers to plan menus and shopping lists. (Level 2)
Use cooking charts/tables. (Level 2)

Writing

Tasks Performed
Write name tags for dinner settings. (Level 1)
Create shopping lists. (Level 1)
Write out recipes. (Level 1)
Write thank you cards. (Level 2 -3)

Numeracy — Money Math

Tasks Performed
Purchase groceries and party items. (Level 1)
Pay restaurant bill and make appropriate tip. (Level 1 – 2)

Numeracy — Scheduling or Budgeting and Accounting**Tasks Performed**

Plan out the order for cooking items to ensure completion at the same time. (Level 2)

Numeracy — Measurement and Calculation**Tasks Performed**

Measure items for various recipes (e.g., 1 cup of flour, $\frac{1}{4}$ cup of milk). (Level 1)

Increase/decrease recipe size for number of guests. (Level 1 – 2)

Numeracy — Data Analysis**Tasks Performed**

Compare prices on grocery items between flyers and generic vs. name brand. (Level 1 – 2)

Numeracy — Numerical Estimation**Tasks Performed**

Estimate the amount of food required for the number of guests. (Level 1 – 2)

Estimate the size of containers needed to store leftovers in. (Level 1 – 2)

Oral Communication**Tasks Performed**

Talk to wait staff when at a restaurant. (Level 1)

Have conversations with friends and family. (Level 2 – 3)

As a hostess, keep guests entertained. (Level 3)

Instruct people on various duties to be completed for party. (Level 3)

Thinking Skills — Problem Solving**Tasks Performed**

Improvise over the lack of an ingredient. (Level 1)

Deal with unhappy or intoxicated guests. (Level 2 – 3)

Thinking Skills — Decision Making**Tasks Performed**

Decide how many people to invite. (Level 1)

Decide on the menu and what to do with leftovers. (Level 2)

Thinking Skills — Critical Thinking**Tasks Performed**

Deal with picky eaters (Level 1)

Thinking Skills — Job Task Planning and Organizing

Tasks Performed

Plan the menu and cooking times to ensure the meal is ready on time. (Level 1 -2)

Plan the time for the party and the timing of invitations. (Level 1)

Plan the seating arrangements. (Level 1)

Thinking Skills — Significant Use of Memory

Tasks Performed

Remember friends'/guests' favourite recipes and likes/dislikes. (Level 2)

Thinking Skills — Finding Information

Tasks Performed

Read restaurant reviews to find new and good places to eat. (Level 2)

Working with Others

Tasks Performed

In entertaining you can work alone or as a group. In a group situation, take the lead to designate tasks.

Computer Use

Tasks Performed

Use text messaging or email to send invitations. (Level 1)

Use the Internet to research recipes. (Level 1)

Use email to communicate with friends or Instant Messaging to chat with friends in real time. (Level 2)

Continuous Learning

Tasks Performed

N/A

Learning Activity #1 (low level)

Leisure Activity: Entertaining

Essential Skill: Measurement and Calculation

Lead Statement: Measure the different items for a recipe so that it comes out right.

Learning Activity:

- 1 Read the whole recipe.
- 2 Underline each ingredient that needs to be measured.
- 3 Take out one measuring utensil for each ingredient.
- 4 Decide on which measuring utensil will be used to measure which ingredient.
- 5 Measure each ingredient with the assigned measuring utensil.
- 6 Review the recipe again to check that your measurements are correct.

Essential Skill Level: Level 1

Corresponding Document: Recipe also available for viewing online at <http://www.kraftcanada.com/en/recipes/easy-oreo-truffles-114801.aspx>



Something to Think About:

If you can access a kitchen, have the learners actually make the recipe for a gathering or an event in your program such as a board meeting, an open house or a fundraiser. If you can't make the recipe as a group, bring in actual ingredients to measure in the classroom, but ask for volunteers to make the recipe at home and bring it in for a entertaining event at the program or an in-class celebration.

Document to Use with Learning Activity #1 (low level)



also available for viewing online at

<http://www.kraftcanada.com/en/recipes/easy-oreo-truffles-114801.aspx>

Easy OREO Truffles



Prep Time:

30 min

Total Time:

1 hr 30 min

Makes:

Makes 3½ doz. or 42 servings

What You Need!

1 pkg. (350 g) **Oreo** Cookies, finely crushed, divided

1 pkg. (250 g) **Philadelphia** Brick Cream Cheese, softened

2 pkg. (8 squares each) **Baker's** Semi-Sweet Chocolate, melted

Make It!

MIX 3 cups cookie crumbs and the cream cheese until well blended. Shape into 42 (1-inch) balls.

DIP balls in melted chocolate; place on waxed paper-covered baking sheet. (Any leftover melted chocolate can be stored in tightly covered container at room temperature and saved for another use.) Sprinkle with remaining cookie crumbs.

REFRIGERATE 1 hour or until firm.

Kraft Kitchens Tips

How to Easily Dip Truffles

To easily coat truffles with melted chocolate, add truffles, in batches, to bowl of melted chocolate. Then use 2 forks to roll truffles in chocolate until evenly coated. Remove truffles with forks and allow excess chocolate to drip back into bowl before placing truffles on prepared baking sheet.

Special Extra

Sprinkle truffles with coloured sugar or sprinkles in addition to or in place of the cookie crumbs.

How to Store

Store any leftover truffles in tightly covered container in refrigerator.

Steps to the Answer for Learning Activity #1 (low level)

Learning Activity:

Using a recipe as the document
Following the directions of a recipe to make a specific dish

Answer: Oreo Cookies, cream cheese, Baker's Semi Sweet Chocolate



Steps to the Answer (one way):



- 1 Scan the recipe section listing the ingredients on the document provided or online at <http://www.kraftcanada.com/en/recipes/easy-oreo-truffles-114801.aspx>
- 2 Locate Oreo Cookies, cream cheese, Baker's Semi Sweet Chocolate.
- 3 Decide that these ingredients need to be measured and underline them.

Essential Skill: Measurement and Calculation

Essential Skill Level: Level 1

Learning Activity #2 (high level)

Leisure Activity: Entertaining

Essential Skill: Writing

Lead Statement: Write Thank You cards to guests for coming to your party and recognize any gifts that they may have brought you.

Learning Activity:

- 1 Review the guest list and the gifts that each guest brought you.
- 2 Locate the number of Thank You cards that you need.
- 3 Starting from the beginning of your list, write the first Thank You card to the first person on your list. Include a personalized message about something that happened at the party or about the gift they brought.
- 4 Sign your name, and put the card in the envelope.
- 5 Stroke that person's name off the list, to remind you that their Thank You card has been completed.
- 6 Continue until all of the guests have a Thank You card written for them.

Essential Skill Level: Level 2 – 3

Corresponding Document: Thank You card and Guest List



Something to Think About:

To make the activity even more authentic, consider having the learner purchase a package of Thank You cards from a dollar store and bring to the program for completing the activity. Another option could be to design a Thank You card using a computer program, therefore tying in another Essential Skill. The activity can be modified to have the learner write fewer cards if time is an issue. Or, this can be an activity done in pairs with learners who both like to entertain. Using their 'Working with Others' Essential Skill, they can decide that they'll each write five cards and they have to decide who will write which ones.

Document to Use for Learning Activity #2 (high level)



Thank You

Guest List

Name	Gift they brought
Lisa	Chocolates
Erick	Flowers
Shaun	Cheese basket
Kerry	Scarf
Magda	Chocolates
Sam	Plant
Chris	Fruit platter
Jack	Bath salts
Russel	CD — of holiday season music
Zack	Flowers

Steps to the Answer for Learning Activity #2 (high level)

Learning Activity:

Thank You card/ guest list as the document
Writing Thank You cards for guests who attended your party

Answer: Write out 10 different Thank You cards



Steps to the answer:

- 1 Scan the guest list and decide how many people need to receive a Thank You card.
- 2 Locate 10 Thank You cards.
- 3 Write out a Thank You card for each person, one at a time, being sure to personalize each card.

Essential Skill: Writing

Essential Skill Level: Level 2 – 3

ACTIVITY OCCUPATION CHART

**Matching Skills from Leisure Activity
to Skills Required in National Occupational Classification (NOC) Profiles**

ACTIVITY: Entertaining — People who frequently entertain develop Essential Skills required of people who work in the occupations listed below.

Most Important Essential Skills of Leisure/Home-based Activity	Food and Beverage Servers (NOC 6453)	Binding and Finishing Machine Operators (NOC 9473)
<p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Talk to wait staff when at a restaurant. (Level 1) ▶ Have conversations with friends and family. (Level 2 – 3) ▶ As a hostess, keep guests entertained. (Level 3) ▶ Instruct people on various duties to be completed for a party. (Level 3) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Measure items for various recipes (e.g., 1 cup of flour, ¼ cup of milk). (Level 1) ▶ Increase/decrease recipe size for number of guests. (Level 1 – 2) <p>Numerical Estimation</p> <ul style="list-style-type: none"> ▶ Estimate the amount of food required for the number of guests. (Level 1 – 2) ▶ Estimate the size of containers needed to place leftovers in. (Level 1 – 2) <p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> ▶ Plan the time for the party and the timing of invitations. (Level 1) ▶ Plan the seating arrangements. (Level 1) ▶ Plan the menu and cooking times to ensure the meal is ready on time. (Level 1 – 2) 	<p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Discuss new products, prices and promotions with suppliers. (NOC 6453 level 1) ▶ Greet and talk with customers, take their food and beverage orders and make recommendations from the menu. (NOC 6453 level 1) ▶ Co-ordinate food and beverage orders with other workers. (NOC 6453 level 1) ▶ Supervise, train and instruct new servers on customer service. (NOC 6453 level 2) ▶ Discuss menus, schedules and customer complaints or requests with their supervisor. (NOC 6453 level 2) <p>Money Math</p> <ul style="list-style-type: none"> ▶ Count out floats at the beginning of shifts, take payments from customers and make change. (NOC 6453 level 1) ▶ In some locations, cash tickets from video lottery terminal (VLT) machines. (NOC 6453 level 1) ▶ Total bills, adding on the provincial and federal taxes. (NOC 6453 level 2) 	<p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Interact with supervisors to discuss the status of jobs and the provision of service to customers. (NOC 9473 level 1) ▶ Exchange information with co-workers about the progress of job orders. (NOC 9473 level 1) ▶ Communicate with suppliers and technicians to order supplies or discuss machine repairs. (NOC 9473 level 1) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Measure items to be bound in order to set the binding machines correctly. (NOC 9473 level 1) ▶ Calculate areas and perimeters when determining unit costs for particular orders. (NOC 9473 level 2) ▶ Take precise measurements of documents using a variety of measurement systems and specialized measuring equipment such as a projection wheel which shows measurements for reducing or enlarging an original. (NOC 9473 level 3)

Most Important Essential Skills of Leisure/Home-based Activity	Food and Beverage Servers (NOC 6453)	Binding and Finishing Machine Operators (NOC 9473)
	<p>Numerical Estimation</p> <ul style="list-style-type: none"> ▶ Estimate the number of tables that will need to be put together to serve a group. (NOC 6453 level 1) ▶ Estimate the time that it will take for a meal to be prepared, based on past knowledge and how busy the restaurant is, in order to inform the clients. (NOC 6453 level 2) <p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> ▶ Food and beverage servers have little variety in their job tasks. Some receive assignments from their supervisor, while others decide with their co-workers who will work in each section, and what tasks need to be done. Customer service is their top priority and they sequence their job tasks in accordance with this overall goal. This involves great flexibility in monitoring multiple tables and guests while co-ordinating with kitchen and bar staff. Timing is critical to customer satisfaction. Their workplans are often interrupted by new customers or by additional requests from customers who have already been served. (NOC 6453 level 3) 	<p>Numerical Estimation</p> <ul style="list-style-type: none"> ▶ Estimate the amount of plastic which will be needed to laminate an order. (NOC 9473 level 1) ▶ Estimate the amount of time it will take to complete a job, taking into account the extra time which may be needed in the event of a machine malfunction. (NOC 9473 level 1) ▶ Estimate the price of a job, considering material costs, number of units and bindery operations required. (NOC 9473 level 2) <p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> ▶ Binding and finishing machine operators are assigned tasks by supervisors and may plan jobs a day to a week in advance. Work priorities are often adjusted to complete rush orders. Since many machines are shared, operators need to co-ordinate their tasks and priorities carefully with co-workers. In addition, since several jobs may be in progress at the same time, it is important to organize the use of space so that orders do not get mixed up. Planning also has to take into account the time which must be left between functions. For instance, binding cannot begin until inks have dried. (NOC 9473 level 3)

Labour Market Information

6453 — Food and Beverage Servers

People who frequently entertain develop Essential Skills required of this occupation.

Food and beverage servers take patrons' food and beverage orders and serve orders to patrons. They are **employed in restaurants, hotels, bars, taverns, private clubs, banquet halls and similar establishments.**

- ▶ banquet server
- ▶ captain waiter/waitress
- ▶ chief wine steward
- ▶ cocktail waiter/waitress
- ▶ food and beverage server
- ▶ formal service waiter/waitress
- ▶ waiter/waitress
- ▶ wine steward

The employment prospects for this occupation are considered to be good across the province with the exception of Windsor-Essex, Chatham-Kent and Sarnia regions, which are listed as fair. Even though these positions are influenced by the economy, the amount of turnover is high and the majority of positions are only part time (54%).



More information on these occupations can be found at the Canadian Restaurant and Foodservices Association www.crfa.ca and the Canadian Tourism and Human Resource Council www.cthrc.ca

9473 — Binding and Finishing Machine Operators

People who frequently entertain develop Essential Skills that are required of this occupation.

Binding and finishing machine operators set up, operate or oversee the operation of specific machines, equipment or computerized units that bind and finish printed material. Workers who perform finishing operations in the paper, carton and packaging industries, as well as those who encode and stamp plastic cards, are included in this unit group. They are **employed by binderies, commercial printing companies, newspapers, magazines, and other publishing companies, and establishments in both the public and private sectors that have in-house printing, binding and finishing departments.**

- ▶ Cerlox binder operator
- ▶ binder — printing
- ▶ binder and finisher
- ▶ bindery operator
- ▶ bookbinder, machine
- ▶ bookbinding machine operator
- ▶ cutter operator — printing

- ▶ finishing machine operator — printing
- ▶ foil stamper — printing
- ▶ gathering machine set-up operator — printing
- ▶ gold leaf stamper
- ▶ laminating machine operator
- ▶ perforator operator — printing
- ▶ stitcher operator — printing

The employment prospects for this occupation were considered to be fair in the past and no current labour market information is available on this specific occupation.

Competition for employment in this field will be higher with experienced individuals applying for jobs. It is expected that higher levels of education will be required to fill pre-press jobs with the work increasingly being done electronically.

Fictional Case Study #1

People who frequently entertain develop Essential Skills required to be a food and beverage server. Essential Skills used commonly in entertaining and in this occupation include **Oral Communication**, **Thinking Skills** (Job Task Planning and Organizing) and **Numeracy** (Numerical Estimation).

Worker: Lisa
Job Title:..... Food and Beverage Server
NOC:..... 6453 — Food & Beverage Servers
Leisure Activity: Entertaining
Overlapping Essential Skills: Oral Communication and Numeracy
 (Measurement and Calculation)

Lisa's Story

Lisa is 37 years old and has been a stay-at-home mother for about the last 10 years of her life. Lisa keeps herself busy with some volunteer opportunities that include her hobbies and interests. She helps out with her children's banquet events and graduation nights, and she also helps out at her local community centre where there are some special evenings.

Lisa's volunteer activities include one of Lisa's favourite things to do, which is to entertain and socialize. Lisa is at a point in her life right now where she would like to join the workforce again with an entry-level position as a food and beverage server. Lisa's love of entertaining and socializing has provided her with many opportunities to volunteer in the community, planning special events and banquets. Through this experience she has acquired a lot of knowledge also needed for being a food and beverage server such as knowledge about specific products and ingredients, organizational skills (ensuring that things are done in a certain time frame and order), and stress management. With the pleasure of entertaining comes the stress of ensuring that all of your guests are comfortable while you also manage potential kitchen disasters such as the appetizers getting ruined, managing the huge number of requests that people are making, and remembering who made them!

Lisa is nervous about joining the workforce again but once she thought about the requirements for the position, she realized that she has many of the necessary skills. She has developed strength in some of the keys skills required of a food and beverage worker such as Communication and Numeracy.

Lisa was scheduled during a busy night where the restaurant was booked solid in advance. Lisa thought that working on a busy night would be a great challenge, and usually thrived in this type of scenario. As the night progressed, it was during the peak hours and two different large parties had invited extra people to their tables. Lisa was serving both parties and was using Numeracy skills to keep track of the number of orders, guests, drinks, refills requiring an extra charge, and guests who required separate bills. She also had to ensure

that the orders matched the bills, and she needed to process the payments and provide the right amount of change to the correct guest.

During the ordering of meals, Lisa demonstrated strong Oral Communication skills. She asked the right questions about add-ons, side dishes, and special options for meals. Other times that communication was necessary were when Lisa had to describe the specials of the evening, or talk about the ingredients or tastes in order to recommend suggestions to guests. Oral Communication skills also played a big role in helping Lisa take accurate orders and keep them accurate from guest to kitchen and back to the guest.

Lisa found that although the evening was intense and very stressful, her Oral Communication and her Measurement and Calculation skills were key in making people feel welcome and in keeping orders accurate. She realized these were the same skills that she used during all of her volunteering and event planning.

Fictional Case Study #2

People who frequently entertain develop Essential Skills that are required of being a binding and finishing machine operator. Essential Skills used commonly in binding and finishing and in this occupation include **Oral Communication, Numeracy** (Measurement and Calculation, and Numerical Estimation) and **Thinking Skills** (Job Task Planning and Organizing).

Worker: Chris
Job Title: Machine Operator
NOC: 9473 — Binding and Finishing Machine Operators
Leisure Activity: Entertaining / Socializing
Overlapping Essential Skills: Oral Communication and Numeracy (Numerical Estimation)

Chris' Story*

Chris has been working as a machine operator for a binding and finishing company for a number of years now. He has a family and enjoys some of the simple pleasures in life. The one thing that Chris really enjoys is getting together with other families in his neighbourhood, his friends, and his family and hosting backyard BBQ's or going to the beach and having a fun picnic.

Chris' enjoyment of entertaining and socializing actually incorporates a lot of Oral Communication and Numerical Estimation. Chris is a pretty laid back kind of guy who will invite everyone and estimate how much food, beverages etc. that will need to be provided. Chris has been using Oral Communication skills and Numerical Estimation a lot in his home life.

The company that Chris works for has been doing well over the past year or so and has been securing more and more contracts. During a negotiation, the company that wanted to order supplies from them wanted a better estimation and Chris' boss had recognized Chris' strengths as a machine operator. Chris was invited to the meeting to help provide a more accurate number for the interested company.

During the meeting, Chris was presented with the number of orders and potential dates that they wanted them completed by. Chris' knowledge of how fast the machine can run and his knowledge of how much packaging each order took assisted the sales team in negotiating more effectively and securing yet another contract. It was also Chris' ability to communicate this effectively in a clear and concise manner that helped the overall success of the contract.

***This story was not validated by an employer**

Fishing



Essential Skills Profile

(Adapted from the Ontario Skills Passport Workplan)

Most Important Essential Skills (also shaded):

- ▶ Reading Text
- ▶ Document Use
- ▶ Numeracy (Money Math, Measurement and Calculation)

ES Tasks/Level: Skill levels are assigned to workplace tasks. Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Reading Text

Tasks Performed

- Read fishing magazines for information on latest techniques and equipment. (Level 2 – 3)
- Read rules and regulations pamphlets. (Level 3)
- Read about where to purchase a license. (Level 1 – 2)

Document Use

Tasks Performed

- Complete an application for a fishing license. (Level 2 – 3)
- Read signs for directions to fishing areas. (Level 1)
- Use labels to determine lure-type/see how many pounds a line can handle. (Level 1 – 2)

Writing

Tasks Performed

- Complete an application for a fishing license. (1)

Numeracy — Money Math

Tasks Performed

- Make purchases. (Level 1 – 2)

Numeracy — Scheduling or Budgeting and Accounting

Tasks Performed

- Plan a fishing trip. (Level 1 – 2)

Numeracy — Measurement and Calculation**Tasks Performed**

Calculate wind speed information. (Level 2 – 3)

Weigh and measure fish, according to rules and regulations. (Level 2)

Numeracy — Data Analysis**Tasks Performed**

N/A

Numeracy — Numerical Estimation**Tasks Performed**

Estimate the amount of bait needed. (Level 1)

Oral Communication**Tasks Performed**

Share fishing sites with others. (Level 1 – 2)

Talk with sales personnel to ask for pertinent information. (Level 1 – 2)

Thinking Skills — Problem Solving**Tasks Performed**

Stuck in a branch — decide how to best get out of the situation. (Level 1)

Thinking Skills — Decision Making**Tasks Performed**

Decide whether it is safe or not to go out fishing. (Level 1)

Thinking Skills — Critical Thinking**Tasks Performed**

Decide which bait will work best. (Level 1 – 2)

Thinking Skills — Job Task Planning and Organizing**Tasks Performed**

Plan fishing trips. (Level 2 – 3)

Thinking Skills — Significant Use of Memory**Tasks Performed**

Remember good fishing spots. (Level 1)

Thinking Skills — Finding Information**Tasks Performed**

Research types of fish and where to find them. (Level 2 – 3)

Working with Others

Tasks Performed
Instruct others how to use equipment.
Assist others with landing catch.

Computer Use

Tasks Performed
Use fish finders and depth gauges. (Level 1 – 2)
Research types of fish and where to find them. (Level 2 – 3)

Continuous Learning

Tasks Performed
Attend fishing events and seminars.
Always adjust bait and techniques to the environment.

Learning Activity #1 (low level)

Leisure Activity: Fishing

Essential Skill: Measurement

Lead Statement: Fishing is an outdoor sport that involves catching fish using rod, reel and bait or lures. It requires measuring each fish's length to determine if it may be kept or must be released, based on Ministry limits.

Learning Activity:

- 1 Go fishing.
- 2 Measure the length (nose to tail) of each fish caught, in centimeters, rounding up or down.
- 3 Compare length with any size limit as found in local (provincial) rules and regulations.
 - ▶ If limit specifies fish must be larger than a certain length, round down.
 - ▶ If limit specifies fish must be no larger than a certain length, round up.
- 4 Decide if you may keep the fish or if it must be released.

Essential Skill Level: Level 1 (While the overall activity is at ES Level 1, Step 3 is about an ES Level 3 for Reading, Level 1–2 for Problem Solving. To help with this, ask the student how he/she normally learns what regulations are in effect before he/she goes fishing. It is their legal responsibility to know and obey these regulations, and this would be a good opportunity to teach the skill if it is lacking. There is no appropriate substitution for measuring real living fish. They are still moving, yet measurement must be made in order to comply with the regulations.)



Corresponding Document: Metric tape measure; appropriate provincial regulations (available at fishing stores, Ministry offices or www.mnr.gov.on.ca)



Something to Think About:

This learning activity involves an actual fishing excursion which is not always possible. If feasible, however, consider planning a fishing trip (ice fishing in the winter) with learners. To do this activity it's important to know that compliance with fishing regulations is a legal requirement of anyone who fishes. Therefore, the authentic document referenced in this activity (which is quite complex) is what must be used. If the learner is unable to use the document due to its complexity, you could locate the page that pertains to his/her fishing area and even locate the section that names the kind of fish angled for and the body of water.

Steps to the Answer for Learning Activity #1 (low level)

Learning Activity:

(using real fish and metric tape measure; provincial rules and regulations as document):

Measure the length (nose to tail) of each fish caught, in centimeters, rounding up or down.

Answer: Answers will vary.



Steps to the Answer (one way):

- 1 Hold the tape measure, with 0 at the top, against the furthest point of the fish's mouth as it is on the hook.
- 2 Stretch the tape measure vertically down to reach the furthest point of the fish's tail.
- 3 Scan the numbers at the tail.
- 4 Locate the 2 numbers (centimeters) on either side of the tip of the tail.
- 5 State the length of the fish as "between ___ and ___ cm."

Essential Skill: Measurement

Essential Skill Level: Level 1

Learning Activity #2 (high level)

Leisure Activity: Fishing

Essential Skill: Reading Text

Lead Statement: Fishing is a sport that involves catching fish using rod, reel and bait or lures. It requires reading Ministry rules and regulations that limit the species that may be caught, the bodies of water in which they may be caught, times of the year open to fishing, and limits on size and number of fish caught.

Learning Activity:

You are planning a fishing trip to Lake Nipissing in Ontario in the spring of next year. You could go in late May or late June. You would like to fish for bass, Northern Pike, Muskellunge, and Lake Sturgeon. You are not sure whether you should purchase a Sport or Conservation Fishing License.



- 1 Use the current (2008 -2009) Fishing Ontario Recreational Fishing Rules and Regulations obtainable from the Ministry of Natural Resources OR online at www.mnr.gov.on.ca
- 2 Use the map of Ontario to determine the Zone that includes Lake Nipissing.
- 3 Find the cost of the fishing license options (sport or conservation).
- 4 Read the information related to the Zone, locating general seasons and limits as well as exceptions to the Zone regulations, considering the proposed dates for the fishing trip as well as the different classes of license.
 - ▶ Highlight references to bass, Northern Pike, Muskellunge, and Lake Sturgeon in the Zone Seasons and Limits.
 - ▶ Circle exceptions related to Lake Nipissing.
- 5 Create a chart to compare the information, contrasting what you could fish for in late May with what you could fish for in late June, and what limits would apply to a Sport Fishing License compared with a Conservation Fishing License.
- 6 Decide when you will go and which license you will purchase.

Essential Skill Level: Level 3



Corresponding Document: Fishing Ontario: 2008 – 2009 Recreational Fishing Regulations Summary (available at fishing stores, Ministry offices or www.mnr.gov.on.ca. This summary is current; no changes to the specified zone have been made for 2010)

**Something to Think About:**

Compliance with the fishing regulations is a legal requirement of anyone who fishes.

Therefore, the authentic document referenced (which is quite complex) is what must be used. Because they vary from province to province and the particular details vary among various bodies of water, it is best to use the regulations that pertain to your learner and his/her fishing area. The 'Steps to the Answer' that follow are based on the above scenario, but you can change the details of both activity and answer to match what kind of fish your learner will angle for, and in what body of water and time of year. The Reading Text skill will not be changed by this.

Some students may find out this information by orally questioning an expert. In that case, they are not demonstrating Reading Text skills, but rather Problem Solving and Oral Communication skills.

Steps to the Answer for Learning Activity #2

Learning Activity (Using the Fishing Ontario Rules Summary as the document):

Read the information related to the Zone, locating general seasons and limits as well as exceptions to the Zone regulations, considering the proposed dates for the fishing trip as well as the different classes of license.

- ▶ Highlight references to bass, Northern Pike, Muskellunge, and Lake Sturgeon in the Zone Seasons and Limits.
- ▶ Circle exceptions related to Lake Nipissing.

Answer:

- ▶ Bass may not be caught in May, but may be caught from the 4th Saturday in June; sport license allows 6, conservation 2.
- ▶ Northern Pike may be caught both in late May and late June; the general allowance of 6 (sport) is reduced by exception to 4, of which not more than 2 are greater than 61 cm (24 in.) and not more than 1 is greater than 86 cm (33.9 in.); allowance of 2 (conservation), of which not more than 1 is greater than 61 cm, and none greater than 86 cm.
- ▶ Muskellunge may only be caught from the 3rd Saturday in June; sport license permits keeping 1 fish that is at least 122cm; conservation license does not permit keeping any.
- ▶ Lake Sturgeon is not permitted by exception to the general regulation.
- ▶ “Lake Nipissing (Wasi Falls) — waters of Lake Nipissing lying east of the east boundary of Lot 9 Conc.XXIV and south of a line joining this projection where it meets Lake Nipissing to the northwest tip of Burford Point, and mouth of the Wistiswasing River — North Himsworth Twp.” is a fish sanctuary that is closed to all fishing during May.



Steps to the Answer (one way):

- 1 Locate the Zone 11 section of the rules and regulations summary (includes Lake Nipissing) (discovered in answering Step 2 of the activity).
- 2 Scan the titles of the 3 charts/tables: **Seasons & Limits**, **Additional Fishing Opportunities**, and **Exceptions**.
- 3 Recognize the split table, 3-column format, noting the headings of each column.
- 4 Locate bass, Northern Pike, Muskellunge and Lake Sturgeon rows (recognizing “bass” includes both large and smallmouth varieties as being counted in combination for purpose of limits).
- 5 Recognize “S” and “C” refer to sports and conservation licenses (as discovered/inferred when answering Step 3 of the activity).

- 6 Highlight the located information.
- 7 Scan headings in Additional Opportunities: ignore because these refer to trout only.
- 8 Recognize format of Exceptions Table: split, 2-column, alphabetical by body of water.
- 9 Scan to locate Lake Nipissing: 2 entries.
- 10 Circle desired information.
- 11 Integrate exceptions with general seasons and limits.

Essential Skill: Reading Text

Essential Skill Level: Level 3

ACTIVITY OCCUPATION CHART

**Matching Skills from Leisure Activity
to Skills Required in National Occupational Classification (NOC) Profiles**

ACTIVITY: Fishing — People who frequently fish develop the Essential Skills required of people who work in the occupations listed below.		
Most Important Essential Skills of Leisure/Home-based Activity	Aircraft Assemblers and Aircraft Assembly Inspectors (NOC 9481)	Fabric, Fur and Leather Cutters (NOC 9452)
<p>Reading Text</p> <ul style="list-style-type: none"> ▶ Read about where to purchase a license. (Level 1 – 2) ▶ Read fishing magazines for information on the latest techniques and equipment. (Level 2 – 3) ▶ Read rules and regulations pamphlets. (Level 3) <p>Document Use</p> <ul style="list-style-type: none"> ▶ Read signs for directions to fishing areas. (Level 1) ▶ Use labels to determine lure-type/see how many pounds a line can handle. (Level 1 – 2) ▶ Complete an application for a fishing license. (Level 2 – 3) <p>Money Math</p> <ul style="list-style-type: none"> ▶ Make purchases. (Level 1 – 2) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Weigh and measure fish according to rules and regulations. (Level 2) ▶ Calculate wind speed information. (Level 2 – 3) 	<p>Reading Text</p> <ul style="list-style-type: none"> ▶ Read labels on instrument panels and on safety equipment to ensure they are appropriate for the aircraft. (NOC 9481 level 1) ▶ Read specifications for the assembly and modification of parts. (NOC 9481 level 2) ▶ Read shop orders to determine the next operation and to verify that previous operations have been completed and signed off. (NOC 9481 level 2) ▶ Read aircraft assembly manuals to find out what to do when parts are rejected or how to repair an assembly which does not conform to standards. (NOC 9481 level 3) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Take measurements to ensure that the equipment operates within established parameters. (NOC 9481 level 1) ▶ Measure the distance between rivets and the diameters of rivet heads. (NOC 9481 level 1) ▶ Measure the length of parts and gaps between parts within thousandths of an inch. (NOC 9481 level 3) ▶ Calculate the balance of weight on one side of an aircraft with the other, using the variable standing wave ratio. (NOC 9481 level 4) 	<p>Document Use</p> <ul style="list-style-type: none"> ▶ Read health and safety signs posted in the workplace. (NOC 9452 level 1) ▶ Complete bundle tags, including work sheet numbers and sizes of products, such as gloves. (NOC 9452 level 1) ▶ Read dye number labels and fabric labels which indicate codes, colour and lengths of fabric. (NOC 9452 level 1) ▶ Complete invoices with stock numbers, names, addresses and costs. (NOC 9452 level 2) ▶ Read production lists and specification sheets, indicating the number of products to be fabricated, the footage of material allowed for jobs, pattern numbers, quantities per pattern and the prices of jobs. (NOC 9452 level 2) ▶ Read Workplace Hazardous Materials Information System (WHMIS) labels. (NOC 9452 level 2) ▶ Record the numbers of products cut and the production of all the cutters and compare with standards. (NOC 9452 level 2) ▶ Use patterns showing the width of the fabric on which the pieces are to be laid, the size and number of pieces and how they should be laid on the fabric. (NOC 9452 level 2)

Most Important Essential Skills of Leisure/Home-based Activity	Aircraft Assemblers and Aircraft Assembly Inspectors (NOC 9481)	Fabric, Fur and Leather Cutters (NOC 9452)
	<p>Document Use</p> <ul style="list-style-type: none"> ▶ Read safety labels and paint, solvent and glue labels. (NOC 9481 level 1) ▶ Read parts lists which show the availability and storage location of various parts. (NOC 9481 level 1) ▶ Complete forms for ordering parts and for recording the results of inspections. (NOC 9481 level 2) ▶ Recognize common angles in schematics when planning the installation of new mechanical assemblies. (NOC 9481 level 2) ▶ Read work schedules and aircraft completion schedules. (NOC 9481 level 2) ▶ Read tables that show tolerances and stress loads. (NOC 9481 level 3) 	<ul style="list-style-type: none"> ▶ Read completed cutting order forms providing information on how many items to cut, the parts to cut, such as back yokes, and special instructions relating to washing or bleaching. (NOC 9452 level 2) ▶ Read schedules which show the time line for completing production runs. (NOC 9452 level 2) ▶ Read tickets, documenting the number of products that must be completed, the footage of material allowed for the job, pattern numbers, the number of pairs per pattern and prices of jobs. (NOC 9452 level 2) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Measure allowances on leather pieces using a tape measure. (NOC 9452 level 1) ▶ Calculate the area of a piece of fabric. (NOC 9452 level 2) ▶ Measure the length, width and thickness and calculate the square footage of irregularly shaped fabrics to determine the number of products that can be cut from them and with what amount of waste. (NOC 9452 level 3)

Labour Market Information

9481 — Aircraft Assemblers and Aircraft Assembly Inspectors

People who frequently fish develop Essential Skills that are required for this occupation.

Aircraft assemblers assemble, fit and install prefabricated parts to manufacture fixed wing or rotary wing aircraft or aircraft subassemblies. Aircraft assembly inspectors inspect aircraft assemblies for adherence to engineering specifications. They are **employed by aircraft and aircraft subassembly manufacturers.**

- ▶ aircraft assembler
- ▶ aircraft inspector, assembly
- ▶ airframe assembler
- ▶ bench and structural assembler
- ▶ bench fitter mechanic — aircraft assembly
- ▶ rigger — aircraft assembly
- ▶ wing tank mechanic — aircraft assembly

The employment prospects for this occupation are considered to be average from 2009 to 2013. Employment in aircraft assembly is directly related to sales of aircrafts except for the technical teams who continue to work on researching and developing activities in anticipation of new business. Production workers are highly vulnerable to economic downturns and many experience layoff situations.

Employees and potential employees will need to increase their computer skills and textual reading skills due to increased technology and regulations in the field.



More information on this occupation can be found at the Aerospace Industries Association of Canada at www.aiac.ca

9452 — Fabric, Fur and Leather Cutters

People who spend frequent time fishing develop Essential Skills required for this occupation.

Fabric cutters cut fabric to make parts for garments, linens and other articles. Fur cutters cut fur pelts to make parts for garments and other fur articles. Leather cutters cut leather to make parts for shoes, garments and other leather articles. Fabric cutters are employed by clothing and textile manufacturers and other manufacturers of fabric products. Fur cutters are **employed by furriers and fur products manufacturers.** **Leather cutters are employed by shoe and other leather products manufacturers.**

- ▶ clothing cutter
- ▶ fabric cutter
- ▶ fur cutter
- ▶ glove cutter
- ▶ leather cutter
- ▶ sample cutter
- ▶ shoe cutter

The employment prospects for this occupation were considered to be limited in the past and no current labour market information is available on this specific occupation. Employment grew at a below average rate for this position.

This is one of the few occupations where only **some** high school may be required.

Individuals who upgrade their knowledge of computerized equipment for new production technologies will have a better chance of employment in this field.

Fictional Case Study #1

People who frequently fish develop Essential Skills that are required to be an aircraft assembler and an aircraft assembly inspector. Essential Skills used commonly in fishing and in this occupation include **Reading Text, Document Use** and **Numeracy** (Measurement and Calculation).

Worker: Frank
Job Title:..... Aircraft Assembler
NOC:..... 9481 — Aircraft Assemblers and Aircraft Assembly Inspectors
Leisure Activity: Fishing
Overlapping Essential Skills: Reading Text, Document Use, and Numeracy (Measurement and Calculation)

Frank's Story

After being unemployed for the past three years, Frank finally got a job at the local aircraft assembly plant. He had tried to turn his love of fishing into a business, guiding tourists from out of province and the United States to the best fishing spots in Ontario, but with the economic downturn, there had been few takers and the future still did not look promising. However, his Ontario Works worker had assured him that he had the skills needed for the job, and Frank was eager to prove himself.

Now he was finally at his work station, having taken part in a two-week training to teach him how to use the tools and equipment to do the job. He was worried that he would forget some of the details, especially the different distances that rivets needed to be at different parts of the airplane. He also worried that he might be called to a different section to work on a different aircraft with yet different numbers! Then he remembered how he had worried about the same thing when he began taking people to lakes where he was not accustomed to fishing. He had to check the Fishing Ontario Recreational Fishing Rules and Regulations to find out where they could fish and what size of different species of fish they could keep if they caught them. It was quite a complicated booklet, but he remembered how he could use the index to find the lake he wanted, and then how he would scan the chart to locate the species of fish and then determine what the size restrictions were. Not only that, sometimes he found he could only fish at certain times of the year. At least the aircraft could be assembled anytime!

Later that day, he was checking the space between the rivets, to make sure that the equipment was working properly. Again, his experience measuring fish made him feel quite confident. And at least the aircraft parts didn't move about as a still living fish dangling from a hook did!

By the end of the day, Frank realized that he really did have the skills he needed. This was going to be an interesting job!

Fictional Case Study #2

People who frequently spend time fishing develop Essential Skills required to be a fabric, fur and leather cutter. Essential Skills used commonly in fishing and in this occupation include **Document Use** and **Numeracy** (Measurement and Calculation).

Worker:..... Barry
Job Title:..... Cutter
NOC:..... 9452 — Fabric, Fur and Leather Cutters
Leisure Activity: Fishing
Overlapping Essential Skills: Document Use and Numeracy
 (Measurement and Calculation)

Barry's Story*

Barry, at 37, was nervous about starting his new job as a cutter at a plant that was making custom leather seat covers for cars. The leather itself was a costly material, and any error in cutting would result in waste and expense to the company. He knew that the people who could afford leather upholstery likely would also want it to be done perfectly. There would be no room for mistakes.

When he saw the samples, each with its own code for colour and style of finish, he was reminded of when he went looking for some specific feathers for making his trademark trout flies — guaranteed to attract the biggest fish. He remembered how he would order, by code number, one type for brook trout lures, and another for lake trout. He prided himself on being able to look in the Lureflash catalogue, then go to the local hobby store and find the exact product he had selected. This was something he knew he could do!

So far, so good.

The instructions for customizing each car included a list of materials he would need: the leather for the seats themselves, the matching piping, and the leather for the contrast color. Quantities of each material were given. Again, that was like assembling the various pieces he needed when tying his flies: the hook, the feathers, and the weights, that went into each specific fly. The instructions for layout and cutting reminded him of the instructions in the books about tying your own flies that he had back home on his bookshelf.

When he actually began to cut the materials, he had patterns to follow, but he had to add 1.5 cm all around as a seam allowance. He used a small tape measure for that. This was an easier measurement task than when he had to measure wriggling fish on the hooks, hoping they were the size he was allowed to keep. He had become very good at knowing how big the fish were even before he got out the tape measure. Leather stayed still while he measured, and the spot on the tape measure that he was using was always the same! He knew he had a good eye for this.

By the end of the day, he was tired but much less nervous about his abilities. Who would have imagined that fishing for trout would have prepared him for customizing cars!

***This case study was not validated by an employer**

Gardening



Essential Skills Profile

(Adapted from the Ontario Skills Passport Workplan)

Most Important Essential Skills (also shaded):

- ▶ Reading Text
- ▶ Thinking Skills (Job Task Planning and Organizing)

ES Tasks/Level: Skill levels are assigned to workplace tasks. Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Reading Text

Tasks Performed

Read flyers for plants you want to purchase. (Level 1)

Read gardening magazines for information on kinds of seeds, where to plant, and proper nutrition. (Level 2 – 3)

Read books on gardening for plant care. (Level 3)

Document Use

Tasks Performed

Read seed packets. (Level 1)

Apply for zoning permissions if digging a deep garden. (Level 2)

Writing

Tasks Performed

Write label signs for seedlings. (Level 1)

Numeracy — Money Math

Tasks Performed

Purchase plants and fertilizers. (Level 1 – 2)

Numeracy — Scheduling or Budgeting and Accounting

Tasks Performed

Make a budget for plant purchases. (Level 1 – 2)

Numeracy — Measurement and Calculation**Tasks Performed**

Count the number of seeds per hole. (Level 1)

Set the size of the garden. (Level 1 – 2)

Numeracy — Data Analysis**Tasks Performed**

N/A

Numeracy — Numerical Estimation**Tasks Performed**

Estimate spacing of rows and flowers/plants. (Level 1)

Oral Communication**Tasks Performed**

Talk to family about what they want in the garden (flowers and vegetables). (Level 1)

Talk to the plants to encourage growth. (Level 1)

Talk to others and garden centre staff for help in choosing plants. (Level 2)

Thinking Skills — Problem Solving**Tasks Performed**

Plants are not growing or have an insect infestation. Resolve the problem. (Level 1 – 2)

Thinking Skills — Decision Making**Tasks Performed**

Decide what plants to purchase. (Level 1)

Thinking Skills — Critical Thinking**Tasks Performed**

N/A

Thinking Skills — Job Task Planning and Organizing**Tasks Performed**

Plan out the garden (size, plants, spacing). (Level 2 – 3)

Plan where to place the garden (sunlight, shade, etc.). (Level 1)

Thinking Skills — Significant Use of Memory**Tasks Performed**

Remember the names of flowers/herbs. (Level 1 – 2)

Thinking Skills — Finding Information

Tasks Performed

Use the library and Internet to learn new information about plants. (Level 1 – 2)

Working with Others

Tasks Performed

Gardening is mostly a solitary process. If you are working in a community garden, the planning process needs to be done within a team.

Computer Use

Tasks Performed

Use Internet for research about plants and plant care. (Level 1)

Use garden planning software to create layout and design of the garden. (Level 2)

Continuous Learning

Tasks Performed

Learn about new developments – how to use compost.

Learning Activity #1 (low level)

Leisure Activity: Gardening

Essential Skill: Reading Text

Lead Statement: Gardening is a hobby that many enjoy for creative, relaxation and landscaping purposes. Reading and understanding flyers is an important task to understand the types of plants offered, the price of the plants and to start the beginning stages of planning your garden. It also involves organizing and critical thinking skills so you can plan out the desired look of your garden.

Learning Activity:

- 1 Locate the Humber Nurseries 2009 Price List flyer.
- 2 Have a pen and a piece of paper ready to write down the list of flowers you will require for your rose garden.
- 3 Scan the flyer and locate the 'Guide to Rose Notes' section of the flyer. Read the descriptions for the symbols' meanings.
- 4 Read through the flyer and choose three types of Hybrid Tea Roses that are members of the Rose Hall of Fame.
- 5 Write the names and product codes on your piece of paper to keep track of the flowers you desire for your garden.
- 6 Choose 2-3 additional rose bushes that indicate they are a native plant and that they tolerate part shade.
- 7 Write the names and product codes on the same piece of paper to complete the list for your garden.

Essential Skill Level: Level 1



Corresponding Document: Humber Nurseries 2009 Price List: Roses (also available via www.humburnurseries.com)



Something to Think About:

Consider taking a trip to a local garden centre (even at a Wal-Mart or Canadian Tire) to make the learning activity more authentic. Perhaps learners can plant a rose garden or a planter at the learning centre. You can use local flyers and adapt the learning activity accordingly to suit the different flyers.

Document to Use with Learning Activity #1 (low level)



If the font on this document makes it too difficult for a low-level learner to read and use, it can be viewed online at www.humburnurseries.com or on the CD that was included with this kit, where it can be viewed and printed as a PDF using Adobe Acrobat Reader. The size of the document can be increased as needed and printed directly from the CD.



BECOME A V.I.P. BUY MORE - SAVE MORE
5% - 10% - 15%

HUMBER LOYALTY DOLLARS SAVE EQUIVALENT OF 3% TOWARD FUTURE PURCHASES
See flyer HU120 for details

HUMBER NURSERIES

2009 PRICE LIST

Key to Symbols

- requires full sun
- ◐ tolerates part shade
- ♣ native plant
- # product code

ROSES

For further information on Roses pick up the Green Thumb Guides
GT 109 Roses, GT 308 How to Plant

PL 906
Effective March 1, 2009

GUIDE TO ROSE NOTES

- ☆ Member of the Rose Hall of Fame
- ◐ Tolerant of partial shade
- ✓ Few or no thorns
- CL Can also be trained as a climber



2009 ALL-AMERICAN ROSE SELECTIONS (AARS)

Carefree Spirit	-shrub, single cherry-red flowers with white accents and contrasting yellow-white centre, delicate fragrance	
Cinco de Mayo	-floribunda, flowers are a blend of smoky lavender and rusty red-orange, sweet apple fragrance	
Pink Promise	-hybrid tea, large perfectly formed flowers of blended pink and cream, fruity fragrance, official rose of the National Breast Cancer Foundation.	

\$21.99 each

The American Rose Society awards this prestigious distinction annually to the very best new roses and only after long and rigorous trials. Since 1940, out of many thousands of contenders, only 198 winners have been declared - a reflection of the highest of standards.

We are pleased to offer 41 All-American Rose Selections including the three 2009 winners.

GRANDIFLORA ROSES *No guarantee over winter*

Grandiflora Roses resemble both hybrid teas and floribundas. They are tall and vigorous with clusters of large well-formed blooms.

NAME	CODE	NOTE	AARS	COLOUR	SCENT	PRICE
About Face	#ROSGRAF		2005	Gold-Orange-Red	Sweet	\$19.99
Crimson Bouquet	#ROSGRCB		2000	Bright Red	Delicate	16.99
Dream Come True	#ROSGRDT		2008	Yellow-Red	Delicate	21.99
Mount Hood	#ROSGRMH		1996	Ivory-White	Moderate	21.99
Queen Elizabeth	#ROSGRQE	☆	1955	Clear Pink	Delicate	16.99
Strike It Rich	#ROSGRSR		2007	Yellow-Pink	Strong	21.99
Wild Blue Yonder	#ROSGRWB		2006	Red-Purple	Strong	21.99



HYBRID TEA ROSES

No guarantee over winter

Hybrid Tea Roses are generally tall and stately with large well-formed blossoms borne singly on long stems. Excellent as single specimens or in mixed plantings. Generally considered 'the classic rose' and favoured for cutting and flower arrangements.

NAME	CODE	NOTE	AARS	COLOUR	SCENT	PRICE
Blue Girl	#ROSHBGG			Lilac-Blue	Strong	16.99
Double Delight	#ROSHDD	☆	1977	Red-Cream	Strong	16.99
Elna	#ROSHTEN	☆		Light Yellow	Fruity	16.99
Elle	#ROSHTEL		2005	Pink-Ivory	Strong	19.99
Fragrant Cloud	#ROSHFPC	☆		Orange-Red	Strong	16.99
Just Joey	#ROSHJJI	☆		Rich Apricot	Strong	16.99
Midas Touch	#ROSHMT		1994	Bright Yellow	Sweet	16.99
Mister Lincoln	#ROSHML		1965	Deep Red	Strong	16.99
Mrs. S. Peters	#ROSHMSP			Rich Pink	Strong	21.99
Opening Night	#ROSHON		1998	Bright Red	Delicate	16.99
Pascali	#ROSHTPS	☆	1969	Pure White	Delicate	16.99
Peace	#ROSHTPE	☆	1946	Yellow, Pink Edge	Delicate	16.99
Pink Promise	#ROSHTPP	NEW	2009	Pink-Cream	Fruity	21.99
Stephan's Big Purple	#ROSHSTBP			Mauve-Purple	Strong	16.99
Tahitian Sunset	#ROSHSTTS		2006	Apricot-Yellow	Fruity	21.99
Timeless	#ROSHSTI		1997	Deep Pink	Delicate	16.99
Touch of Class	#ROSHSTC		1986	Coral-Pink	Delicate	16.99
Tropicana	#ROSHSTR		1963	Orange-Red	Strong	16.99
Whisper	#ROSHSTWH		2003	Creamy-White	Delicate	16.99

☆ ROSE HALL OF FAME ☆

The World's Favourite Roses, as chosen by popular vote in The World Federation of Rose Societies, and their year of induction:

Eden (2006)
Elna (2006)
Bonica (2003)
Ingrid Bergman (2000)
New Dawn (1997)
Just Joey (1994)
Pascali (1991)
Papa Meiland (1988)
Double Delight (1985)
Iceberg (1983)
Fragrant Cloud (1981)
Queen Elizabeth (1979)
Peace (1976)



Steps to the Answer for Learning Activity #1 (low level)

Learning Activity:

Reading garden centre flyers

An example of a Hybrid Tea Rose that is a member of the Rose Hall of Fame is Double Delight, product code #ROSHTDD. Write this down on your piece of paper, along with 2 additional rose bushes that also tolerate partial shade.

An example of a rose bush that is a native plant and also tolerates partial shade is Mountain Rose, product code #ROSWO. Add this plant and product code to your piece of paper with 2 additional plants that are also native and tolerate partial shade.

Answer:

Acceptable answers for Hybrid Tea Roses that are a member of the Rose Hall of Fame:

Double Delight (#ROSHTDD), Elina (#ROSHTEN), Fragrant Cloud (#ROSTFC), Just Joey (#ROSHTJJ), Peace, (#ROSHTPE), Pascali (#ROSHTPS).

Acceptable Answers for native plants that tolerate partial shade: Mountain Rose (#ROSWO), Redleaf Rose (#ROSRU), Virginia Rose (#ROSVI).



Steps to the Answer (one way):

- 1 Obtain a copy of the Humber Nurseries 2009 Price List flyer.
- 2 Scan the flyer for the 'Guide to Rose Notes' section that provides the reader with the meaning to the corresponding symbols.
- 3 Read and recognize the meaning of the words and corresponding symbols in the section 'Guide to Rose Notes.'
- 4 Scan the flyer to locate the Hybrid Tea Rose section.
- 5 Scan the types of flowers and symbols and choose 3 Hybrid Tea Rose bushes that are also a member of the Rose Hall of Fame. Ensure that the chosen plant has a star symbol beside it.
- 6 Write the names and the product codes of the flowers on a separate piece of paper.
- 7 Scan the flyer to locate the 'Key to Symbols' box.
- 8 Read and recognize that the maple leaf symbol indicates that the rose bush is a native plant.
- 9 Scan the flyer to locate 3 additional rose bushes that are native plants that tolerate partial shade. The chosen plants will have a half moon symbol and a maple leaf symbol beside the product code.

- 10 Write the names and the product codes of the flower on a separate piece of paper to complete your garden list.
- 11 Present your completed list of 5 to 6 different types of rose bushes with their corresponding product codes.

Essential Skill: Reading Text

Essential Skill Level: Level 1

Learning Activity #2 (high level)

Leisure Activity: Gardening

Essential Skill: Thinking Skills (Job Task Planning and Organizing)

Lead Statement: Planning and drafting a new garden takes a lot of organizing and critical thinking skills. It is important to thoroughly plan the type of garden you want, the best location for it and the suitable plants that will produce the desired look.

Learning Activity:

- 1 Read through the provided garden plan for your Nook Garden. Ensure that you have a pencil and a piece of graph paper to create your own garden plan.
- 2 On the graph paper, draw the location of your house and other fixed structures such as a driveway, deck and/or garage as a representation of your yard. Note: 1 square is equal to 1 foot.
- 3 Using the Nook Garden as your design guide, draw in the desired location of your garden on the graph paper. Ensure you keep the similar shape and size of the sample to produce the desired look.
- 4 In your garden, draw the representation of the bench. The bench is 4 feet long and 1.5 feet deep.
- 5 Review the plant list and mark out in the garden the location of the plants you have chosen for your Nook garden. Ensure you space the plants appropriately.
- 6 Present your well-planned and detailed Nook garden design.

Essential Skill Level: Level 2 (3)



Corresponding Document: *Better Homes and Gardens*, Nook Garden Plan (also available via <http://www.bhg.com>) Graph paper (Some learners may not be familiar with this type of paper. If graph paper is not available, you may use blank paper and a ruler to make the grid lines.)



Something to Think About:

If feasible, see if there is a plot of land at the learning centre location and have the learners create a real garden from the plan. If that is not feasible, perhaps one of the learners from the program has some yard space that they can donate to the project, or you can look into community garden plots. Seeing the activity come to life will make it even more authentic for learners.

Document to Use with Learning Activity #2 (high level)

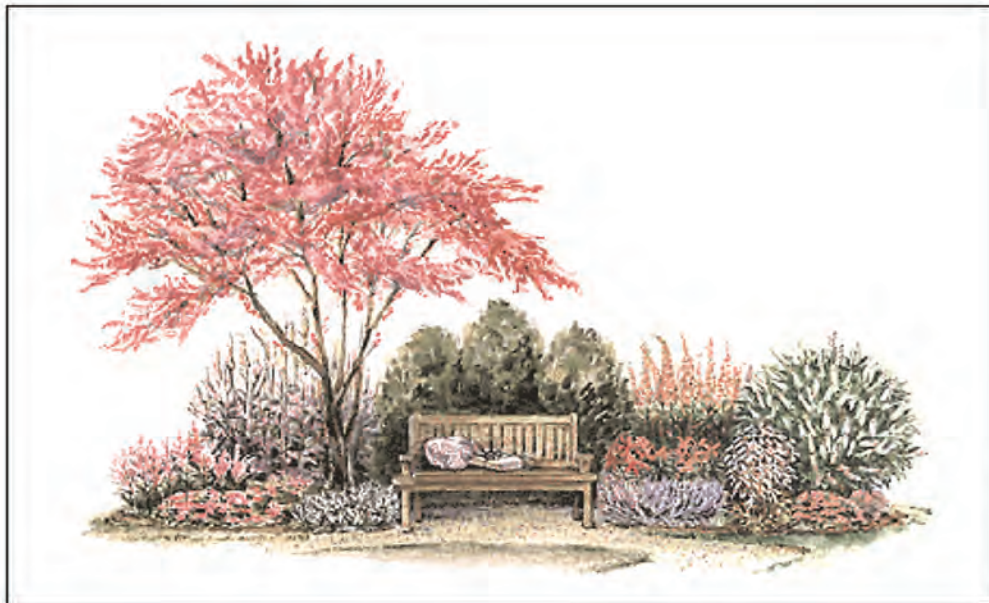


This document is also available for viewing at <http://www.bhg.com> or it can be found on the CD that was included with this guide, where it can be viewed as a PDF using Adobe Acrobat Reader, enlarged as needed and printed.

bhg.com

**Better Homes
& Gardens**

GARDEN PLANS



Nook Garden

CREATE A GARDEN NOOK WHERE YOU CAN LOSE YOURSELF ON SUNNY DAYS.

A garden bench under sheltering boughs is an invitation to wile away a lazy afternoon. Surround that bench with flowers and fragrance and the invitation becomes irresistible. This nook garden offers secluded respite in a beautiful setting. It's equally at home in a front yard or back. The redbud tree provides needed shade for the astilbes and other shade-loving perennials, while the lavender and penstemon are placed in full sun. Daffodils, hyacinths, and snowdrops are optional but highly recommended.

Steps to the Answer for Learning Activity #2 (high level)

Learning Activity:

Planning and drafting a garden plan

Answer: Completed draft of individualized garden plan that is similar in shape and design to the provided Nook Garden sample.



Steps to the Answer (one way):

- 1 Scan the garden design sample, reviewing the shape of the garden and the recommended plants.
- 2 Obtain a pencil and a piece of graph paper.
- 3 Draw the appropriate size of your house and other fixed structures on your property.
- 4 Decide on an area where you want your garden.
- 5 Draw the outline of the garden on your graph paper.
- 6 Draw the bench in your garden. The representation of the bench is a total of 4 squares in length and 1.5 squares deep.
- 7 Scan the garden design for the plant list.
- 8 Decide on the plants you want for your garden.
- 9 Draw in the location of the plants, leaving adequate space between plants.
- 10 Present the completed draft of your personalized Nook garden design.

Essential Skill: Thinking Skills (Job Task Planning and Organizing)

Essential Skill Level: Level 2 (3)

ACTIVITY OCCUPATION CHART

Matching Skills from Leisure Activity to Skills Required in National Occupational Classification (NOC) Profiles

ACTIVITY: Gardening — People who participate frequently in gardening develop the Essential Skills that are required of workers in the occupations listed below.		
Most Important Essential Skills of Leisure/Home-based Activity	Records Management and Filing Clerks (NOC 1413)	Plating, Metal Spraying and Related Operators (NOC 9497)
<p>Reading Text</p> <ul style="list-style-type: none"> ▶ Read flyers for plants you want to purchase. (Level 1) ▶ Read gardening magazines for information on kinds of seeds, where to plant, and proper nutrition. (Level 2 – 3) ▶ Read books on gardening for plant care. (Level 3) <p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> ▶ Plan where to place the garden (sunlight, shade, etc.). (Level 1) ▶ Plan out the garden (size, plants, spacing). (Level 2 – 3) 	<p>Reading Text</p> <ul style="list-style-type: none"> ▶ Read memos with information about new procedures or policies. (NOC 1413 level 1) ▶ Scan notes, letters, invoices and reports to determine where to file them. (NOC 1413 level 1) ▶ Scan files to locate misfiled documents. (NOC 1413 level 1) ▶ Review agendas for upcoming meetings to plan for items which will require your input. (NOC 1413 level 2) ▶ Refer to the Information or Privacy Act or other pieces of legislation to learn the required retention period for various documents. (NOC 1413 level 3) ▶ Refer to the Administrative Records Classification System (ARCS) or similar manuals which provide instructions on how to classify, file, retrieve and dispose of documents. (NOC 1413 level 3) <p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Interact with clients to receive instructions and clarify requests. (NOC 1413 level 1) ▶ Speak with couriers when sending or receiving packages. (NOC 1413 level 1) ▶ Co-ordinate work with other support staff within the section, or with other departments. (NOC 1413 level 2) ▶ Discuss priorities and goals with supervisors. (NOC 1413 level 2) 	<p>Reading Text</p> <ul style="list-style-type: none"> ▶ Read work orders and notes from customers to clarify jobs. (NOC 9497 level 1) ▶ Read instructions on powder coating containers. (NOC 9497 level 1) ▶ Read Workplace Hazardous Materials Information System (WHMIS) labels which include the ingredients of products, warnings and instructions on what to do in an emergency. (NOC 9497 level 1) ▶ Read notes from co-workers to get information about problems encountered in a previous shift. (NOC 9497 level 1) ▶ Read electroplaters' catalogues and trade magazines to get ideas on new techniques, products and equipment. (NOC 9497 level 2) ▶ Read city bylaws regarding effluent discharge to be aware of job-related environmental issues. (NOC 9497 level 2) ▶ Read manuals dealing with electroplating and users' guides for powder coating. (NOC 9497 level 3)

Most Important Essential Skills of Leisure/Home-based Activity	Records Management and Filing Clerks (NOC 1413)	Plating, Metal Spraying and Related Operators (NOC 9497)
	<ul style="list-style-type: none"> ▶ Conduct orientation sessions with, or make presentations to, new staff and administrators regarding the filing system used in the organization. (NOC 1413 level 2) <p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> ▶ Records and file clerks perform repetitive tasks. They organize and plan their own job tasks based on information provided by supervisors and co-workers. They set priorities based on the immediacy of requests for files and the importance of the requests. They may encounter frequent interruptions, resulting in reprioritizing of tasks. (NOC 1413 level 2) 	<p>Problem Solving</p> <ul style="list-style-type: none"> ▶ A piece of metal has been inadvertently dropped in the chemical bath. The piece could be burned during efforts to retrieve it or the concentration of the bath could be affected. Whenever the bath is contaminated in this way, check the state of the bath to make sure it is still effective. (NOC 9497 level 1) It is proving difficult to keep track of all the pieces in a customer's order. Check the work order for specific numbers and search all the places in the shop where pieces of metal may have been placed. (NOC 9497 level 1) ▶ A plating job comes out with a poor quality finish. Check coating solutions to see if they should be replaced and inspect the racks on which the metal pieces were suspended. If there is no obvious problem to correct, ask the supervisor to call in expert help. (NOC 9497 level 2) ▶ A colour did not turn out properly or some stains have appeared on the plated metal. Check for impurities which may have found their way into the tank. (NOC 9497 level 2)

Most Important Essential Skills of Leisure/Home-based Activity	Records Management and Filing Clerks (NOC 1413)	Plating, Metal Spraying and Related Operators (NOC 9497)
		<p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> ▶ Plating, metal spraying and related operators complete job tasks as prioritized by supervisors. Since the process has little variation from job to job, operators' days tend to be routine. Although planning is very short range, focusing on minute by minute activities, the sequencing of tasks is important to completing the job correctly. Parts must be dropped into the electrolyte in the right order if they are to receive an even coating. Organizational skills are used to ensure that the correct sequence of activities is followed without fail. (NOC 9497 level 2) ▶ Plating, metal spraying and related operators may be working on several jobs at once and must ensure that all pieces move through the process according to exact timings. Failure to follow the exact timings may result in damaged pieces. There are not frequent disruptions to their workday, but they may need to reprioritize tasks several times a week. (NOC 9497 level 2)

Labour Market Information

1413 — Records Management and Filing Clerks

People who frequently participate in gardening develop Essential Skills required of this occupation.

Records management clerks process, code, store and retrieve records and documents and apply retention and disposal schedules according to established policies and procedures. Filing clerks file papers, records, documents and other material according to subject matter or other filing systems. Records management and filing clerks are employed throughout the private and public sectors. This unit group also includes health records technicians, who maintain systems for the collection, storage, retrieval and retention of health information. Health records technicians are **employed by hospitals, clinics and other health care institutions.**

- ▶ aircraft records clerk
- ▶ file and classification clerk
- ▶ file clerk
- ▶ health records technician
- ▶ medical records clerk
- ▶ microfilm records searcher
- ▶ records classifier
- ▶ records clerk
- ▶ records filing-system clerk
- ▶ records management clerk
- ▶ technical records clerk

The employment prospects for this occupation were considered to be limited in the past and no current labour market information is available on this specific occupation. As with general office clerks, new technologies and office automation are allowing companies to do more with fewer workers.

Competition for this job with recent school-leavers will be high, but if an individual has computer skills, they will likely be more successful.

To be a health records technician, you need a two- to three-year college or other program in health records management and certification from the Canadian Health Record Association which allows you to work in all provinces/territories.

9497 — Plating, Metal Spraying and Related Operators

People who spend a frequent amount of time gardening develop Essential Skills that are required for this occupation.

This unit group includes workers who operate machines or equipment to deposit metallized substances on metal or other articles to provide decorative, protective or

restorative coatings. They are **employed by metal products manufacturing companies and by customized metal plating and coating shops.**

- ▶ anodizer
- ▶ electroplater operator
- ▶ galvanizer
- ▶ metal coater operator
- ▶ metal dipper
- ▶ metal electroplater
- ▶ metal spray operator
- ▶ sherardizer

The employment prospects for this occupation were considered to be limited in the past and no current labour market information is available on this specific occupation. New technologies have increased productivity and have allowed for fewer workers within this field. The retirement rate in this occupation is lower than average.

Potential employees will need to upgrade their knowledge of complex/computerized equipment. Experience in operating production machinery will also be of benefit.

Fictional Case Study #1

People who frequently participate in gardening develop Essential Skills required to be a records management and filing clerk. Essential Skills used commonly in gardening and in this occupation include **Reading Text** and **Thinking Skills** (Job Task Planning and Organizing).

Worker: Alex
Job Title:..... Office Clerk
NOC:..... 1413 — Records Management and Filing Clerks
Leisure Activity: Gardening
Overlapping Essential Skills: Reading Text and Thinking Skills (Job Task Planning and Organizing)

Alex's Story

Alex is 55 years old and had been working at one of the local automotive companies for the last 25 years. About two years ago he suffered a back injury which made it very painful to continue to work on the line and stand all day on the hard cement floors. Alex's doctor had suggested that he think about changing his job or he would just continue to hurt his back. Alex knew he had to make a few changes to improve his health and also to ensure he could continue to work on his gardens; something that he loved to do and was well known for around town.

During his time away from work, Alex spent some time attending career counselling sessions, participating in career decision-making workshops and doing as much research as possible. He then decided to upgrade his computer skills at a nearby college as he felt this would help his marketability. It took him about four months to complete the program, and he felt quite proud of himself when he completed.

After about a month of active job searching, Alex was offered a job as a parts and office clerk at a local industrial supply company. He was thrilled about his new job; especially that it did not involve standing all day long in one position. His job duties were varied and Alex was both excited and nervous about the change.

Alex's main role was to take orders that were faxed, emailed or called in by customers and to process the orders using the company's Internet ordering database. Alex often thought that reading all the orders that came in through fax and email was much like reading the gardening magazines and flyers he had read as a hobby for so many years. He was often scanning for information, pricing, quantities and styles of parts and/or supplies and was used to doing this sort of detailed work for himself when he was planning his gardens in the spring and learning about new flowers and plants. Since Alex spent years reading and following directions to make his gardens look the way they did, he found the task of taking the orders and reading through them for specific information quite familiar to him.

The other main duties Alex was responsible for were to maintain the office during the day while the sales team was out generating business. Alex was responsible for filing all the receipts, shipping orders and managing client files. Though Alex spent over 25 years working in an environment with job duties that, for the most part, stayed the same every day, he was skilled in arranging and sorting out the files and paperwork as the tasks were similar to his work creating and taking care of his gardens. The critical thinking skills Alex developed over the years of planning where plants should be placed and how he wanted his garden to look proved to help him in his new role as he was able to file all receipts, orders and client files in a logical and clear manner. It was a very new idea for him to be expected to plan his day based on priority with little direction from his supervisor; however, he adjusted to this new role with ease as he always enjoyed working independently on his gardens. For the first little while, Alex made 'to do' lists to ensure that he did not forget anything, but it did not take him long to remember his new duties and feel confident with them.

As stated, Alex was very pleased with his new job and he realized that the years he spent creating his beautiful gardens really provided him with the reading, planning, organizing and thinking skills that made him successful in his work transition.

Fictional Case Study #2

People who spend a frequent amount of time gardening develop Essential Skills that are required for this occupation. Essential Skills used commonly in gardening and being a plating, metal spraying and related operator include Reading Text and Thinking Skills (Job Task Planning and Organizing).

Worker:..... Susan
Job Title:..... Metal Coater Operator
NOC:..... 9497 — Plating, Metal Spraying and Related Operators
Leisure Activity: Gardening
Overlapping Essential Skills: Reading Text and Thinking Skills (Job Task Planning and Organizing)

Susan's Story

Susan is 46 years old and has spent that last 20 years at home raising her family. Due to some recent changes in her family's household income, Susan decided that she would start job searching. Though the idea of working outside the home was exciting to Susan, she felt very insecure and was worried about her skills and abilities. Besides focusing mainly on her family for the past 20 years, Susan enjoyed gardening and growing her own vegetables. This was something that she loved to do and she took a lot of pride in being able to provide organic and fresh food for her family. Susan was also busy being involved in many

activities within the community, including sitting on the town's horticultural committee, but she had not received a pay cheque since working at a clothing store many years ago.

Susan's friend had told her that a local plant was hiring part time for metal coaters. After getting assistance with updating her resume and cover letter, Susan applied and got the job. Susan was surprised at how physical the job duties actually were, but since she spent many hours in the garden, this sort of physical work did not bother her in the slightest. She actually enjoyed using the tools and spraying equipment.

Some of the other job duties that Susan was expected to do were to communicate with her managers and peers about her progress, record and maintain written information and reports regarding completed tasks, monitor and review information for specific metal types and sprays and to plan and organize job tasks based on the daily goals and priorities.

The position actually required a great deal of reading and following specific information to ensure accurate outcomes. At first, Susan felt very uncomfortable with this task and was worried that she would miss something or not follow the directions closely enough. Susan's friend and co-worker reminded her of all the years Susan had spent reading magazines, articles and books about gardening and following detailed directions to grow her own vegetables. She also reminded her that she was able to do this by reading and following directions on her own.

One of the job duties that Susan found she was fairly good at was prioritizing her daily work. She came up with a great system of sequencing her tasks to ensure that the quality of her work was above standard. This system was similar to the planning, organizing and thinking she would do as she started a new garden or a garden plan for the horticultural committee.

With each day that passed and the more familiar the job tasks became, Susan started to feel confident with her own abilities as a worker. She realized that though she had not been an employee for many years, she still maintained important skills like reading detailed information, scanning documents for specific procedures and being able to use critical thinking skills to plan and organize tasks. Susan quickly realized that her work as a full-time mother and her enjoyment of gardening and growing vegetables allowed her to transition to being an effective employee.

Housecleaning



Essential Skills Profile

(Adapted from the Ontario Skills Passport Workplan)

Most Important Essential Skills (also shaded):

- ▶ Document Use
- ▶ Numeracy
- ▶ Thinking Skills (Problem Solving)

ES Tasks/Level: Skill levels are assigned to workplace tasks. Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Reading Text

Tasks Performed
Read directions on new cleaning equipment (e.g., constructing a new vacuum cleaner). (Level 2)
Read consumer reports on various and new cleaning supplies. (Level 2)

Document Use

Tasks Performed
Understand symbols on washer/dryer. (Level 1)
Read washing instructions on labels in clothing. (Level 1)
Read detergent/fabric softener labels and information. (Level 1 – 2)
Read labels on cleaning supplies for cautions (e.g., not to mix bleach and ammonia). (Level 1 – 2)
Read instructions on vacuum cleaner bags for installation. (Level 1 – 2)

Writing

Tasks Performed
N/A

Numeracy — Money Math

Tasks Performed
Purchase cleaning and laundry supplies. (Level 1)

Numeracy — Scheduling or Budgeting and Accounting

Tasks Performed
Budget for major cleaning purchases (washer, dryer or vacuum cleaner). (Level 1)

Numeracy — Measurement and Calculation**Tasks Performed**

Measure laundry detergent and fabric softener; mix cleaners using parts (e.g., 1 part cleaner to 3 parts water). (Level 1)

Numeracy — Data Analysis**Tasks Performed**

Compare prices on laundry detergents/fabric softeners to determine which is a better buy (e.g., regular versus concentrated). (Level 1)

Numeracy — Numerical Estimation**Tasks Performed**

Estimate if you have enough laundry detergent to complete all loads, or if you need to purchase more before starting. (Level 1)

Oral Communication**Tasks Performed**

Ask family members to make sure dirty laundry is in the hamper. (Level 1)

Thinking Skills — Problem Solving**Tasks Performed**

Something has been caught in the vacuum and the vacuum is no longer working. Resolve the problem. (Level 1 – 2)

A red item of clothing ended up being washed with the whites and now everything is pink. Resolve the problem. (Level 2)

A stain is found on the carpet. Resolve the problem. (Level 1)

Thinking Skills — Decision Making**Tasks Performed**

Decide which to use: fabric softener, dryer sheets or dryer balls. (Level 1)

Decide whether an upright vacuum or a canister style is best for you to use before purchasing a new vacuum. (Level 1)

Thinking Skills — Critical Thinking**Tasks Performed**

N/A

Thinking Skills — Job Task Planning and Organizing**Tasks Performed**

Plan out the day for cleaning and laundry, deciding in what order to do tasks. (Level 1 – 2)

Ensure that you have all the products you will need ready for all the cleaning and laundry. (Level 1)

Thinking Skills — Significant Use of Memory

Tasks Performed
N/A

Thinking Skills — Finding Information

Tasks Performed
Research new cleaning products to find out more about their usefulness. (Level 1)

Working with Others

Tasks Performed
Usually cleaning and laundry are done alone, but you may also designate certain jobs to other family members (i.e., a child may be in charge of loading/unloading the dishwasher).

Computer Use

Tasks Performed
Use the Internet to find out about new and better cleaning products. (Level 1)

Continuous Learning

Tasks Performed
N/A

Learning Activity #1 (low level)

Leisure Activity: Housecleaning — Laundry

Essential Skill: Document Use

Lead Statement: Housecleaning includes doing the laundry, or washing clothes. It involves reading the dials of the washing machine.

Learning Activity:

You have asked your family to gather their laundry and you have sorted the items into light and dark colours.

- 1 Separate the very dirty or stained clothes into one pile to be pre-washed.
- 2 Separate the rest of the dark clothes using the fabric care labels in each:
 - ▶ Normal — warm water
 - ▶ Delicate — cold water
 - ▶ Hand wash only
- 3 Draw an arrow on the washing dial to set the machine for a full-time normal wash.
- 4 Draw an arrow on the temperature dial to select water temperature: warm wash and cold rinse.
- 5 Measure 1 capful of detergent and add to washing machine.
- 6 Turn on the machine.
- 7 Repeat steps 1 – 2 for delicate wash (cold wash and cold rinse), and for pre-wash (warm wash and warm rinse).

Essential Skill Level: Level 1

Corresponding Documents:

- ▶ Clothing labels to show fabric care
- ▶ Dial on actual washing machine OR
- ▶ Sample dials: learner will draw arrows on dial to correspond to selection made on real machine



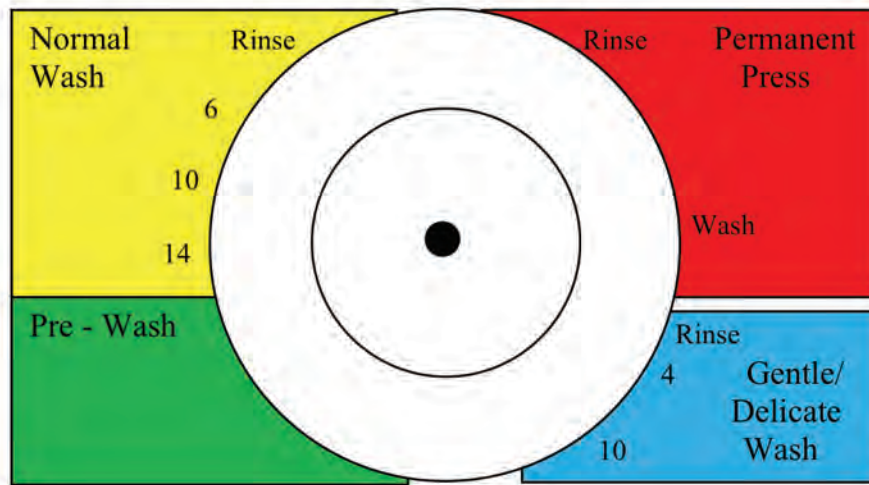
Something to Think About:

This activity involves a lot of Document Use — reading clothing labels, dials, measuring containers, etc. To do this learning activity in the most authentic setting, you may ask learners to do it as homework at home, or, if feasible, take a field trip to a laundromat. Another option is that learners could bring in a basket of assorted dark clothing and household items for sorting by label (Steps 1 & 2 of learning activity). Perhaps you can visit an appliance store and have the student set dials on a variety of washing machines: this truly teaches/demonstrates dial Document Use.

The use of the paper dials that accompany this learning activity is a less appealing, but still viable, option. It's not truly authentic to draws settings on dials, but in a pinch, it does show understanding of the concept of the dial and of the need to indicate a selection on a dial.

Set the Dial

Draw an arrow on each dial from the centre dot to the setting needed.



Steps to the Answer to Learning Activity #1 (low level)

Learning Activity:

(using own washing machine; using provided sample dial to demonstrate understanding)

- ▶ Draw an arrow on the washing dial to set the machine for a full-time normal wash.
- ▶ Draw an arrow on the temperature dial to select water temperature: warm wash and cold rinse.

Answer:

- ▶ arrow will point to 14 in “normal wash”
- ▶ arrow will point to warm/cold



Steps to the Answer (one way):

- 1 Scan dial for “normal.”
- 2 Locate beginning of normal cycle (14).
- 3 Turn dial so arrow points to 14 in the normal range. (OR mark on “Set the Dial” worksheet by drawing an arrow from the centre of the dial to 14 in the normal range.)
- 4 Scan temperature buttons.
- 5 Recognize that the first word is the wash temperature and the second the rinse temperature (one button WASH/RINSE).
- 6 Locate warm wash and cold rinse button.
- 7 Point dial to warm/cold. (OR mark on “Set the Dial” worksheet by drawing an arrow from the centre of the dial to “warm/cold.”)
- 8 Steps 1 – 8 could be repeated for delicate and pre-wash, making appropriate selections.

Essential Skill: Document Use

Essential Skill Level: Level 1

Learning Activity #2 (high level)

Leisure Activity: Housecleaning — Laundry

Essential Skill: Problem Solving

Lead Statement: Housecleaning includes doing the laundry, or washing clothes. Sometimes an article of clothing has a stain that must be identified and removed.

Learning Activity:

Use a shirt with yellow stains under each armpit or around the collar.

OR use the following scenario — and any item of clothing to actually treat.

Melanie was intending to wear a white shirt that has been hanging in her closet since last spring. However, she noticed that there were yellowish stains under each armpit and around the collar.

- 1 Decide what might be the most likely cause of the stain.
- 2 Use the “Stain Guide,” previously downloaded from the Internet for reference, or use the excerpt that is included with this activity.
- 3 Treat the stain according to instructions.
- 4 Assess success of treatment.

Essential Skill Level: Level 2



Corresponding Document: Stain Guide — http://www.chemistry.co.nz/stain_frame.htm
(following is a Stain Guide list and excerpt copied from the online document)



Something to Think About:

If feasible, this activity can be made more authentic by actually taking a trip to a laundromat. Have learners bring in clothing with stains, from the attached list. Or, have learners bring in old clothes or rags to the classroom along with some of the common items that cause stains (again, taken from the list attached). Going through the actual activity not only helps with the learners' Essential Skills, but can be a fun experiment to test to stain guidelines.

Documents to Use with Learning Activity #2 (high level)

Stain Guide

List of possible causes of the stain. Highlight your selection.

Acids	Liquid Paper
Adhesive Tape	Marker Pen
Alcohol	Medicines
Alkalis	Mildew
Baby Oil	
Ball-Point Ink	Motor Grease & Heavy Motor Oil
Bleach	Mud
Blood	Mustard
Blue	Nail Polish
	Ointment
Boot Polish	Paint
Butter, Cream & Fatty Stains	Pencil Marks (lead)
Candle Wax	Perfume
Carbon Paper & Transfers	Perspiration Stains
Chewing Gum	Rust
Chocolate & Cocoa	Sap
Cod Liver Oil	Scorch
Coffee & Tea	
Correction Fluid	Shoe Cleaners
Crayons	Silly Putty
Deodorants & Antiperspirants	Soft Drinks
Dyes & Running Colours	Soot & Smoke
Dyes: Setting	Soy Sauce
Egg	Tar & Asphalt
	Tarnish
Fruit Juices & Berries	
Glues, Gums & Cellulose Adhesives	Tobacco
Grass & Other Garden Foliage	Tomato Juice, Relish or Chutney
Ice Cream, Milk & Cream	Unknown
Indelible Pencil	Urine
Ink	Vomit
Iodine	Water Spots
Light Oils, e.g. sewing machine, hair oil, etc.	Wine
Lipstick & Other Cosmetics	Wood Sap

Stain Guide (continued)

(excerpt downloaded from http://www.chemistry.co.nz/stain_frame.htm)

Paint

Modern paints vary greatly in composition and it is not possible to give one treatment for all types. As a guide, use the solvent suggested on the paint tin label for thinning paint and cleaning brushes. Treat promptly, as set stains are very difficult to remove. If paint has dried, soften with glycerine before applying treatment.

For oil paint, enamels and alkyd type paints, scrape off as much as possible and soak remaining stain in turpentine, or kerosene. Then wash in usual way.

Latex or plastic water-base paints, e.g. Acrylic and P.V.A. will wash out easily with cold water when fresh. Remove any remaining stain with methylated spirits (wood alcohol) (test first to see that acetate fabrics are not affected). Once dry, these paints are virtually impossible to remove.

Pencil Marks (lead)

Try a soft rubber for unwashable garments. Use a quality laundry powder or liquid on lead pencil marks, but never for indelible pencil. If not successful, follow instructions for **Indelible Pencil**.

Perfume

Wet area, apply glycerine and rinse out well, or sponge with equal parts of full-strength hydrogen peroxide and water. If the colour has already been removed from the fabric by the alcohol in the perfume, it may be helpful to add a few drops of methylated spirits (wood alcohol) to cheesecloth pad and sponge fabric lightly, working towards the centre of the stain, thus distributing remaining colour evenly.

Perspiration Stains

New perspiration stains are normally acid and may be removed by washing. If the dye is affected, hold the mark in fumes from an open ammonia bottle.

Older perspiration stains turn alkaline and sponging with 1 Tbsp. vinegar in ½ c water will often restore the colour. This treatment also helps to remove perspiration odours.

To remove perspiration stains from unwashable garments or for any stubborn marks, apply a paste of 1 Tbsp. cream of tartar, 3 crushed aspirins and warm water. Leave for 20 minutes. Rinse well in warm water. Repeat if necessary. Follow this with vinegar and water to restore the colour if necessary.

Rust

Any of the methods given below are safe for white fabrics, but test on coloured fabrics before use.

Lemon Juice — suitable for light stains on delicate fabrics. Spread stain over a bowl of boiling water and sprinkle with lemon juice. After a few minutes, rinse well and repeat if necessary.

Lemon Juice and Salt — sprinkle stain with salt, rub with lemon juice and place in sunlight. Keep moist with lemon juice till stain goes. Rinse well.

Steps to the Answer for Learning Activity #2 (high level)

Learning Activity:

(using own washing machine; using provided sample dial to demonstrate understanding)

- ▶ Decide what might be the most likely cause of the stain.
- ▶ Use “Stain Guide,” previously downloaded from the Internet for reference, or the downloaded page printed with this activity.

Answer:

- ▶ Older perspiration stains
- ▶ Select vinegar and water treatment



Steps to the Answer (one way):

- 1 Consider the location of the stain.
- 2 Predict that perspiration may be the cause.
- 3 Scan Stain Guide for headings of causes of stain.
- 4 Locate “Perspiration Stains.”
- 5 Read information in that section.
- 6 Decide which treatment is most appropriate, considering the age of the stain.

Essential Skill: Problem Solving

Essential Skill Level: Level 2

ACTIVITY OCCUPATION CHART

Matching Skills from Leisure Activity to Skills Required in National Occupational Classification (NOC) Profiles

ACTIVITY: Housecleaning — People who are primarily responsible for household cleaning develop the Essential Skills required of workers in the occupations listed below.		
Most Important Essential Skills of Leisure/Home-based Activity	Labourers in Chemical Products Processing and Utilities (NOC 9613)	Labourers in Textile Processing (NOC 9616)
<p>Document Use</p> <ul style="list-style-type: none"> ▶ Understand symbols on washer/dryer. (Level 1) ▶ Read washing instructions on labels in clothing. (Level 1) ▶ Read detergent/fabric softener labels and information. (Level 1 – 2) ▶ Read labels on cleaning supplies for cautions (e.g., not to mix bleach and ammonia). (Level 1 – 2) ▶ Read instructions on vacuum cleaner bags for installation. (Level 1 – 2) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Measure laundry detergent and fabric softener; mix cleaners using parts (e.g., 1 part cleaner to 3 parts water). (Level 1) <p>Problem Solving</p> <ul style="list-style-type: none"> ▶ Something has been caught in the vacuum and the vacuum is no longer working. Resolve the problem. (Level 1 – 2) ▶ A red item of clothing ended up being washed with the whites and now everything is pink. Resolve the problem. (Level 2) ▶ A stain is found on the carpet. Resolve the problem. (Level 1) 	<p>Document Use</p> <ul style="list-style-type: none"> ▶ Read labels on supplies such as paints and chemicals. (NOC 9613 level 1) ▶ Enter numerical information about processes into operators' reports. (NOC 9613 level 2) ▶ Refer to shift schedules and work orders. (NOC 9613 level 2) ▶ Refer to production charts. (NOC 9613 level 2) ▶ Complete forms such as tally sheets to document information on different products. (NOC 9613 level 2) ▶ Read shipping and receiving forms and packing slips. (NOC 9613 level 2) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Take temperature and pressure readings during the day by computer to ensure chemical products are meeting quality standards. (NOC 9613 level 1) ▶ Weigh containers full of products to ensure they meet packaging weight standards. (NOC 9613 level 1) ▶ Measure the level of moisture in the final processed product. For example, take a wet sample and weigh it, dry it in the oven for three to four hours, weigh it again and subtract the two numbers to get the moisture reading. (NOC 9613 level 2) ▶ Measure the density of a brew using a hydrometer and calculate the percentage of alcohol content. (NOC 9613 level 3) 	<p>Document Use</p> <ul style="list-style-type: none"> ▶ Read labels on supplies such as paints and chemicals. (NOC 9616 level 1) ▶ Enter numerical information about processes into operators' reports. (NOC 9616 level 2) ▶ Refer to shift schedules and work orders. (NOC 9616 level 2) ▶ Refer to production charts. (NOC 9616 level 2) ▶ complete forms such as tally sheets to document information on different products. (NOC 9616 level 2) ▶ Read shipping and receiving forms and packing slips. (NOC 9616 level 2) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Weigh containers full of products to ensure they meet packaging weight standards. (NOC 9616 level 1) ▶ Take temperature and pressure readings during the day by computer to ensure chemical products are meeting quality standards. (NOC 9616 level 1) ▶ Measure the level of moisture in the final processed product. For example, take a wet sample and weigh it, dry it in the oven for three to four hours, weigh it again and subtract the two numbers to get the moisture reading. (NOC 9616 level 2) ▶ Measure the density of a brew using a hydrometer and calculate the percentage of alcohol content. (NOC 9616 level 3)

Most Important Essential Skills of Leisure/Home-based Activity	Labourers in Chemical Products Processing and Utilities (NOC 9613)	Labourers in Textile Processing (NOC 9616)
	<p>Problem Solving</p> <ul style="list-style-type: none"> ▶ Boxes of chemical products, which have just been packaged, have been improperly labelled. Remove the faulty boxes from the line and send them for relabeling. (NOC 9613 level 1) ▶ Conveyor belts have been shut down. Look for the source of the problem, such as broken parts or the accidental tripping of a switch. If the belts cannot be immediately restarted, deal with products manually until repairs have been completed. (NOC 9613 level 2) ▶ It is found that a product is not up to standard. Meet with operators and production managers to determine how the problem can be corrected. (NOC 9613 level 2) <p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> ▶ Labourers in chemical products processing and utilities follow priorities set by supervisors and sequence their tasks within that framework. Their tasks are generally repetitive. Disruptions may occur, such as the introduction of rush orders which cause their tasks to be reprioritized. Utilities labourers often work outdoors and face additional adjustments in their daily planning because of adverse weather conditions. Therefore, job task planning and organizing may be affected by factors outside the workers' control. (NOC 9613 level 2) 	<p>Problem Solving</p> <ul style="list-style-type: none"> ▶ Boxes of chemical products, which have just been packaged, have been improperly labelled. Remove the faulty boxes from the line and send them for relabeling. (NOC 9616 level 1) ▶ Conveyor belts have been shut down. Look for the source of the problem, such as broken parts or the accidental tripping of a switch. If the belts cannot be immediately restarted, deal with products manually until repairs have been completed. (NOC 9616 level 2) ▶ It is found that a product is not up to standard. Meet with operators and production managers to determine how the problem can be corrected. (NOC 9616 level 2) <p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> ▶ Labourers in textile processing follow priorities set by supervisors and sequence their tasks within that framework. Their tasks are generally repetitive. Disruptions may occur, such as the introduction of rush orders which cause their tasks to be reprioritized. (NOC 9616 level 2)

Labour Market Information

9613 — Labourers in Chemical Products Processing and Utilities

People who are primarily responsible for household cleaning develop Essential Skills that are required for this occupation.

Labourers in this unit group carry out a variety of material handling, cleaning and routine general labouring activities. They are **employed by petroleum and natural gas processing, pipeline and petrochemical, chemical and pharmaceutical companies, and by electrical, water and waste treatment utilities.**

- ▶ cleaner, filter — chemical processing
- ▶ cleaner, still — chemical processing
- ▶ coating machine feeder — chemical processing
- ▶ helper — chemical processing
- ▶ labourer — gas utility
- ▶ loader — chemical processing
- ▶ retort unloader
- ▶ water intake tender
- ▶ waterworks labourer

The employment prospects for this occupation were considered to be limited in the past and no current labour market information is available on this specific occupation. Downturns in the economy affect employment opportunities in labourer positions.

Labourer positions do not generally require a high school diploma, but some high school would be of benefit.

An ability to work with high technology applications will improve job prospects in this field.

9616 — Labourers in Textile Processing

People who are primarily responsible for household cleaning develop Essential Skills that are required for this occupation.

Labourers in textile processing perform a variety of manual duties to assist in processing fibres into yarn or thread, or to assist in weaving, knitting, bleaching, dyeing or finishing textile fabrics or other textile products. **They are employed by textile companies.**

- ▶ doffer
- ▶ dyeing and finishing machine loader
- ▶ helper — textiles
- ▶ textile machine cleaner
- ▶ waste machine feeder
- ▶ yarn handler

The employment prospects for this occupation were considered to be limited in the past and no current labour market information is available on this specific occupation. Downturns in the economy affect employment opportunities in labourer positions.

Labourer positions do not generally require a high school diploma, but some high school would be of benefit.

An ability to work with high technology applications will improve job prospects in this field.

Fictional Case Study #1

People who are primarily responsible for household cleaning develop Essential Skills that are required of being a labourer in chemical products processing and utilities. Essential Skills used commonly in household cleaning and in this occupation include **Document Use, Numeracy** (Measurement and Calculation) and **Thinking Skills** (Problem Solving).

Worker: Maria
Job Title:..... Labourer
NOC:..... 9613 — Labourers in Chemical Products Processing and Utilities
Leisure Activity: Housecleaning
Overlapping Essential Skills: Document Use, and Thinking Skills (Problem Solving)

Maria's Story

Maria is a widow with two teenage children. She is a hard-working, organized person who is used to juggling timetables and schedules. Since her husband's death, she has had to run the home. She does all her own housecleaning, reading labels, choosing appropriate cleaning products, and using them safely according to directions. Her teenagers are learning to drive and one car has to fit into three busy lifestyles.

In order to pay her mortgage and to keep her family together, she has taken a job as a labourer in a chemical processing facility.

When she arrived for work in the morning, she checked the shift schedules and work orders to see where she would be stationed throughout her day. Rush orders often cause jobs to be re-prioritized. "Isn't that the truth," she thought, remembering how she had to change her plans last week to let one of the boys have the car.

One day, she checked labels on the chemical products to make sure that the boxes were labeled properly. Some of the products she recognized as being like what she used at home to clean the floors.

Later that day, when the conveyer belt stopped, she checked for obvious causes. She used the troubleshooting chart on the wall by the machine. When she couldn't solve the problem, she called for supervisory help. This was just like when the washing machine stopped working mid-cycle. In the past, she would have asked her husband to fix it. Now, she had to get out the owner's manual and check everything they told her to. When nothing they suggested worked, she called a repairman.

When she was on lunch break, she couldn't help feeling that all the things she has done all her life at home, and the new things she has had to learn since her husband's death, certainly have helped her to cope with the challenges of the job.

Fictional Case Study #2

People who frequently engage in household cleaning develop Essential Skills that are required to be a labourer in textile processing. Essential Skills used commonly in household cleaning and as a labourer in textile processing include **Document Use, Numeracy** (Measurement and Calculation), and **Thinking Skills** (Problem Solving).

Worker: Brenda
Job Title:..... Labourer
NOC:..... 9616 — Labourers in Textile Processing
Leisure Activity: Housecleaning
Overlapping Essential Skills: Document Use, Numeracy (Measurement and Calculation) and Thinking Skills (Problem Solving)

Brenda's Story*

Brenda had decided to return to work to help pay for her kids' college education. She got a job at a textile company in town, working on a line that made carpeting. She was amazed at the size of the machines and the speed with which the product was made.

Things were going just fine one day, when suddenly the conveyor belt shut down. There was a problem somewhere and she would have to figure out what it was, and as quickly as possible so that production wasn't held up too long. She checked first to make sure that the power was still on: the switch was turned to ON and the plug was tight. Next, she looked to see if there was a broken part: nothing obvious. Then she saw the cause of the problem: one of the spools of yarn had a tangle and the yarn couldn't pull out. It had pulled so hard that the machine shut itself down. It didn't take Brenda long to correct the problem and get things started again. "Good thing I know how to solve problems," she thought to herself. She remembered how pleased she had been when she figured out the problem with the vacuum at home last week. It had suddenly stopped in the middle of the job, and company was arriving in less than an hour. Then too, she had checked the obvious — the cord was OK and nothing seemed to be blocking the pipe. But then, when she checked the bag, she found it was too full and couldn't accept any more dog hair. Quickly, she had replaced the bag and finished the job. No problem.

Brenda was responsible for some quality control. Periodically, she had to check the material coming off the end of the line, making sure that it was even and tight. If it wasn't, she knew that the whole bolt would have to be checked, salvaging what was good and rejecting what was not. "Not unlike checking the laundry after it's washed," she thought. Every now and then a stain would remain and she would have to rewash something. Usually the problem was a small one, just one article that had a tough stain — easy to fix. Occasionally though, an entire load was affected, like when they flushed the pipes and the water came out brown. That had cost her a lot of time and work and one shirt never had come clean.

Brenda felt confident that she could do this job well. Running a home had prepared her well!

***This case study was not validated by an employer**

Household Financial Management



Essential Skills Profile

(Adapted from the Ontario Skills Passport Workplan)

Most Important Essential Skills (also shaded):

- ▶ Document Use
- ▶ Numeracy (Scheduling or Budgeting and Accounting, Measurement and Calculation, Data Analysis, Numerical Estimation)
- ▶ Thinking Skills (Problem Solving)
- ▶ Computer Use

ES Tasks/Level: Skill levels are assigned to workplace tasks. Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Reading Text

Tasks Performed
Read tip sheets on managing finances. (Level 3)
Read books on personal finance. (Level 4)
Read income tax information booklets. (Level 4)

Document Use

Tasks Performed
Use and understand the layout of cheques. (Level 1)
Use a calculator. (Level 1 – 2)
Use and understand debit and ATMs. (Level 1 – 2)
Read and understand bank statements. (Level 2)
Use and understand spreadsheets for keeping track of budgets and expenditures. (Level 2 – 3)
Fill out loan applications. (Level 3)
Complete income tax forms. (Level 3 – 4)

Writing

Tasks Performed
Fill out cheques. (Level 1)
Fill out loan applications. (Level 1)

Numeracy — Money Math**Tasks Performed**

Set aside money for cash expenditures weekly. (Level 1)

Ensure that correct change is received from purchases. (Level 1 – 2)

Numeracy — Scheduling or Budgeting and Accounting**Tasks Performed**

Create an annual, monthly and weekly budget for household finances. (Level 2 – 3)

Keep track of overages in budget and re-do as necessary to keep within spending limits. (Level 3 – 4)

Numeracy — Measurement and Calculation**Tasks Performed**

Calculate the amount of money that can be spent daily for budgeted costs. (Level 2)

Keep a running total of weekly expenses. (Level 2 – 3)

Numeracy — Data Analysis**Tasks Performed**

Compare planned budget with previous year's expenses and ensure a slight increase for expected inflation. (Level 2 – 3)

Numeracy — Numerical Estimation**Tasks Performed**

Estimate your expenses for a week, month or year on various budgetary items. (Level 3)

Oral Communication**Tasks Performed**

Meet with a financial advisor to ask for help on getting the most out of your money. (Level 2 – 4)

Meet with a bank loan officer about getting a loan to help consolidate debt. (Level 3 – 4)

Thinking Skills — Problem Solving**Tasks Performed**

You have reached your budget for the week, but you do not have any groceries left to finish out the week. Following logical steps, resolve the situation. (Level 2 – 4)

An unexpected expense has arisen (i.e., your car requires a new engine). Following logical steps, resolve the situation. (Level 2 – 4)

You have not put anything aside for savings in your budget and realize you must. Following logical steps, resolve the situation. (Level 2 – 4)

Thinking Skills — Decision Making**Tasks Performed**

If you cannot pay them all off monthly, decide which credit card balances to pay in full. (Level 1)

Decide whether you can afford a new pet in the family by estimating the annual and potential costs. (Level 3)

You can afford to send your child to summer camp or purchase camping gear, but not both. Decide what to do. (Level 3)

Thinking Skills — Critical Thinking

Tasks Performed

Develop various annual budgets for you and your family and compare to decide on the best one to live by. (Level 3)

Thinking Skills — Job Task Planning and Organizing

Tasks Performed

Set out a plan to be able to keep on budget. (Level 2 – 4)

Thinking Skills — Significant Use of Memory

Tasks Performed

Remember how much is remaining in various areas of your budget. (Level 1)

Remember how much money is in the bank before writing cheques or using a debit machine. (Level 1)

Remember P.I.N.s for various debit and credit cards. (Level 2)

Thinking Skills — Finding Information

Tasks Performed

Find information on various budgeting ideas and processes. (Level 2)

Find information on lowering credit card interest rates. (Level 2 – 3)

Working with Others

Tasks Performed

Usually one member of a family is in charge of finances, but all financial decisions should be shared and discussed with a partner. Budgets only work if everyone is in agreeance and understands why the decisions have been made.

Computer Use

Tasks Performed

Use the computer for online banking. (Level 1 – 2)

Use an ATM or debit machine. (Level 1 – 2)

Use income tax software to complete your taxes. (Level 2 – 3)

Use spreadsheet software to create and maintain your budget. (Level 2 -3)

Use accounting software to track your finances. (Level 3 – 4)

Continuous Learning

Tasks Performed

Take courses on financial management. (Level 3 – 4)

Learning Activity #1 (low level)

Leisure Activity: Managing Household Finances

Essential Skill: Document Use

Lead Statement: Understanding and writing a cheque is an essential part of managing household finances. It involves accuracy with writing both in letter and in number form. Completing a cheque properly ensures that the financial transaction is timely and accurate.

Learning Activity:

- 1 Read the provided scenario and list of the bills Ms. Jane Smith paid for the month of January. Ensure you have a pen to complete the sample cheque.
- 2 On the provided sample cheque, write the month, day and year on the line next to the date that Ms. Jane Smith wrote her cheque.
- 3 Write the name of the company that Ms. Smith has written the cheque payable to on the line 'Pay to the Order of.'
- 4 Put the total amount owed written in numbers in the appropriate box.
- 5 Write the dollar amount in letters on the appropriate line.
- 6 Write in number form the cent amount by writing 'XX'/100 at the end of the line beside the word Dollars.
- 7 If space is remaining between the written numbers and the cent amount, draw a straight line to the end to ensure additional amounts cannot be added.
- 8 Put the reason for writing the cheque on the line "For."
- 9 Place an "X" on the line where Ms. Jane Smith would have signed before sending her cheque.

Essential Skill Level: Level 1

Other Essential Skills Used: Reading Text, Writing

Corresponding Document: Sample Scenario and Blank Cheque (also available via <http://www.moneyinstructor.com/wsp/printchecks.asp>)



Something to Think About:

In today's environment of online banking and automatic billing, writing cheques may not happen as frequently as it used to. However, it is still a useful and valuable skill to have, especially in light of the technological changes to bill paying. There are still establishments and environments where writing cheques is the norm, for example, at home shopping parties or paying for school field trips. We can become so used to online banking that the skill of writing cheques goes by the wayside. This is a good refresher exercise for those who may have not done it in a while. It is also a valuable skill for those working on Essential Skills.

Document to Use with Learning Activity #1 (low level)


(also available to print via <http://www.moneyinstructor.com/wsp/printchecks.asp>)

Scenario:

It was the time of the month again when Ms. Jane Smith paid all her bills. For most of her payments she uses the bank's ATM machine. However, for some of her bills, she chooses to pay by cheque. Below is a list of bills that Ms. Smith paid for the month of January 2010. Please complete the cheque below by filling in the correct information that corresponds with the cheque number.


Bills Paid

- January 13, 2010, Bell Canada, \$32.55, Paid by ATM
- January 13, 2010, Rogers, \$48.72, Paid by ATM
- January 13, 2010, House Insurance, \$39.25, Paid by ATM
- January 14, 2010, Bill's Heating, 125.66, Paid by cheque #099
- January 16, 2010, City Hydro Inc., \$123.46, Paid by cheque #101
- January 17, 2010, Larry's Snow Removal, \$56.00, Paid by cheque #102

101	
 MONEY BANK	DATE _____
PAY TO THE ORDER OF _____ \$ _____ _____ /100 DOLLARS	
MoneyInstructor.com Bank 1221 Main Street Anywhere, Canada M5T 4S3	
FOR _____	SIGNATURE _____
29988659 8154132185 0101	

Steps to the Answer for Learning Activity #1 (low level)

Answer:

101

MONEY BANK
DATE <u>January 16, 2010</u>
PAY TO THE ORDER OF <u>City Hydro Inc.</u> \$ <u>123.46</u>
<u>One hundred and twenty three dollars ----- 46</u> /100 DOLLARS
MoneyInstructor.com Bank 1221 Main Street Anywhere, Canada M5T 4S3
FOR <u>Hydro Bill</u>
<u>X</u> SIGNATURE
29988659 8154132185 0101



Steps to the Answer (one way):

- 1 Read the provided scenario and scan the list of bills paid by Ms. Jane Smith for the month of January.
- 2 Recognize and choose the information corresponding with the cheque #101.
- 3 Write January 16, 2010, beside the word “Date.”
- 4 Locate the “Pay to the Order of” line and write City Hydro Inc.
- 5 Write 123.46 in number form beside the \$ symbol.
- 6 In letterform, write “One hundred and twenty three dollars” on the line directly below the “Pay to the Order of” line.
- 7 Place 46 beside /100 to indicate the amount of cents.
- 8 Decide if there is enough room to draw a line between the amount written in letterform and the cent amount. Draw a straight line if room is remaining.
- 9 Write “Hydro Bill” beside the word ‘For.’
- 10 Put an “X” on the remaining single line at the bottom of the cheque.
- 11 Present the completed cheque.

Essential Skill: Document Use

Essential Skill Level: Level 1

Learning Activity #2 (high level)

Leisure Activity: Managing Household Finances

Essential Skill: Scheduling or Budgeting and Accounting

Lead Statement: Creating a monthly budget helps us to manage what we make and spend each month. A monthly budget involves planning, calculating, thinking and organizing skills to ensure that you have developed an accurate idea of your monthly household finances.

Learning Activity:

- 1 Review monthly budget worksheet. Read the “How do I make a personal budget” article for an explanation on how to prepare the individualized budget. Ensure you have a pen and a calculator ready.
- 2 Please read through the monthly income and expense amounts for the Smith family, located above the personal budget worksheet. The income and expense amounts will be used to complete the worksheet.
- 3 In the Net Income section, write the Smith family’s income amounts in the ‘Amount Column.’
- 4 Add the income amounts and write the total in the section “A.” Before moving on, ensure that the Smith family’s income amounts are based their total monthly net income.
- 5 In the ‘Expense Items’ section, write in the total amounts they spend each month on the items listed. If the Smith family has additional expenses that are not included on the worksheet, place the amount in the appropriate place.
- 6 Calculate the total expenses and input the amounts in column “B.”
- 7 At the bottom of the worksheet, put the total amount for section “A” and “B” in the corresponding columns.
- 8 Minus the monthly expenses (“B”) from the monthly income (“A”) to determine the monthly remaining income.
- 9 Maintain monthly budget to keep accurate records of the household finances.

Essential Skill Level: Level 2

Other Essential Skills Used: Money Math, Reading Text, Document Use

Corresponding Document: Personal budget worksheet and article
(also available at <http://www.hoyes.com/personal-budget-planning.htm>)



Something to Think About:

Most people who are responsible for managing household finances understand that creating a budget is important and some may have used similar budget templates in the past. However, going through the exercise will help identify specific areas where the learner may need to work on Numeracy skills as well as Document Use skills. If learners don’t feel comfortable entering personal data, the scenario and template could be changed to reflect an upgrading program budget. Have the learners help you plan a budget for a specific program or an event.

Document to Use with Learning Activity #2 (high level)



(also available at <http://www.hoyes.com/personal-budget-planning.htm>)

How Do I Make a Personal Budget?

To make a personal budget, first write down **everything** you spend money on each month. Most people remember their rent payment, but often forget the newspaper they buy on their way to work each morning.

We recommend that you carry a small notepad with you every day, and write down everything you spend money on, including newspapers, lunch, magazines, and your morning coffee. It will help you make your budget as accurate as possible and your personal budget planning more effective.

By writing down everything you spend money on, you will have a complete list of all of your expenses, which will make it easier to create your budget.

Smith Family's Income and Expenses:

Jo-Anne is in the process of creating a monthly budget for her family. Please scan the monthly income and expenses and complete the Monthly Budget worksheet below based on the information provided.

Jerry and Jo-Anne Smith make a total monthly net income of \$3,180. Jerry's monthly net income is \$1,550.00 and Jo-Anne's monthly net income is \$1,632.00. They also receive a total of \$110.00 from the Child Tax Benefit.

The majority of their monthly expenses go towards maintaining their house. They pay \$800.00 a month towards their mortgage, \$101.67 towards property taxes, \$40.00 on home insurance, \$195.45 for utilities, \$45.00 for cable television, and \$25.00 towards their telephone bill each month.

The Smith family also spends \$400.00 on both food and childcare each month for a total of \$800.00. Other monthly costs include: \$20.00 for clothing, \$10.00 for dry cleaning, \$20.00 for both toiletries and haircuts each month, \$30.00 for dinners out, \$50.00 for their children's activities, \$10.00 a month on gifts for friends and family and \$100.00 on entertainment activities.

Jerry and Jo-Anne Smith also spend \$25.00 on life insurance, \$300.00 a month on their car payment, \$10.00 a month on car maintenance and/or repairs and \$100.00 a month on gas. The car insurance for both of them is \$120.00 each month.

Monthly Budget

INCOME ITEMS	AMOUNT COLUMN
Net income or self-employment earnings	
Spouse's net income	
Rental income	
Pension income	
Allowance	
Employment Insurance/ Worker's Comp. Earnings	
Other earnings -	
- Public assistance	
- Alimony support	
- Other	
Total Monthly Income (A)	

EXPENSE ITEMS	
Rent/mortgages	
Room & Board	
Property taxes (1/12 of annual total)	
Home insurance	
Utilities (gas, hydro, water)	
Telephone	
Food	
Prescription medication	
Child care	
Doctor	
Dentist	
Nursing care	
Tax provisions	
Household repairs	
Clothing	
Laundry/dry cleaning	
Toiletries	
Haircuts	
Meals outside home	
Lunches	
Cable television	
Recreation/entertainment	
Children's activities	
Gift	
Tuition fees	
Life insurance	
Transportation (other than auto)	
Other (specify)	
Car expenses:	
Lease/payment	
Repairs/maintenance	
Gas	
Insurance	

Total Monthly Expenses (B)	
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Total Monthly Income (A)	
Total Monthly Expenses (B)	
Excess (Deficiency): (A-B)	

Steps to the Answer for Learning Activity #2 (high level)

Learning Activity:

Creating a Monthly Budget

Answer: Completed monthly budget worksheet. (See example on next page.)



Steps to the Answer (one way):

- 1 Read the section “How do I make a personal budget.”
- 2 Obtain a pen and calculator.
- 3 Scan the Smith family’s Monthly Income and Expense information.
- 4 Scan the columns in the first section titled **Net Income** and scan and locate the net income amounts for the Smith family. Input the total net income amounts that pertain to Jo-Anne and Jerry Smith in the **Amount Column**.
- 5 Using the calculator, add the total net income amounts.
- 6 Enter the amount in the **Amount Column** for the **Total Monthly Income (A)** section.
- 7 Scan the columns in the second section titled **Expense Items**. Scan and locate the expenses that pertain to the Smith family. Input the total amounts spent each month on the items listed in the monthly budget worksheet that pertain to Jerry and Jo-Anne Smith.
- 8 If the Smith family has additional expenses, put the amount in the column titled **Other**.
- 9 Using the calculator, add up the total expense item amounts and place the total in the **Amount Column** for the **Total Monthly Expenses (B)** section.
- 10 Locate the total Monthly Income (A) at the top of the worksheet and enter the amount in the corresponding **Amount Column** at the bottom of the worksheet.
- 11 Recognize that this step needs to be repeated for **the Total Monthly Expenses (B)**.
- 12 Using the calculator, subtract the total monthly expenses (“**B**”) from your total monthly income to obtain a monthly excess or deficit.
- 13 Present the completed Smith family monthly household budget.

Essential Skill: Scheduling or Budgeting and Accounting

Essential Skill Level: Level 2

Monthly Budget — Answer Example

INCOME ITEMS	AMOUNT COLUMN
Net income or self-employment earnings	\$1632.00
Spouse's net income	\$1550.00
Rental income	\$0.00
Pension income	\$0.00
Allowance	\$0.00
Employment Insurance/ Worker's Comp. Earnings	\$0.00
Other earnings -	\$0.00
- Public assistance	\$0.00
- Alimony support	\$0.00
- Other	\$110.00
Total Monthly Income (A)	\$3182.00

EXPENSE ITEMS	
Rent/mortgages	\$800.00
Room & Board	\$0.00
Property taxes (1/12 of annual total)	\$101.67
Home insurance	\$40.00
Utilities (gas, hydro, water)	\$195.45
Telephone	\$25.00
Food	\$400.00
Prescription medication	\$0.00
Child care	\$400.00
Doctor	\$0.00
Dentist	\$0.00
Nursing care	\$0.00
Tax provisions	\$0.00
Household repairs	\$0.00
Clothing	\$20.00
Laundry/dry cleaning	\$10.00
Toiletries	\$20.00
Haircuts	\$20.00
Meals outside home	\$30.00
Lunches	\$0.00
Cable television	\$45.00
Recreation/entertainment	\$100.00
Children's activities	\$50.00
Gift	\$10.00
Tuition fees	\$0.00
Life insurance	\$25.00
Transportation (other than auto)	\$0.00
Other (specify)	\$0.00
Car expenses:	\$0.00
Lease/payment	\$300.00
Repairs/maintenance	\$10.00
Gas	\$100.00
Insurance	\$120.00

Total Monthly Expenses (B)	\$2822.12
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Total Monthly Income (A)	\$3,182.00
Total Monthly Expenses (B)	\$2,822.12
Excess (Deficiency): (A-B)	\$359.88

ACTIVITY OCCUPATION CHART

**Matching Skills from Leisure Activity
to Skills Required in National Occupational Classification (NOC) Profiles**

ACTIVITY: Household financial management — People who are primarily responsible for the household financial management develop the Essential Skills that are required of people who work in the occupations listed below.

Essential Skills Profile of Leisure/Home-based Activity	Printing Machine Operators (NOC 9471)	Production Clerks (NOC 1473)
<p>Document Use</p> <ul style="list-style-type: none"> ▶ Use and understand the layout of cheques. (Level 1) ▶ Use a calculator. (Level 1 – 2) ▶ Use and understand debit and ATMs. (Level 1 – 2) ▶ Read and understand bank statements. (Level 2) ▶ Use and understand spreadsheets for keeping track of budgets and expenditures. (Level 2 – 3) ▶ Fill out loan applications. (Level 3) ▶ Complete income tax forms. (Level 3 – 4) <p>Scheduling Budgeting and Accounting</p> <ul style="list-style-type: none"> ▶ Create an annual, monthly and weekly budget for household finances. (Level 2 – 3) ▶ Keep track of overages in budget and re-do as necessary to keep within spending limits. (Level 3 – 4) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Calculate the amount of money that can be spent daily for budgeted costs. (Level 2) ▶ Keep a running total of weekly expenses. (Level 2 – 3) <p>Data Analysis</p> <ul style="list-style-type: none"> ▶ Compare planned budget with previous year's expenses and ensure a slight increase for expected inflation. (Level 2 – 3) 	<p>Document Use</p> <ul style="list-style-type: none"> ▶ Read and interpret codes on tags or labels on the photocopier, toner cartridges, paper packages and other supplies. (NOC 9471 level 1) ▶ Read pricing lists which show the price of various quantities of copies, business cards or labels. (NOC 9471 level 1) ▶ Read and complete order forms, which record information such as the number of copies, type and size of paper and date of completion. (NOC 9471 level 2) ▶ Fill in invoices, bills of sale and delivery forms. (NOC 9471 level 2) ▶ Enter information onto computer entry screens or copier display panels. (NOC 9471 level 2) ▶ Complete production sheets, to record how many sheets are used and how long the job took. (NOC 9471 level 2) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Calculate how many pages can be cut from a full-size sheet of paper. (NOC 9471 level 2) 	<p>Document Use</p> <ul style="list-style-type: none"> ▶ Read mailing and product labels. (NOC 1473 level 1) ▶ Read production and vacation schedules. (NOC 1473 level 2) ▶ Read purchase orders to check that specifications, price and delivery dates match those on customers' contracts. (NOC 1473 level 2) ▶ Complete requisition forms to order the materials required for each job. (NOC 1473 level 2) ▶ Read shift data sheets indicating the date, number of people working on the shift and the amount of time that the machines were not in use, to analyze production levels by shift. (NOC 1473 level 3) ▶ Interpret scale drawings, such as topographical maps and blueprints, to plan work schedules or identify material requirements. (NOC 1473 level 3) <p>Money Math</p> <ul style="list-style-type: none"> ▶ Tally amounts on purchase orders for labour and materials before forwarding them to the accounting department. (NOC 1473 level 1) ▶ Approve supply order forms. (NOC 1473 level 2)

Essential Skills Profile of Leisure/Home-based Activity	Printing Machine Operators (NOC 9471)	Production Clerks (NOC 1473)
<p>Numerical Estimation</p> <ul style="list-style-type: none"> ▶ Estimate your expenses for a week, month or year on various budgetary items. (Level 3) <p>Problem Solving</p> <ul style="list-style-type: none"> ▶ You have reached your budget for the week but you do not have any groceries left to finish out the week. Following logical steps, resolve the situation. (Level 2 – 4) ▶ An unexpected expense has arisen (i.e., your car requires a new engine). Following logical steps, resolve the situation. (Level 2 – 4) ▶ You have not put anything aside for savings in your budget and realize you must. Following logical steps, resolve the situation. (Level 2 – 4) <p>Computer Use</p> <ul style="list-style-type: none"> ▶ Use the computer for online banking. (Level 1 – 2) ▶ Use an ATM or debit machine. (Level 1 – 2) ▶ Use income tax software to complete your taxes. (Level 2 – 3) ▶ Use spreadsheet software to create and maintain your budget. (Level 2 -3) ▶ Use accounting software to track your finances. (Level 3 – 4) 	<p>Numerical Estimation</p> <ul style="list-style-type: none"> ▶ Estimate the number of workers needed, depending on the amount of work currently in the department and the size and arrival time of the next batches. If there is an overestimation, the workers will lose some potential earnings as they are paid per piece completed, but workers may be reassigned to other areas to redress this imbalance. (NOC 9471 level 2) <p>Computer Use</p> <ul style="list-style-type: none"> ▶ Use computer applications. For example, use computer-controlled photocopiers. (NOC 9471 level 1) ▶ Use communications software. For example, use electronic mail (E-mail). (NOC 9471 level 2) ▶ Use word processing. For example, type a note to a technician. (NOC 9471 level 2) ▶ Use graphics software. For example, design business cards. Use photo-correction, illustration or page layout software. (NOC 9471 level 3) 	<ul style="list-style-type: none"> ▶ Finalize bills for services, making adjustments if necessary (This includes applying rates for services, and calculating discounts and taxes). (NOC 1473 level 3) <p>Scheduling Budgeting and Accounting</p> <ul style="list-style-type: none"> ▶ Enter billing and payment information on client accounts. (NOC 1473 level 1) ▶ Prepare production schedules, based on accepted production rates per person. (NOC 1473 level 2) ▶ Calculate raw material and labour costs to determine profit or loss after each job is finished. (NOC 1473 level 3) ▶ Schedule and monitor all raw materials and finished goods flowing through the plant. (NOC 1473 level 4) ▶ Prepare annual budgets estimating the effects of such factors as the use of technology and weather conditions. (NOC 1473 level 5) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Convert between measurement systems such as from cubic yards to cubic metres. (NOC 1473 level 2) ▶ Calculate areas, perimeters and volumes to determine raw material requirements. (NOC 1473 level 2) ▶ Calculate the materials required to produce products involving irregular shapes, such as domes. (NOC 1473 level 3)

Essential Skills Profile of Leisure/Home-based Activity	Printing Machine Operators (NOC 9471)	Production Clerks (NOC 1473)
		<p>Data Analysis</p> <ul style="list-style-type: none"> ▶ Determine if customers' orders are being filled by comparing the total orders booked to the total orders dispatched. (NOC 1473 level 1) ▶ Calculate average production rates to schedule and plan work. (NOC 1473 level 2) ▶ Analyze production statistics to draw conclusions about the efficiency of production methods. (NOC 1473 level 3) ▶ Prepare quality control reports to conclude whether products are in conformance with company and government regulations. (NOC 1473 level 3) <p>Numerical Estimation</p> <ul style="list-style-type: none"> ▶ Estimate the overtime requirements for a specific job, considering such factors as the time required to complete similar projects in the past. (NOC 1473 level 2) ▶ Estimate how long it will take to produce an order, such as a window order, in establishing a delivery date for the customer. Inaccurate estimation may result in expensive delays for the customer. (NOC 1473 level 3)

Essential Skills Profile of Leisure/Home-based Activity	Printing Machine Operators (NOC 9471)	Production Clerks (NOC 1473)
		<p>Problem Solving</p> <ul style="list-style-type: none"> ▶ Inconsistencies in production data have been found, such as data which exceed the total number of units which could be produced. Investigate and analyze possible causes by reviewing additional data and speaking to production staff to establish the correct figures. (NOC 1473 level 2) ▶ A need for improvement has been identified. Explore all the possible options. For example, if the transportation system that is currently in use needs to be changed, establish the parameters for evaluating the impact of switching from one mode to another, such as cost and time, and conduct the necessary research. (NOC 1473 level 2) ▶ A client is unhappy with a product and won't accept it because it does not meet client expectations. Interact with the client to identify the reason for dissatisfaction and build consensus on a suitable solution. (NOC 1473 level 3) ▶ A client has a rush order. Work under tight deadlines to organize material and labour, balancing the needs of other clients to maintain overall customer satisfaction. (NOC 1473 level 3)

Labour Market Information

9471 — Printing Machine Operators

People who are primarily responsible for household financial management develop Essential Skills that are required for this occupation.

This unit group includes workers who operate laser printers, computerized high speed colour copiers and other printing machines to print text, illustrations and designs on a wide variety of materials such as paper, plastic, glass, leather, and metal. They are **employed in rapid printing services, commercial printing companies and in manufacturing and other establishments that have in-house printing facilities.**

- ▶ colour copier operator
- ▶ electronic sign maker operator
- ▶ laser printer operator
- ▶ printing and finishing machine operator
- ▶ printing machine operator
- ▶ quick print machine operator
- ▶ screen print operator
- ▶ silk-screening machine operator
- ▶ wallpaper printer

The employment prospects for this occupation were considered to be fair in the past and no current labour market information is available on this specific occupation.

Competition for employment in this field will be higher with experienced individuals applying for jobs. It is expected that higher levels of education will be required to fill pre-press jobs with the work increasingly being done electronically.

1473 — Production Clerks

People who are primarily responsible for household financial management develop Essential Skills that are required of this occupation.

Production clerks co-ordinate and expedite the flow of work and materials within an establishment, prepare work and production schedules and monitor the progress of production and construction projects. Production clerks are **employed by manufacturing and construction companies, printing and publishing companies and other industrial establishments.**

- ▶ expediter
- ▶ material estimator
- ▶ production clerk
- ▶ production co-ordinator
- ▶ production scheduler
- ▶ scheduling clerk
- ▶ traffic control clerk

The employment prospects for this occupation are considered to be average from 2009 to 2013. Taking into account that the majority of these positions are found in manufacturing, there are still many vacancies as it is an “entry-level” position.

The highest areas of employment for this occupation are: Toronto, Kitchener, Waterloo, Barrie, Hamilton and the Niagara Peninsula.



Further information about this occupation can be found at The Association for Operations Management (APICS) www.apics.org

Fictional Case Study #1

People who are primarily responsible for household financial management develop Essential Skills that are required for being a printing machine operator. Essential Skills used commonly in household financial management and in this occupation include **Document Use, Computer Use** and **Numeracy** (Measurement and Calculation, and Numerical Estimation).

Worker: Mary-Ann
Job Title:..... Printing Operator
NOC:..... 9471 — Printing Machine Operators
Leisure Activity: Managing Household Finances
Overlapping Essential Skills: Document Use, Numeracy (Measurement and Calculation)

Mary-Ann's Story

Mary-Ann is 42 years old and is starting her new full-time position at a local business that prints signs and advertising material for small, medium and large companies. She is very excited to start her new job, but is nervous because she has not been employed since she left her work at the grocery store over 3 years ago. Mary-Ann worked as a cashier for 5 years, but was laid-off when another company bought out the store. Other than her position as a cashier, Mary-Ann's main focus was raising her 3 children, of whom she is very proud. Another duty that Mary-Ann was proud of was managing and keeping track of her family's household budget. She did this with great detail and accuracy, and she managed to keep very detailed information.

During Mary-Ann's lay-off she thought a lot about her oldest child attending college in a few years and felt that she wanted to start working again to help cover the extra costs. Mary-Ann was thrilled to find out she got the job as a printing operator, but was very concerned about starting because she had little other work experience and had never operated machines before.

The first day on the job, Mary-Ann was given a tour of the facility and became very anxious about the machines that she would be expected to run; to her they seemed so big and complicated. During the tour the manager also stressed how important it was to keep accurate calculations to ensure the print size and sheets of paper are cut to proper size. Despite the fact that Mary-Ann was excited to start her new job, all the new information and duties seemed a little overwhelming.

For the first few weeks on the job Mary-Ann read the printing machine manual every night before going to bed. She was able to pick up the calculations, measurements and details with ease as she was comfortable working with numbers from managing the budgets at home. Before long, she felt much more confident in setting the machines and calculating the measurements to ensure the prints were to proper size.

Mary-Ann had always been a thorough and detailed person and her ability to understand the manual and follow directions allowed her to get to know her main duties quicker and with more confidence, even though she had never operated a machine like this before. From the experience maintaining the budgets and working with numbers at home, Mary-Ann found that calculating the sizing and number of prints that can be made from a large sheet of paper was not as big of a challenge as she first thought it would be. Mary-Ann was even praised by her manager for maintaining such detailed records of the jobs completed.

It did not take long for Mary-Ann to realize that the detailed records she kept at home of her family's household finances and her ability to manage and make budgets actually helped her learn and develop her skills working as a printing machine operator.

Fictional Case Study #2

People who are primarily responsible for household financial management develop Essential Skills that are required of being a production clerk. Essential Skills used commonly in household financial management and in this occupation include **Document Use, Numeracy** (Money Math, Scheduling Budgeting and Accounting, Numerical Estimation, Measurement and Calculation, Data Analysis) and **Thinking Skills** (Problem Solving).

Worker:..... Mike
Job Title:..... Production Associate
NOC:..... 1473 — Production Clerks
Leisure Activity: Managing Household Finances
Overlapping Essential Skills: Document Use, Numeracy (Money Math, Scheduling Budgeting and Accounting, Measurement and Calculation), Computer Use, and Thinking Skills (Problem Solving)

Mike's Story*

Mike is 29 years old and was laid off a few years ago from his job at the local dry cleaners where he had worked for the last 5 years. Prior to that, Mike hadn't had much work experience other than a summer landscaping company that he helped out during busy periods. Mike completed his high school, but completed only half of the courses required for an Accounting Diploma at a nearby college. Mike has always regretted not completing his college diploma, but also feels that working is his top priority. For the past few years, Mike and his wife have been on a tight budget and, in order to keep his family from running into financial problems, he spent many hours working on monthly and yearly budgets, maintaining up-to-date cheque book balances and ensuring that all financial statements are accurate and up to date. He has also recently moved to online banking, which has saved so much time.

A friend of Mike's recently informed him that one of the manufacturing plants in town was hiring for production clerks. Mike was a little apprehensive about applying as he had never worked in a manufacturing environment before. He wasn't sure how his previous work skills would translate into the new environment.

After going through the interview process, Mike learned that he was the successful candidate and was offered the position of production associate at the local plant. Though Mike was thrilled with getting a new job, he became overwhelmed with worry about working with the machines and all the small details that the Hiring Manager said were so important in Mike's last interview.

The first day of the new job, Mike went to work trying to keep his insecurities from getting the better of him and took as many notes as he could. One of the areas that worried Mike the most was remembering exactly what all the levers, valves and gauges did on the machines. Since he wasn't used to working with such small details, he was concerned about pressing the wrong button and destroying the product.

By the end of the day and after speaking with the other workers, Mike learned that all the machines had information and directions posted on all valves, gauges and buttons to ensure that mistakes were not made. With Mike's strong attention to detail and his ability to read documents, his concerns slowly dissipated.

Some other duties that were new to Mike were tallying the total amount of parts used by his machine at the end of the shift. At first he was concerned because he wondered how he would ever keep track of all the small parts. Mike quickly learned that by keeping detailed production reports and noting the amount of parts in a box, he actually could use his math skills (similar to his monthly budgets) to keep track of how many parts were used and how many remained at the end of the shift. Mike actually found that the years he spent keeping such detailed financial documents helped him out in his new position. In addition, the basic calculations that Mike had been using to keep track of his family's finances really helped him when it came to converting measurement systems and keeping track of production numbers.

By the end of the first week, most of Mike's insecurities about his abilities started to fade. Mike recently joked with his wife that he was thankful he had switched over to online banking because most of the machines at work are run by computers and he feels much more comfortable working with them and following the directions.

***This story was not validated by an employer**

Household Food Management



Essential Skills Profile

(Adapted from the Ontario Skills Passport Workplan)

Most Important Essential Skills (also shaded):

- ▶ Reading Text
- ▶ Numeracy
- ▶ Thinking Skills (Problem Solving)

ES Tasks/Level: Skill levels are assigned to workplace tasks. Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Reading Text

Tasks Performed

- Read flyers for sales. (Level 1)
- Read recipes/recipe books. (Level 2 – 3)
- Read various meal planning ideas for health. (Level 3)

Document Use

Tasks Performed

- Understand store signs, e.g., 10 items or less cashier. (Level 1)
- Use conversion tables for metric and imperial. (Level 2)

Writing

Tasks Performed

- Create a grocery list. (Level 1)

Numeracy — Money Math

Tasks Performed

- Pay for groceries.

Numeracy — Scheduling or Budgeting and Accounting

Tasks Performed

- Budget for food purchases. (Level 1)
- Compare grocery list, flyers and budget. (Level 2 – 3)

Numeracy — Measurement and Calculation**Tasks Performed**

Measure cooking amounts. (Level 1)

Use conversion charts for metric and imperial. (Level 1)

Make recipes for more or fewer people, e.g., doubling or halving a recipe. (Level 2 – 3)

Numeracy — Data Analysis**Tasks Performed**

Compare prices while shopping. (Level 1 – 2)

Numeracy — Numerical Estimation**Tasks Performed**

Estimate the cost of groceries as you shop to ensure you stay within budget. (Level 3)

Oral Communication**Tasks Performed**

Ask family about likes and dislikes for food. (Level 1)

Talk with butcher/deli for various cuts and amounts. (Level 1)

Thinking Skills — Problem Solving**Tasks Performed**

An item needed for a certain planned recipe is unavailable. Using logical steps, resolve the problem. (Level 1 – 2)

The sum of your groceries is more than you have in cash (including in the bank). Using logical steps, resolve the problem. (Level 1)

Children hate green vegetables, but need them in their diet. Using logical steps, resolve the problem. (Level 1 – 2)

Thinking Skills — Decision Making**Tasks Performed**

Decide between different cuts of meat weighing in various factors, e.g., cost, taste, tenderness. (Level 1)

Decide what meals to make for a week. (Level 2)

Thinking Skills — Critical Thinking**Tasks Performed**

Compare various fruits and vegetables for ripeness. (Level 1)

Thinking Skills — Job Task Planning and Organizing**Tasks Performed**

Set out grocery list in the order you would purchase groceries in the store. (Level 1)

Plan menus based on time you have for preparation. (Level 2)

Thinking Skills — Significant Use of Memory

Tasks Performed
Make various recipes from memory. (Level 3)

Thinking Skills — Finding Information

Tasks Performed
Find information on the best food markets in the area. (Level 2)
Find where various sales are taking place. (Level 1)

Working with Others

Tasks Performed
Usually requires working independently, but can involve family in menu-planning and can give children various jobs to keep them occupied while grocery shopping (i.e., they are in charge of picking out the best bunch of bananas).

Computer Use

Tasks Performed
May look at store flyers online. (Level 1)
Use Internet to research various or new recipes. (Level 1)

Continuous Learning

Tasks Performed
Take cooking classes. (Level 2 – 3)

Learning Activity #1 (low level)

Leisure Activity: Household Food Management

Essential Skills: Reading Text, Scheduling or Budgeting and Accounting

Lead Statement: Organizing and budgeting meals for a household takes planning. It can involve looking through the stacks of flyers received each day to find the best deals.

Learning Activity:

- 1 Circle the price of 'Irresistibles Skinless Chicken Breast Strips.'
- 2 Write down how much the 'Pork Sirloin Roast' costs.
- 3 If you wanted to buy 1 lb of 'Fresh Chicken Leg Quarters,' how much would you have to pay? How much would 4 lbs cost?
- 4 What is the number of bonus Air Miles you get if you buy 'Ground Chicken'?

Essential Skill Level: Level 1

Corresponding Document: Page of a flyer from the 'Metro' grocery store



Something to Think About:

Consider taking a field trip to a local grocery store and have the learners find items that are in the flyer. This learning activity can be adapted to reflect questions from a local or current flyer.

Document to Use with Learning Activity #1 (low level)

 <p>1.99 /lb</p> <p>SAVE \$1.00/LB REG. \$2.99/LB</p> <p>FRESH ROASTING CHICKEN 4.39/KG</p>	 <p>3.99 /lb</p> <p>SAVE \$1.00/LB REG. \$4.99/LB</p> <p>STEWING BEEF CUT FROM CANADA AA GRADES OR HIGHER 8.80/KG</p>
 <p>MARC ANGELO PORK SIRLOIN ROAST AÔT DE SÉLONNÉ DE PORC</p> <p>MARC ANGELO TRADITIONAL ITALIAN PORCHETTA OR FINE HERB PORK SIRLOIN ROAST 1-1.2 KG</p> <p>6.99 ea.</p>	 <p>Chicken Breast Strips Côtelettes de poitrine de poulet</p> <p>7.99 ea.</p> <p>IRRESISTIBLES CHICKEN BREAST STRIPS OR NUGGETS FROZEN 908 G</p>
 <p>Life Smart Mieux-être</p> <p>6.99 ea.</p> <p>IRRESISTIBLES LIFE SMART PASTA ENTREES SELECTED VARIETIES OR MEAT OR VEGETABLE LASAGNA FROZEN, 1-1.13 KG</p>	 <p>Chicken Pie Pâté au poulet</p> <p>7.99 ea.</p> <p>IRRESISTIBLES DEEP DISH CHICKEN OR BEEF BOURGUIGNON PIE FROZEN 900 G</p>
 <p>MARC ANGELO PORK SIRLOIN ROAST AÔT DE SÉLONNÉ DE PORC</p> <p>MARC ANGELO TRADITIONAL ITALIAN PORCHETTA OR FINE HERB PORK SIRLOIN ROAST 1-1.2 KG</p> <p>6.99 ea.</p>	 <p>Original CHICKEN BREASTS</p> <p>11.99 ea.</p> <p>IRRESISTIBLES SKINLESS CHICKEN BREASTS FROZEN 908 G</p>

3 **99** **/lb**

SAVE \$1.40/LB
REG. \$5.39/LB

**BONELESS OUTSIDE
ROUND ROAST**
CUT FROM CANADA AA GRADES OR HIGHER
8.80/KG

1 **99** **/lb**

SAVE \$1.00/LB
REG. \$2.99/LB

**FRESH ROASTING
CHICKEN**
4.39/KG



4 **99** **/lb**

new

**ARTISAN
FRESH SAUSAGE
SELECTED VARIETIES**
450 G

3 **99** **ea.**

Artisan
Mild Italian • Italiennes douces
450 g
European Inspired Fresh Sausages
Sausages fraîches d'inspiration européenne

Artisan
Chipotle •
450 g
European Inspired Fresh Sausages
Sausages fraîches

**MARC ANGELO
TRADITIONAL ITALIAN PORCHETTA OR
FINE HERB PORK SIRLOIN ROAST**
1 - 1.2 KG

6 **99** **ea.**

**MARC ANGELO
PORCHETTA
ROTI DI SURLONGE DI PORK
FINE HERB FINES HERBES**



Roast & Grill Ideas



STRIP LOIN STEAK
VALUE PACK
CUT FROM CANADA AA GRADES OR HIGHER
17.61/KG

7.99 /lb

SAVE \$3.00/LB
REG. \$10.99/LB



PORK LOIN CHOPS
CENTRE CUT, VALUE PACK
4.38/KG

1.99 /lb

GREAT SAVINGS
ON SPECIALLY MARKED
LARGER SIZES



FRESH CHICKEN
LEG QUARTERS
VALUE PACK
3.28/KG

1.49 /lb

MASTER CHOICE
EXTRA LEAN
GROUND CHICKEN OR
MINCED TURKEY
450 G



2
BONUS
WITH EACH PURCHASE
3.99 EACH



TENDERIZED HIP STEAK
CUT FROM CANADA AA
GRADES OR HIGHER
14.00/KG

Steps to the Answer for Learning Activity #1 (low level)

Learning Activity:

Circle the price of 'Irresistibles Skinless Chicken Breast Strips.'

Answer: \$11.99



Steps to the Answer (one way):

- 1 Scan the flyer for the words 'Irresistibles Skinless Chicken Breast Strips.'
- 2 Locate the price for the chicken.
- 3 Circle \$11.99.

Learning Activity:

Write down how much the 'Pork Sirloin Roast' costs.

Answer: \$6.99



Steps to the Answer (one way):

- 1 Scan the flyer for 'Pork Sirloin Roast.'
- 2 Decide it is 'Roast' and not 'Chop.'
- 3 Locate the price.
- 4 Write down \$6.99.

Learning Activity:

If you wanted to buy 1 lb of 'Fresh Chicken Leg Quarters,' how much would you have to pay? How much would 4 lbs cost?

Answer: \$1.49 per lb / \$5.96



Steps to the Answer (one way):

- 1 Scan the flyer for 'Fresh Chicken Leg Quarters.'
- 2 Locate price.
- 3 Decide how much 1 lb will cost.
- 4 Write down \$1.49.
- 5 Decide that you need to multiply $\$1.49 \times 4$ or add \$1.49 4 times.
- 6 Write down \$5.96.

Learning Activity:

What is the bonus number of 'Air Miles' you get if you buy 'Ground Chicken'?
Highlight this number.

Answer: 2

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

- 1 Scan flyer for 'Ground Chicken.'
- 2 Scan for 'Air Miles' ticket.
- 3 Locate information saying how many 'Air Miles' received for each purchase.
- 4 Decide that the 2 on the 'Air Miles' ticket is the bonus.
- 5 Highlight the number 2.

Essential Skills: Reading Text / Scheduling or Budgeting and Accounting

Essential Skill Level: Level 1

Learning Activity #2 (high level)

Leisure Activity: Household Food Management

Essential Skills: Reading Text, Numeracy (Measurement and Calculation)

Lead Statement: Understanding how to read and use a recipe book containing foods you may be unfamiliar with is a big part of cooking. Being flexible and able to adjust the recipe for different numbers of people is also an important skill when cooking.

Learning Activity:

- 1 To what healthy eating practice do the Bengalis attribute their well-being?
- 2 Judging solely from the dish names listed, if someone was allergic to shrimp, how many recipes could they choose from?
- 3 Why do you think there are so many different ways to prepare seafood in Mumbai?
- 4 The recipe for 'Arshi's Fish Curry' serves 8. How much yogurt, Fenugreek seeds, and salt would be used if you wanted to make the recipe for 4 people? Answer for both imperial and metric measurements.

Essential Skills Level: Level 3 – 4

Corresponding Document: Recipe and information from, 'Easy Indian Cooking.'



Something to Think About:

Consider making this learning activity into an actual activity. If you can access a kitchen, the dish can be prepared for the class. Or, have learners volunteer to follow and make the recipe at home and bring in the dish to share with others.

Documents to Use with Learning Activity #2 (high level)

Fish and Seafood

THE LONG COASTLINE of India provides an exciting array of fish and seafood. Although India exports shrimp and a limited variety of fish, within the country people tend to cook the seafood of the local waters, since there are very few refrigerated trucks transporting perishables. It also means that each area has produced a vast treasure house of recipes. Bengalis make a ritual of buying fish, and most often the head of the household is entrusted with this important task. Fish is prepared daily in their homes, and Bengalis attribute their well-being to this fact. They use a lot of mustard and often cook in mustard oil. The coastal states of the south use coconut extensively, and the tiny state of Goa, influenced by more than four centuries of Portuguese rule, uses garlic and vinegar freely. Farther up the west coast, around India's famous melting pot, Mumbai (formerly known as Bombay), fresh sardines and silvery pomfret are prized. There, seafood preparations are as varied as the large number of ethnic communities.

I ate frequently with many of my classmates, sharing their home-cooked food and learning to appreciate the nuances of various cuisines. I have always enjoyed fish and all types of seafood, and most of the recipes in this chapter come from those wonderful years growing up in Mumbai, sharing the bounty of many a table.



Arshi's Fish Curry	108
Red Fish Curry	109
Goa Seafood Curry	110
Amritsari Fish	112
Preeti's Grilled Fish	113
Baked Fish Fillets with Yogurt Topping.	114
Bengali Mustard Fish	115
Stuffed Fish with Garlic Herb Topping.	116
Coconut Chutney-Coated Fish Parcels	118
Mohini's Spicy Shrimp.	119
Spicy Sweet-and-Sour Shrimp	120
Prawn Patia	121
Golden Shrimp with Cilantro and Lime.	122
Cilantro Pickled Shrimp.	123
Mussels in Cilantro Broth.	124

Serves 8

This deliciously light dish is served in a fairly thin gravy and typically eaten with chapati (an Indian whole wheat flatbread) rather than over rice. However, it is equally good with rice.



3 cups	plain nonfat yogurt, at room temperature	750 mL
2 tbsp	cornstarch	25 mL
1 tbsp	vegetable oil	15 mL
1 tsp	nigella seeds (kalaunji)	5 mL
3/4 tsp	fenugreek seeds (methi)	4 mL
3 lbs	fish fillets, such as catfish, sea bass, red snapper or tilapia	1.5 kg
2 1/2 tsp	salt or to taste	12 mL
15 to 20	fresh curry leaves, chopped (optional)	15 to 20

1. Stir yogurt until it has a creamy consistency. Stir in cornstarch and set aside.
2. In a large skillet, heat oil over medium heat. Add nigella and fenugreek seeds and stir-fry for 20 to 30 seconds. Pour yogurt mixture into skillet and bring to a gentle boil over medium heat.
3. Place fish in a single layer in skillet. Sprinkle salt and curry leaves, if using, on top. Cover and return to a gentle boil. Simmer until fish flakes when tested with a fork, 6 to 8 minutes, depending on the fish used.

Steps to the Answer for Learning Activity #2 (high level)

Learning Activity:

To what healthy eating practice do the Bengalis attribute their well-being?

Answer: The Bengalis attribute their well-being to the fact that they eat fish daily.



Steps to the Answer (one way):

- 1 Read the document.
- 2 Find information about Bengalis.
- 3 Decide that if fish is prepared in their homes daily, they also eat fish daily and this accounts for their well-being.
- 4 Write down, 'The Bengalis attribute their well-being to the fact that they eat fish daily.'

Learning Activity:

Judging solely from the dish names listed, if someone was allergic to shrimp, how many recipes could they choose from?

Answer: 9 recipes



Steps to the Answer (one way):

- 1 Scan the column of listed recipes.
- 2 Find the dishes that list shrimp.
- 3 Decide that any dish that just says seafood may have shrimp in it and is not safe to eat.
- 4 Recognize that a prawn is a shrimp.
- 5 Understand that there are 6 unsafe recipes on the list.
- 6 Decide that there are therefore 9 dishes that are safe to eat.
- 7 Write down '9 recipes'.

Learning Activity:

Why do you think there are so many different ways to prepare seafood in Mumbai?

Answer: There are so many different ways to prepare seafood in Mumbai because there are many different cultures and everyone learns many different ways of preparing seafood.

Learning Activity:

The recipe for 'Arshi's Fish Curry' serves 8. How much yogurt, Fenugreek seeds, and salt would be used if you wanted to make the recipe for 4 people? Answer for both imperial and metric measurements.

Answer:

Yogurt — 1½ cups — 375 ml
Fenugreek seeds — 3/8 tsp — 2 ml
Salt — 1¼ tsp — 6 ml



Steps to the Answer (one way):

- 1 Scan documents for measurements.
- 2 Locate the measurements for yogurt, Fenugreek seeds, and salt.
- 3 Decide that all numbers must be divided by 2.
- 4 Enter Yogurt — 1½ cups — 375 ml
Fenugreek Seeds — 3/8 tsp — 2 ml
Salt — 1¼ tsp — 6 ml

ACTIVITY OCCUPATION CHART

Matching Skills from Leisure Activity to Skills Required in National Occupational Classification (NOC) Profiles

Activity: Household food management — People who are primarily responsible for household food management develop Essential Skills that are required of people who work in the occupations listed below.		
Essential Skills Profile of Leisure/ Home-based Activity	Aircraft Assemblers and Aircraft Assembly Inspectors (NOC 9481)	Visiting Homemakers, Housekeepers and Related Occupations (NOC 6471)
<p>Reading Text</p> <ul style="list-style-type: none"> ▶ Read flyers for sales. (Level 1) ▶ Read recipes/recipe books. (Level 2 – 3) ▶ Read various meal planning ideas for health. (Level 3) <p>Scheduling or Budgeting and Accounting</p> <ul style="list-style-type: none"> ▶ Budget for food purchases. (Level 1) ▶ Compare grocery list, flyers and budget. (Level 2 – 3) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Measure cooking amounts. (Level 1) ▶ Use conversion charts for metric and imperial. (Level 1) ▶ Make recipes for more or fewer people, e.g., doubling or halving a recipe. (Level 2 – 3) <p>Problem Solving</p> <ul style="list-style-type: none"> ▶ An item needed for a certain planned recipe is unavailable. Using logical steps, resolve the problem. (Level 1 – 2) ▶ The sum of your groceries is more than you have in cash (including in the bank). Using logical steps, resolve the problem. (Level 1) ▶ Children hate green vegetables, but need them in their diet. Using logical steps, resolve the problem. (Level 1 – 2) 	<p>Reading Text</p> <ul style="list-style-type: none"> ▶ Read labels on instrument panels and on safety equipment to ensure they are appropriate for the aircraft. (NOC 9481 level 1) ▶ Read specifications for the assembly and modification of parts. (NOC 9481 level 2) ▶ Read shop orders to determine the next operation and to verify that previous operations have been completed and signed off. (NOC 9481 level 2) ▶ Read aircraft assembly manuals to find out what to do when parts are rejected or how to repair an assembly which does not conform to standards. (NOC 9481 level 3) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Take measurements to ensure that the equipment operates within established parameters. (NOC 9481 level 1) ▶ Measure the distance between rivets and the diameters of rivet heads. (NOC 9481 level 1) ▶ Measure the length of parts and gaps between parts within thousandths of an inch. (NOC 9481 level 3) ▶ Calculate the balance of weight on one side of an aircraft with the other, using the variable standing wave ratio. (NOC 9481 level 4) 	<p>Problem Solving</p> <ul style="list-style-type: none"> ▶ There is a lack of food with which to cook proper meals. Make the best of the situation by using the food on hand or grocery shop for the patient, reporting the incident to supervisors if necessary. (NOC 6471 level 1) ▶ A client refuses to eat, take medication or bathe. Explain the importance of keeping up with the necessities of life and use humour to make the client feel more relaxed and willing to cooperate. (NOC 6471 level 2) ▶ A client is upset. Determine why this happened and calm the client down. This is particularly difficult when working with mentally challenged clients. (NOC 6471 level 2) ▶ Problems are being experienced with setting boundaries and defining roles with a client. Explain in detail the parameters of the job and may call upon agency personnel to reinforce the information. (NOC 6471 level 2) ▶ A patient is hostile. Call upon family members or doctors to get to the roots of the hostility and to recommend a solution. (NOC 6471 level 2)

Essential Skills Profile of Leisure/ Home-based Activity	Aircraft Assemblers and Aircraft Assembly Inspectors (NOC 9481)	Visiting Homemakers, Housekeepers and Related Occupations (NOC 6471)
	<p>Document Use</p> <ul style="list-style-type: none"> ▶ Read safety labels and paint, solvent and glue labels. (NOC 9481 level 1) ▶ Read parts lists which show the availability and storage location of various parts. (NOC 9481 level 1) ▶ Complete forms for ordering parts and for recording the results of inspections. (NOC 9481 level 2) ▶ Recognize common angles in schematics when planning the installation of new mechanical assemblies. (NOC 9481 level 2) ▶ Read work schedules and aircraft completion schedules. (NOC 9481 level 2) ▶ Read tables that show tolerances and stress loads. (NOC 9481 level 3) 	<ul style="list-style-type: none"> ▶ A child has a learning disability, which requires special attention both at home and school. Call upon teachers to provide advice and may seek the assistance of special tutors. (Foster parents) (NOC 6471 level 3) ▶ There are children under care who have behavioural abnormalities. Call upon the resources of the children's aid agency to learn how to deal with psychological issues. (Foster parents) (NOC 6471 level 3) ▶ There is a medical emergency. Call an ambulance if the case is too serious for you to deal with. (NOC 6471 level 3) <p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Talk with grocery store clerks, doctors, physiotherapists or suppliers of items such as walkers, canes and oxygen. (NOC 6471 level 1) ▶ Contact medical staff in emergencies. (NOC 6471 level 1) ▶ Talk with the client's family to inform them of the client's progress and to learn about the client's condition and needs. (NOC 6471 level 1) ▶ Discuss schedule changes, tasks and procedures with clients. (NOC 6471 level 1)

Labour Market Information

9481 — Aircraft Assemblers and Aircraft Assembly Inspectors

People who are primarily responsible for household food management develop Essential Skills that are required for this occupation.

Aircraft assemblers assemble, fit and install prefabricated parts to manufacture fixed wing or rotary wing aircraft or aircraft subassemblies. Aircraft assembly inspectors inspect aircraft assemblies for adherence to engineering specifications. They are **employed by aircraft and aircraft subassembly manufacturers.**

- ▶ aircraft assembler
- ▶ aircraft inspector, assembly
- ▶ airframe assembler
- ▶ bench and structural assembler
- ▶ bench fitter mechanic — aircraft assembly
- ▶ rigger — aircraft assembly
- ▶ wing tank mechanic — aircraft assembly

The employment prospects for this occupation are considered to be average from 2009 to 2013. Employment in aircraft assembly is directly related to sales of aircrafts except for the technical teams who continue to research and develop activities in anticipation of new business. Production workers are highly vulnerable to economic downturns and many experience layoff situations.

Employees and potential employees will need to increase their computer skills and textual reading skills due to increased technology and regulations in the field.



More information on this occupation can be found at the Aerospace Industries Association of Canada at www.aiac.ca

6471 — Visiting Homemakers, Housekeepers and Related Occupations

People who are primarily responsible for household food management develop Essential Skills required of this occupation.

Visiting homemakers provide ongoing or short-term home support services for individuals and families during periods of incapacitation, convalescence or family disruption. They are employed by government, non-profit and home care agencies, or are self-employed. Housekeepers perform housekeeping and other home management duties in private households, embassies and other residential establishments. Companions provide elderly and convalescent clients with companionship and personal care in residential settings. They are **employed by home care agencies or may be self-employed. Foster parents care for children or family members in their homes under the direction of a foster parent agency.**

- ▶ companion
- ▶ foster parent
- ▶ home support worker
- ▶ housekeeper
- ▶ personal aide
- ▶ personal care attendant — home care
- ▶ respite worker — home support
- ▶ visiting homemaker

The employment prospects for this occupation are considered to be fair to good. The larger aging and longer living population will increase the demand for homecare workers. Shorter hospital stays will also increase the need.

The increased need will also reflect the need for housekeepers who may need to update their personal care qualifications.

The areas of Ontario with the best opportunities for employment in this field are: Cornwall/Hawkesbury, Hamilton, Toronto, Windsor-Essex, Chatham-Kent, Sarnia-Lambton and York Region.



More information on this occupation can be found at the Ontario Association of Community Care Access Centre www.oaccac.on.ca and the Ontario Community Support Association www.ocsa.on.ca

Fictional Case Study #1

People who are primarily responsible for household food management develop Essential Skills that are required for being an aircraft assembler and an aircraft assembly inspector. Essential Skills used commonly in household food management and in this occupation include **Reading Text, Document Use** and **Numeracy** (Measurement and Calculation).

Worker: Jessica
Job Title: Bench and Structural Assembler
NOC: 9481 Aircraft Assemblers and Aircraft Assembly Inspectors
Leisure Activity: Household Food Management
Overlapping Essential Skills: Reading Text and Numeracy (Measurement and Calculation)

Jessica's Story

Jessica is 28 years old. She has not been back to work since her children were born and is recently separated from her spouse. Although she has decided to go back to work, she is nervous about what to expect.

On her first day in the aircraft assembly plant, Jessica thinks that she will never be able to understand how to fit and install the various prefabricated parts. There are so many labels and instructions to follow that she thinks she will never understand how to put all the pieces together correctly. She is scared because it has been so long since she has been in school and has had to follow instructions from a book. After a rough first morning in training, all Jessica could think of was a way to get out of there. A fellow co-worker saw that Jessica was looking very worried and came to talk to her. She told Jessica how nervous she had been on her first day, but that it became easier as the job went along.

Jessica went back to the work, still scared, but determined to stick it out. On the second day, she noticed that reading and following the instructions wasn't that much different than the complicated recipes she liked to experiment with at home. In fact, she surprised herself with the amount of numbers and measuring that she felt comfortable dealing with on her own. In taking things step by step and following the instructions to the letter, something she did when baking and cooking, she found that her nervousness melted away.

Jessica wasn't the fastest worker, but her boss told her that he wanted her to get it right rather than do it fast. This increased her confidence and, over time, she began to get faster at her job. She noticed that her skill for reading shop orders, and making sure to verify that previous operations had been signed off, was similar to her skill for understanding the various steps in creating a recipe. She knew it wasn't exactly the same, but dealing with recipes had made her meticulous and careful when dealing with written instructions, and her supervisor praised her for her careful nature.

In time, Jessica became so comfortable in her job that she became an inspector, and although she knew it wasn't the only reason, she told everyone how following recipes had helped her to put airplanes together.

Fictional Case Study #2

People who are primarily responsible for household food management develop Essential Skills required of being a visiting homemaker, a housekeeper and related occupations. Essential Skills commonly used in household food management and in this occupation include **Thinking Skills** (Problem solving).

Worker: Lisa
Job Title:..... Home Care Worker
NOC:..... 6471 — Visiting Homemakers,
 Housekeepers and Related Occupations
Leisure Activity: Household Food Management
Overlapping Essential Skills: Thinking Skills (Problem Solving)

Lisa's Story

After her husband injured his back, Lisa decided she had to get a job to help make ends meet. With her two children in college she knew the extra money would come in handy. It had been 20 years since Lisa had been in the workforce and at the age of 43 she never thought that managing the shopping and preparing the meals in her home would count for much in the workforce. When the Home Care Agency told Lisa they wanted to hire her, she almost fell out of her chair.

The feeling of excitement Lisa experienced during the job interview was replaced with dread when it came time to visit her elderly clients for the first time. Lisa didn't think she would be up to the job. All the training she'd been given by the helpful staff at the agency flew out of her head when the elevator arrived at the floor of her first client's apartment.

Once inside though Lisa quickly began to organize the items she needed to prepare the client's meal. Although there were not enough eggs and bread for the lunch and dinner she was preparing, Lisa used the skills she had acquired from years of stretching meals at home for her family. When the client disagreed with Lisa's choices, Lisa calmly explained what she was doing and explained that her upbringing had made her very inventive when it came to cooking. The client understood and thanked Lisa for helping her prepare the meal.

It was like that for all eight clients that she visited during that first week. With each new hurdle Lisa found a way to handle the situation and that gave her new confidence. When visiting the Red Cross to pick up the walker for Mrs Jones, it really wasn't that different than dealing with the shopkeepers she'd been dealing with for years. In fact, when Mrs Jones refused to use the walker, Lisa used the same light tone and practical advice she had used with her children when they didn't want to do something they had to do. Lisa surprised herself with the resources she didn't know she had.

Helping her clients shop was Lisa's favourite thing to do. All her budgeting over the years and careful use of the flyers that came to her door really paid off when she had to plan for so many different people. All those years, she had never even considered she was doing anything at all that could be considered useful outside her family. All Lisa's clients remarked on how well taken care of they felt. Lisa was not only earning extra money, she was also earning the friendship and respect of the people she was helping care for.

Household Scheduling and Organizing



Essential Skills Profile

(Adapted from the Ontario Skills Passport Workplan)

Most Important Essential Skills (also shaded):

- ▶ Thinking Skills (Job Task Planning and Organizing, Problem Solving)
- ▶ Oral Communication
- ▶ Document Use

ES Tasks/Level: Skill levels are assigned to workplace tasks. Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Reading Text

Tasks Performed

Read organizational commitment agreements (i.e., kids' soccer team rules, missing appointment rules, volunteer agreements). (Level 1 – 3)

Document Use

Tasks Performed

Make family schedules (refrigerator schedules, whiteboards, family calendar). (Level 1 – 2)

Use a day-timer. (Level 1 – 2)

Read maps to find locations. (Level 2)

Complete various forms at various appointments, e.g., doctor's office information. (Level 1 – 3)

Writing

Tasks Performed

Fill in forms at various appointments. (Level 1 – 3)

Numeracy — Money Math

Tasks Performed

Pay for various activities. (Level 1)

Numeracy — Scheduling or Budgeting and Accounting

Tasks Performed

Budget for all family activities. (Level 1 – 2)

Numeracy — Measurement and Calculation**Tasks Performed**

N/A

Numeracy — Data Analysis**Tasks Performed**

Compare various schedules to ensure everyone and everything is covered. (Level 3)

Numeracy — Numerical Estimation**Tasks Performed**

Estimate the time it would take to get to an appointment. (Level 1)

Estimate the length of time for events to plan the next event. (Level 1)

Oral Communication**Tasks Performed**

Call other parents to coordinate car-pooling. (Level 2)

Call and make or reschedule appointments. (Level 2)

Explain to children why some events cannot be attended. (Level 2)

Clarify what healthcare professionals think should be done for your family. (Level 2 – 3)

Thinking Skills — Problem Solving**Tasks Performed**

An event/appointment is running overtime or late and there is another appointment it may conflict with. (Level 1 – 2)

One child is sick and cannot attend an event another one should be at. (Level 1 – 2)

Two or more conflicting appointments are on the schedule. Come up with a reasonable solution. (Level 2 – 3)

Thinking Skills — Decision Making**Tasks Performed**

Choose what events/commitments are best for everyone and drop other conflicting events. (Level 1 – 2)

Thinking Skills — Critical Thinking**Tasks Performed**

Two events are of equal value and are conflicting. Choose the event you will attend. (Level 2)

Thinking Skills — Job Task Planning and Organizing**Tasks Performed**

This leisure activity is all about job task planning and organizing. (Level 1 – 5)

Thinking Skills — Significant Use of Memory**Tasks Performed**

Remember locations of various event sites and appointment offices. (Level 1)

Remember all appointments. (Level 2 – 3)

Thinking Skills — Finding Information

Tasks Performed
Research where and when various activities need to be signed up for. (Level 1 – 2)

Working with Others

Tasks Performed
Coordinate rides with other parents.
Requires parents and children (the family) to work as a team.

Computer Use

Tasks Performed
Many sports leagues have their schedules on the Internet. (Level 1)

Continuous Learning

Tasks Performed
N/A

Learning Activity #1 (low level)

Leisure Activity: Organizing Household Schedules

Essential Skill: Document Use

Lead Statement: Arranging weekly activities in a way that makes them easier to remember and complete.

Learning Activity:

- 1 Scan the list of activities that you need to complete this week.
- 2 For each activity, write down the time the activity will end.
- 3 Arrange the activities in order, starting with the earliest appointment on Sunday morning.
- 4 Continue organizing the activities in order until you get to Saturday evening appointments / activities.
- 5 Write down the activities in order now in the correct time slot, making sure that you put the start and end times in.
- 6 Review your schedule and make sure that there are no conflicts.

Essential Skill Level: Level 1 – 2

Corresponding Document: Weekly planner/activity list



Something to Think About:

To make this activity more authentic to the learner's life, you can use the template provided for the schedule and have them bring in their own timetable. The activity steps still apply, but their own activities are inserted on the schedule.

Documents to Use with Learning Activity #1 (low level)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 a.m.	7:00 a.m.	7:00 a.m.	7:00 a.m.	7:00 a.m.	7:00 a.m.	7:00 a.m.
8:00	8:00	8:00	8:00	8:00	8:00	8:00
9:00	9:00	9:00	9:00	9:00	9:00	9:00
10:00	10:00	10:00	10:00	10:00	10:00	10:00
11:00	11:00	11:00	11:00	11:00	11:00	11:00
12 p.m.	12 p.m.	12 p.m.	12 p.m.	12 p.m.	12 p.m.	12 p.m.
1:00	1:00	1:00	1:00	1:00	1:00	1:00
2:00	2:00	2:00	2:00	2:00	2:00	2:00
3:00	3:00	3:00	3:00	3:00	3:00	3:00
4:00	4:00	4:00	4:00	4:00	4:00	4:00
5:00	5:00	5:00	5:00	5:00	5:00	5:00
6:00	6:00	6:00	6:00	6:00	6:00	6:00
7:00	7:00	7:00	7:00	7:00	7:00	7:00
8:00	8:00	8:00	8:00	8:00	8:00	8:00
9:00	9:00	9:00	9:00	9:00	9:00	9:00
10:00	10:00	10:00	10:00	10:00	10:00	10:00
11:00	11:00	11:00	11:00	11:00	11:00	11:00

List of activities:

Tuesday: Soccer practice – 5:00 p.m. (2 hours)	Monday: Dentist appointment – 10:00 a.m. (1.5 hours)	Thursday: Car Repair – 9:00 a.m. (5 hours)	Friday: Grocery Shopping – 3:00 p.m. (1 hour)
Sunday: Brunch with the Jones' family – 9:30 a.m. (2 hours)	Friday: Karate – 5:00 p.m. (1 hour)	Wednesday: French Language class – 6:00 p.m. (3 hours)	Tuesday: Work Networking Breakfast 7:30 a.m. (2 hours)
Saturday: Surprise Birthday Party – 3:00 p.m. (5 hours)			

Steps to the Answer for Learning Activity #1 (low level)

Learning Activity:

Using a weekly planner as the document
Organizing activities within the weekly planner

Answer:

Sunday: Brunch with the Jones' family — 9:30 a.m. – 11:30 a.m.
Monday: Dentist appointment — 10:00 a.m. – 11:30 a.m.
Tuesday: Soccer practice — 5:00 p.m. – 7:00 p.m.
Wednesday: French Language class — 6:00 p.m. – 9:00 p.m.
Thursday: Car Repair — 9:00 a.m. – 2:00 p.m.
Friday: Karate — 5:00 p.m. – 6:00 p.m.
Saturday: Surprise Birthday Party — 3:00 p.m. – 8:00 p.m.



Steps to the Answer (one way):

- 1 Scan the activity list.
- 2 Decide what activity should be listed first, and then list the appointments as they need to be scheduled throughout the week.
- 3 Plot them in the weekly planner.

Essential Skill: Document Use

Essential Skill Level: Level 1 – 2

Learning Activity #2 (high level)

Leisure Activity: Organizing Household Schedules

Essential Skills: Thinking Skills, Oral Communication, Document Use

Lead Statement: Sometimes schedules have to be juggled and changed at the last minute. You need to figure out how to reschedule and communicate changes to the appropriate people.

Learning Activity:

You have a dentist appointment scheduled for Monday at 10:00 a.m. The dentist's office has left a message on your answering machine saying it has to reschedule because of a conflict with another patient. There are two openings later in the week to make a new appointment. One is for 4:00 p.m. on Tuesday and one is for 11 a.m. on Thursday.

You look at your schedule for the week and see there is a soccer practice scheduled for your son at 5:00 p.m. on Tuesday. The soccer field is close to the dentist's office but your son will be at home which is about a 20-minute drive from the dentist's office. His coach lives on the same street and doesn't like it when the players are late for practice.

On Thursday your car is scheduled in for a repair. You have waited a month for this appointment and will probably have to wait another month to reschedule. The car repair shop is along a bus route that could get you to the dentist's office, but it will be about a 45-minute trip each way, and requires one transfer.

- 1 Decide which time slot later in the week will be best to reschedule your dentist's appointment.
- 2 Make a note of who you have to call and for what reason about your schedule changes.
- 3 Make the changes to your weekly planner.

Essential Skill Level: Level 2 – 3

Corresponding Document: Weekly planner schedule



Something to Think About:

To have learners practice their Oral Communication skills needed in this activity, have them pair up. Have them take turns deciding who they need to call about changes in their schedule. Have them think about what they need to say and then have them practice saying it to each other.

Document to Use with Learning Activity #2 (high level)

Monday	Tuesday	Wednesday	Thursday	Friday
7:00 a.m.	7:00 a.m.	7:00 a.m.	7:00 a.m.	7:00 a.m.
8:00	8:00	8:00	8:00	8:00
9:00	9:00	9:00	9:00 Car repair	9:00
10:00 Dentist Appointment	10:00	10:00	10:00 Car repair	10:00
11:00	11:00	11:00	11:00 Car repair	11:00
12 p.m.	12 p.m.	12 p.m.	12 p.m. Car repair	12 p.m.
1:00	1:00	1:00	1:00 Car repair	1:00
2:00	2:00	2:00	2:00 Car repair	2:00
3:00	3:00	3:00	3:00	3:00
4:00	4:00	4:00	4:00	4:00
5:00	5:00 Soccer practice	5:00	5:00	5:00
6:00	6:00 Soccer practice	6:00	6:00	6:00
7:00	7:00 Soccer practice	7:00	7:00	7:00

Steps to the Answer for Learning Activity #2 (high level)

Learning Activity:

Rescheduling an appointment and doing follow-up work related to the change.

Answer: The dentist appointment is rescheduled for Tuesday at 4:00 p.m. You call your son's soccer coach to ask him to drive him to the practice and you will meet them there after your appointment. You change your calendar to reflect these changes.

Steps to the Answer (one way):

- 1 Review both of the commitments you have later in the week.
- 2 Understand that if you reschedule your dentist appointment for Tuesday, you can't guarantee you will be able to pick up your son and get him to his soccer practice in time. However, his soccer coach lives on the same street and he has picked him up for practices before.
- 3 Understand that if you reschedule your dentist appointment for Thursday, you can drop off your car at the repair shop and then catch two different buses and travel about 45 minutes to the appointment. You will then have your appointment and need to take two buses back again and another 45 minutes back to the repair shop. You may also have to find something to fill your time for about 30 minutes before and after your dentist appointment without having access to your car.
- 4 Decide that the best option is to reschedule your dentist appointment for Tuesday because it will require little disruption to your schedule and will be the most efficient use of your time.
- 5 Decide you need to call your son's coach and ask him if he can pick your son up at your house for the practice and that you will meet him at the practice after your appointment is over. Decide you have to call the dentist's office and reschedule your appointment for Tuesday at 4:00 p.m. Decide you need to tell your son that he needs to be ready and waiting for his coach to pick him up on Tuesday.
- 6 Change your weekly planner to erase the original dentist appointment on Monday at 10:00 a.m. to Tuesday at 4:00 p.m.

Essential Skills: Thinking Skills, Oral Communication

Essential Skills Level: Level 2 – 3

ACTIVITY OCCUPATION CHART

**Matching Skills from Leisure Activity
to Skills Required in National Occupational Classification (NOC) Profiles**

Activity: Household scheduling — People who are primarily responsible for the management of household scheduling develop Essential Skills that are required of people who work in the occupations listed below.

Essential Skills Profile of Leisure/Home-based Activity	Administrative Clerks (NOC 1441)	Shippers and Receivers (NOC 1471)
<p>Document Use</p> <ul style="list-style-type: none"> ▶ Make family schedules (refrigerator schedules, whiteboards, family calendar). (Level 1 – 2) ▶ Use a day-timer. (Level 1 – 2) ▶ Read maps to find locations. (Level 2) ▶ Complete various forms at various appointments, e.g., doctor's office information. (Level 1 – 3) <p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Call other parents to coordinate car-pooling. (Level 2) ▶ Call and make or reschedule appointments. (Level 2) ▶ Explain to children why some events cannot be attended. (Level 2) ▶ Clarify what healthcare professionals think should be done for your family. (Level 2 – 3) <p>Problem Solving</p> <ul style="list-style-type: none"> ▶ An event/appointment is running overtime or late and there is another appointment it may conflict with. (Level 1 – 2) ▶ One child is sick and cannot attend an event another one should be at. (Level 1 – 2) ▶ Two or more conflicting appointments are on the schedule. Come up with a reasonable solution. (Level 2 – 3) 	<p>Document Use</p> <ul style="list-style-type: none"> ▶ Read shipping tags and safety labels. (NOC 1441 level 1) ▶ Read registration lists or client mailing lists. (NOC 1441 level 1) ▶ Obtain information from graphs or charts presenting sales, registrations or other data. (NOC 1441 level 2) ▶ Read employees' schedules and time sheets. (NOC 1441 level 2) ▶ Use weight tables to determine the price of shipping a package. (NOC 1441 level 2) ▶ Read various forms that are unique to the organization. For example, an administrative clerk in a university reads registration forms, course selection forms and student loan forms. An administrative clerk working in shipping may read North American Free Trade Agreement (NAFTA) free trade certificates and Value for Customs forms. (NOC 1441 level 3) <p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Talk to clients in person or on the phone about the status of their account and answer their questions. (NOC 1441 level 1) ▶ Interact with suppliers to obtain supplies. (NOC 1441 level 1) ▶ Exchange client information with co-workers and co-ordinate work with them. (NOC 1441 level 1) 	<p>Document Use</p> <ul style="list-style-type: none"> ▶ Interpret Workplace Hazardous Materials Information System (WHMIS) symbols and safety posters in the workplace. (NOC 1471 level 1) ▶ Use a receiving log to record shipments that have been received. (NOC 1471 level 1) ▶ Read computer-generated labels to affix to cartons. (NOC 1471 level 1) ▶ Read packing slips to find out the goods' destination and to identify loose parts. (NOC 1471 level 1) ▶ Read shipping lists to plan the timing of materials and trucks that will enter and exit the yard. (NOC 1471 level 2) ▶ Read a schedule to monitor which employees are working on various jobs and to co-ordinate unloading the trucks. (NOC 1471 level 2) ▶ Use rate charts to determine the price of shipping a specific parcel. (NOC 1471 level 2) ▶ Read bills of lading and order forms to obtain such information as the shipment contents, customer, transportation company, destination, reference numbers and billing instructions. (NOC 1471 level 2) ▶ Use a calendar to track shipments. (NOC 1471 level 2)

Essential Skills Profile of Leisure/Home-based Activity	Administrative Clerks (NOC 1441)	Shippers and Receivers (NOC 1471)
<p>Job Task Planning and Organizing (this is the most important of the skills)</p> <ul style="list-style-type: none"> ▶ This leisure activity is all about job task planning and organizing. (Level 1 – 5) 	<ul style="list-style-type: none"> ▶ Receive requests for information from clients and instructions from co-workers and supervisors. (NOC 1441 level 1) ▶ Listen to or leave voice mail messages. (NOC 1441 level 1) <p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> ▶ Some administrative clerks follow established procedures and directives closely. Their tasks are repetitive although the content changes to reflect the needs of different clients. (NOC 1441 level 2) ▶ Some administrative clerks plan their own job tasks. Those that plan their own work determine the order in which to perform their tasks but must respond to urgent requests for information and ensure that certain tasks are completed by specified times. They are interrupted frequently and must then reorganize their tasks to meet deadlines and maintain their efficiency. (NOC 1441 level 3) 	<ul style="list-style-type: none"> ▶ Read labels on cartons and verify the contents listed with invoices to ensure that they are accurate. (NOC 1471 level 2) ▶ Complete forms for United States Customs clearance, indicating the tariff class, weight, unit price and quantity of products. (NOC 1471 level 2) <p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Listen to instructions and directions from supervisors on shipping schedules, the arrival of goods and details of waybills and orders. (NOC 1471 level 1) ▶ Interact with truck drivers to direct them to the appropriate docks and to verify that the shipment is received in good condition. (NOC 1471 level 1) ▶ Interact with clients and carriers in person or over the phone. (NOC 1471 level 1) ▶ Give direction to co-workers for various tasks, such as gathering goods from different departments or deploying goods on the floor. (NOC 1471 level 1) ▶ Listen to announcements over loudspeakers. (NOC 1471 level 1) ▶ Direct customers to docks and answer their questions about orders. (NOC 1471 level 1)

Essential Skills Profile of Leisure/Home-based Activity	Administrative Clerks (NOC 1441)	Shippers and Receivers (NOC 1471)
		<p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> ▶ Shippers and receivers perform routine and repetitive tasks. While they work under the general direction of a supervisor, they make their own decisions on priorities and the order of tasks. They make adjustments for frequent interruptions and changing priorities caused by rush orders or production or shipping delays. The organization of workspace is essential to a smooth operation of the shipper receiver function. Planning is sometimes done several weeks in advance to ensure that space will be available to place incoming products. Where there are needs to refrigerate products, planning must take into account refrigeration capacity. (NOC 1471 level 3)

Labour Market Information

1441 — Administrative Clerks

People who are primarily responsible for managing household schedules develop Essential Skills required of this occupation.

Administrative clerks compile, verify, record and process forms and documents, such as applications, licences, permits, contracts, registrations and requisitions, in accordance with established procedures, guidelines and schedules. They are **employed throughout the private and public sectors.**

- ▶ administrative clerk
- ▶ application clerk
- ▶ authorization clerk
- ▶ by-law clerk
- ▶ customs clerk
- ▶ documentation clerk
- ▶ import clerk
- ▶ licence clerk
- ▶ office administration clerk
- ▶ passport clerk
- ▶ registration clerk
- ▶ registry clerk
- ▶ ward clerk — hospital
- ▶ warranty clerk

The employment prospects for this occupation are limited to good. Many clerical positions are being re-classified into this occupational group. Most opportunities will come from the need to replace people who retire. Office automation will not affect this occupational group as much as others in administration as customer interaction is not easily automated.

Individuals with excellent interpersonal and communication skills will compete well for these positions.

As of February 2010, the areas of Ontario with the best opportunities for employment in this field include: Cornwall, Hawkesbury, Ottawa, Hamilton, Dryden, Kenora and surrounding area.

1471 — Shippers and Receivers

People who are primarily responsible for managing household schedules develop Essential Skills required of this occupation.

Shippers and receivers ship, receive and record the movement of parts, supplies, materials, equipment and stock to and from an establishment. They are **employed in the public sector and by retail and wholesale establishments, manufacturing companies, and other commercial and industrial establishments.**

- ▶ freight receiver
- ▶ freight shipper
- ▶ import freight clerk
- ▶ receiver
- ▶ shipper
- ▶ shipper-receiver
- ▶ shipping agent
- ▶ shipping and receiving clerk

The employment prospects for this occupation are considered to be limited to fair. The limitations are due to an increase in automation. Computers are being used more and more to handle shipping and receiving records.

As of February 2010, the areas in Ontario with the best opportunities for employment in this field are: Cornwall/Hawkesbury, Durham Region, Peel, Halton, Toronto and York Region.

Individuals with prior warehouse experience will have a better opportunity for employment in this field.



More information on this occupation can be found at the Canadian National Freight Forwarders Association at www.ciffa.com

Fictional Case Study #1

People who are primarily responsible for managing household schedules develop Essential Skills required of being an administrative clerk. Essential Skills used commonly when managing household schedules and in this occupation include **Document Use, Oral Communication** and **Thinking Skills** (Job Task Planning and Organizing).

Worker: Kendra
Job Title:..... Administrative Clerk
NOC:..... 1441 — Administrative Clerk
Leisure Activity: Organizing Household Schedules
Overlapping Essential Skill: Document Use

Kendra's Story

Kendra is new to the world of work and has recently graduated high school. Kendra enjoyed computers in school and so took computer courses whenever she could. Kendra also had strong organizational skills and she used an electronic planner to keep track of the things she needed to complete, pay and attend. In addition to Kendra's organizational skills was her Document Use skills. For example, when she originally received her electronic planner, Kendra needed to understand how to operate and program it. Using Document Use skills to read through the manual and follow the instructions, Kendra is now a whiz on it. Kendra has also been the expert in the family for setting up other electronic equipment such as PVR's, cell phones, and computers due to Kendra's strong ability to read through the manuals and apply the instructions. She is very excited to have her first job and to begin making an income and learning new things.

Kendra has had a great deal of assignments and projects throughout school and has also taken on additional projects on a volunteer basis where instructions were given out and needed to be followed. These projects required Kendra to sort through what needed to be completed first, identify what needed to be done for each task and keep track of these things to stay organized and to make sure that they were completed. Kendra uses the same technique to stay organized at work as she does in her own personal life; a planner or chart that outlines when things need to be completed.

Kendra had secured an administrative clerk position and it was going along very well on the job. Her team members got along well with her and she liked the role a lot. The role had provided Kendra the chance to use her strength in Organizing and Document Use since her role was primarily working with filing, ordering supplies, entering correct order/supply numbers, and verifying the orders when they came in. Again Kendra was required to sort through what needed to be done first when given projects, and she could easily track these things because she used a spreadsheet to outline her prioritized work. It was a great fit.

After the delivery of some new equipment — a new copier, fax machine and scanner — this equipment needed to be set up with speed dial numbers, programmed to print verification reports from the fax machine, and have copy ID numbers programmed into the copier. Seeing that Kendra had a natural ability and interest in working with documents, and following instructions, Kendra volunteered and took the lead on getting the equipment set up and arranged to suit the needs of the office. Kendra organized what steps had to be completed first and any materials/information that she would need and proceeded to follow the instruction documents.

The instruction manual had step-by-step instructions with picture diagrams to assist with the set up. Kendra used these manuals and her strong Document Use skills to set up the equipment to benefit the office.

Kendra's initiative was greatly appreciated and her Document Use skills certainly paid off in this situation.

Fictional Case Study #2

People who are primarily responsible for managing household schedules develop Essential Skills required of being a shipper and receiver. Essential Skills used commonly when managing household schedules and in this occupation include Document Use, Oral Communication and Thinking Skills (Job Task Planning and Organizing).

Worker: Shawn
Job Title: Warehouse Worker
NOC: 1471 — Shippers & Receivers
Leisure Activity: Organizing Household Schedules
Overlapping Essential Skills: Thinking Skills (Job Task Planning and Organizing)

Shawn's Story*

Shawn was recently laid off from his last job and started up a new job search. Through his efforts, he was able to find a warehouse worker position. Although Shawn's job history is a diverse one, Shawn has never taken on a role in a warehouse and was a little anxious at how successful he would be at it.

Before Shawn had secured this position, he spent a lot of time at home working on model cars. The projects that he worked on had started out in boxes full of little pieces and it was up to Shawn to locate the pieces and decide what would fit together first, in an order that made sense. He made it a personal challenge to see how quickly he could put these projects together.

Shawn has been on the job for a few weeks now and is finding it very interesting with the different responsibilities. He couldn't seem to put a finger on it as to why the tasks seemed familiar to him. It was a great fit.

It was a point in the year when deliveries were very frequent and busy and there were many rush orders. As the day moved on there were more and more packages to tend to. As Shawn worked to figure out what should be done first and then organized packages into the right area, Shawn realized that he was able to apply his Job Task Planning skills first to identify what needed to be done and then use his Organizing skills to arrange the packages in the right place. His Job Task Planning skills involved interpreting symbols, reading package slips, and using charts and bills of lading. His Organizing skills were used to put the packages in the right area so that the tasks happened in the right order and the packages were sent off to the right place.

***This story was not validated by an employer**

Pet Care



Essential Skills Profile

(Adapted from the Ontario Skills Passport Workplan)

Most Important Essential Skills (also shaded):

- ▶ Numeracy (Measurement and Calculation)
- ▶ Thinking Skills (Problem Solving, Job Task Planning and Organizing)

ES Tasks/Level: Skill levels are assigned to workplace tasks. Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Reading Text

Tasks Performed
Read prescription labels for directions. (Level 1)
Read information pamphlets on pet health and care. (Level 2 – 3)
Read books and magazines on pet care. (Level 2 – 3)
Read letters/notices from veterinarians. (Level 2)

Document Use

Tasks Performed
Use labels on pet food (e.g., tables on size of pet and serving size). (Level 2)
Maintain records and documentation of vet care. (Level 1 – 2)
Understand license forms. (Level 2)
Use prescription labels. (Level 1)

Writing

Tasks Performed
Fill out forms for dog tags and veterinarians. (Level 1)

Numeracy — Money Math

Tasks Performed
Purchase food, toys, and veterinarian care. (Level 1)

Numeracy — Scheduling or Budgeting and Accounting

Tasks Performed
Schedule times for others to watch/walk your pets if you are going to be away. (Level 1)
Budget for the costs of a pet (i.e., veterinarian, food, toys, treats). (Level 1)

Numeracy — Measurement and Calculation**Tasks Performed**

Measure dosage of medicine for pets. (Level 1)

Measure amounts of food (e.g., ½ cup of dry food). (Level 1)

Numeracy — Data Analysis**Tasks Performed**

N/A

Numeracy — Numerical Estimation**Tasks Performed**

Estimate the amount of food to put as a serving from a large can of wet food. (Level 1)

Oral Communication**Tasks Performed**

Communicate with veterinarian about the care and needs of your pet. (Level 2)

Talk to pet (e.g., teaching a dog commands). (Level 1)

Talk to others about pets and pet care. (Level 1 – 2)

Thinking Skills — Problem Solving**Tasks Performed**

An animal seems sick. Decide the various steps required, including going to the veterinarian. (Level 2)

Decide what to do when walking dogs and you encounter off-leash dogs. (Level 1 – 2)

Pet behaviour is bad. Decide how to resolve the situation. (Level 1 – 2)

Numeracy — Decision Making**Tasks Performed**

Decide what kind of pet and breed would be right for you. (Level 1 – 2)

Decide when a pet needs to be put to sleep. (Level 2 – 3)

Numeracy — Critical Thinking**Tasks Performed**

Recognize inappropriate behaviours of your pet when around others. (Level 1)

Numeracy — Job Task Planning and Organizing**Tasks Performed**

Plan when to feed or walk a pet. (Level 1)

Plan for pet care when on vacation. (Level 1)

Numeracy — Significant Use of Memory**Tasks Performed**

Remember flea and tick medications (e.g., once a month, same time every month for 6 months). (Level 1)

Remember veterinarian appointments. (Level 1)

Numeracy — Finding Information

Tasks Performed

Find information on what your pet should eat. (Level 1 – 2)

Working with Others

Tasks Performed

Pets are usually cared for by an individual or a family. As a family, it is important to share the chores involved with owning a pet.

Computer Use

Tasks Performed

Research Internet for information on pets. (Level 1 – 2)

Continuous Learning

Tasks Performed

Attend pet training classes. (Level 2 – 3)

Learning Activity #1 (low level)

Leisure Activity: Pet Care

Essential Skills: Reading, Document Use

Lead Statement: Sometimes pets need to be left at home when the owner is away on vacation. The person who is taking care of the pet may need to follow instructions left by the pet owner.

Learning Activity:

Jennifer asks her friend, Sam, if he will take care of her cats, Domino and Ginger, while she is away for a week-long vacation.

“Sure!” said Sam. “Just leave me a key and tell me what to do.”

Jennifer showed Sam where she kept the cat food and where the litter box was. She told him how much to feed the cats. She told him what vet she used.

“Hold it! I’m never going to remember all of this stuff! You’d better write it down for me.”

So Jennifer left Sam instructions for taking care of Domino and Ginger.

TASK ONE: Read Jennifer’s instructions, and answer the following questions.

- 1 Which cat is fed first?
- 2 How much food does Ginger eat?
- 3 Who needs brushing and why?
- 4 Why would you need to phone the vet?

Sam knew that Revolution was for preventing fleas and other parasites. He checked the instructions to make sure that he could apply it on the cats in the same way as he did on his dog.

TASK TWO: Read the Revolution instructions and answer the following questions.

- 1 How do you open the Revolution tube?
- 2 Where do you apply Revolution on a cat?
- 3 What is the last thing to ensure?

Essential Skill Level: Level 1 – 2

Corresponding Documents: Written Instructions, Revolution for Cats

**Something to Think About:**

Consider doing a field trip to a kennel or a pet store with learners who are primarily responsible for pet care. Looking at different pet care products and labels will expose the learners to the actual authentic materials before trying the learning activities (which use paper replications of labels). Also, bringing in actual food and measuring tools can lend itself to doing other activities that complement the learning activities provided here.

Documents to Use with Learning Activity #1 (low level)

Hi Sam! Thanks for taking care of my cats. Here are the instructions. See you in a week!

Feed cats twice a day. Feed Domino first on top of the counter. She gets the canned food — $\frac{1}{2}$ the tin in the morning and $\frac{1}{2}$ in the evening.

Feed Ginger the regular dry cat food. He gets $\frac{1}{4}$ cup in the morning and $\frac{1}{4}$ cup in the evening.

Give them fresh water every day.

If you have time, please brush Ginger every other day. His fur can become matted so easily.

Clean the litter box every day.

Also, Tuesday is the first day of the month, so the cats will need to have Revolution applied. Just follow the instructions on the box.

Thanks, Sam, I owe you!

Emergency numbers

Vet: Dr. Spitz (905) 289-9900

My cell phone: (905) 744-4292

Revolution® for Cats

Every cat deserves the protection of Revolution® (selamectin) every month. And when you follow our veterinarians' instructions for using Revolution, you can aid in keeping us healthy. With simple, three-step application instructions and the free, monthly Reminder system, which will remind you to give us our dose, it's easy for you to comply.



Step 1

- Hold tube upright.
- Press cap down until you hear click (cap punctures applicator seal).
- Remove cap and check to be sure tip of tube is open.



Step 2

- Part hair at base of neck and place tube on visible skin area.
- Squeeze tube 3 or 4 times in one spot until empty. Keep tube squeezed to avoid drawing liquid back into tube.



Step 3

- While keeping tube squeezed, drag it away from the liquid and lift up to remove.
- Ensure tube is empty.

Steps to the Answer for Learning Activity #1 (low level)

Learning Activity:

Jennifer asks her friend, Sam, if he will take care of her cats, Domino and Ginger, while she is away for a week-long vacation. Jennifer left Sam instructions for taking care of Domino and Ginger.

 **TASK ONE:** Read Jennifer's instructions, and answer the following questions.

Which cat is fed first?

Answer: Domino.

Steps to the Answer:

- 1 Scan the instructions, looking for key words like feed, first, cats, Domino, Ginger.
- 2 Read "Feed Domino first on top of counter."
- 3 Decide that Domino is fed first.

How much food does Ginger eat?

Answer: $\frac{1}{4}$ cup two times a day or $\frac{1}{2}$ cup daily.

Steps to the Answer:

- 1 Scan the instructions looking for key words like feed, $\frac{1}{4}$ cup and Ginger.
- 2 Read "He gets $\frac{1}{4}$ cup in the morning and $\frac{1}{4}$ cup in the evening."
- 3 Decide that Ginger gets $\frac{1}{4} + \frac{1}{4}$ cups of food each day.
- 4 Decide that $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$ or $\frac{1}{2}$.

Who needs brushing and why?

Answer: Ginger needs brushing because his fur mats easily.

Steps to the Answer:

- 1 Scan the instructions looking for key words like brush, fur, matted.
- 2 Read "If you have time, please brush Ginger every other day. His fur can become matted so easily."
- 3 Decide that Ginger needs brushing because his fur mats easily.

Why would you need to phone the vet?

Answer: In case of emergency.

Steps to the Answer:

- 1 Scan the instructions looking for key words like vet and phone numbers.
- 2 Notice that the heading above the phone numbers reads “Emergency numbers.”
- 3 Decide that these numbers should be called only if there is an emergency.



TASK TWO: Read the Revolution instructions and answer the following questions.

How do you open the Revolution tube?

Answer: Hold tube upright. Press cap down until you hear click.

**Steps to the Answer:**

- 1 Look at illustrations on the Revolution instructions.
- 2 Decide that the first illustration shows how to open the tube.
- 3 Read the instructions beside the first illustration.
- 4 Read “Hold tube upright. Press cap down until you hear click.”
- 5 Decide that you open the tube of Revolution by holding the tube upright and pressing the cap down until you hear a click.

Where do you apply Revolution on a cat?

Answer: Revolution is applied at the base of the neck on visible skin.

**Steps to the Answer:**

- 1 Look at illustrations on the Revolution instructions.
- 2 Decide that the second illustration shows where to apply Revolution.
- 3 Read the instructions beside the second illustration.
- 4 Read “Part the hair at base of neck and place tube on visible skin area.”
- 5 Decide that Revolution is applied at the base of the neck on visible skin.

What is the last thing to ensure?

Answer: Ensure that the tube is empty.

**Steps to the Answer:**

- 1 Look at illustrations on the Revolution instructions.
- 2 Notice that the illustrations are printed in sequence: 1, 2 and 3.
- 3 Decide that 3 will illustrate what comes last.
- 4 Read the instructions beside the third illustration.
- 5 Read “Ensure the tube is empty.”
- 6 Decide that the last thing to ensure is that the tube is empty.

Learning Activity #2 (high level)

Leisure Activity: Pet Care

Essential Skills: Document Use, Measurement and Calculation

Lead Statement: Pet care includes making sure that your pet has the correct amount to eat each day.

Learning Activity:

Sam takes his Labrador, Toffee, to the vet. The vet tells Sam that Toffee is overweight.

Toffee is now two years old and ready to go to the vet for her annual shots and examination. Sam makes an appointment and takes her in.

The vet greets Sam and Toffee. She calls Toffee over to the scale. Toffee gets onto the scale and sits down.

“She is 35 kilos,” said Dr. Spitz, jotting this number onto Toffee’s chart. “She is a little overweight. Do you follow the feeding guidelines for her weight?”

“I probably give her a little bit more than she needs. Toffee is very active and she loves to eat!” said Sam.

“Most dogs do,” said Dr. Spitz. “However, if you want Toffee to have a long healthy life, she should lose about 4.5 kilos.”

When Sam got home he looked at the dog food bag. There was a chart on the back telling him how much to feed Toffee. Usually, Sam just filled Toffee’s bowl, which measured 4 cups. Now he decided that he would measure Toffee’s food before he put it into the bowl.

TASK ONE: Decide how much Toffee needs to eat each day at 35 kilos.

“Okay, Toffee, I have figured out how much you should eat at 35 kilos, but the vet says you should weigh less. Let’s figure out how much you should weigh and how much you should eat at that weight,” said Sam.

TASK TWO: Decide what Toffee should weigh and how much she should eat at that weight.

Essential Skill Level: Level 2.

Corresponding Document: Daily Feeding Guidelines



Something to Think About:

Consider doing a field trip to a kennel or a pet store with learners who are primarily responsible for pet care. Looking at different pet care products and labels will expose the learners to the actual authentic materials before trying the learning activities (which use paper replications of labels). Also, bringing in actual food and measuring tools can lend itself to doing other activities that complement the learning activities provided here.

Document to Use with Learning Activity #2 (high level)

Daily Feeding Guidelines

Dog Weight	Puppies (to 6 months old)	Adult (with exercise)	Light/Senior
2 – 10 lbs 1 – 4.5 kg	½ – 1½ cups 50 – 149 grams	½ – ¾ cup 50 – 75 grams	¼ – ½ cup 25 – 50 grams
10 – 25 lbs 4.5 – 11.3 kg	1½ – 2 cups 149 – 199 grams	¾ – 1 cup 75 – 99 grams	½ – ¾ cup 50 – 75 grams
25 – 50 lbs 11.3 – 22.7 kg	2 – 4 cups 199 – 399 grams	1 – 2 cups 99 – 199 grams	½ – 1 cup 50 – 99 grams
50 – 75 lbs 22.7 – 34.1 kg	4 – 5 cups 399 – 499 grams	2 – 3 cups 199 – 299 grams	1 – 1½ cups 99 – 149 grams
75 – 100 lbs 34.1 – 45.4 kg	5 – 6 cups 495 – 598 grams	3 – 4 cups 299 – 399 grams	1½ – 3 cups 149 – 299 grams
100 – 125 lbs 45.4 – 56.7		4 – 4¾ cups 399 – 474 grams	2½ – 3 cups 249 – 299 grams
125 – 150 lbs 56.7 – 68 kg		4¾ – 5½ cups 474 – 548 grams	3 – 3⅓ cups 299 – 332 grams

- Feed pregnant dogs up to 50% more during the last three weeks of pregnancy.
- Lactating dogs and puppies up to six months require twice the amount of food as an adult dog and they should be fed 3 to 4 times a day. Puppies 6 months to a year should be fed twice daily.
- Senior and overweight dogs may be fed a reduced amount, depending on the dog's weight and activity level.

Steps to Answer for Learning Activity #2 (high level)

Learning Activity:

Sam takes his Labrador, Toffee, to the vet and discovers she is overweight.

TASK ONE:

Decide how much Toffee needs to eat each day at 35 kilos.

Answer: Just over 3 cups

Steps to the Answer:

- 1 Look at the Daily Feeding Guidelines.
- 2 Find Toffee's weight in the left-hand column under **Dog Weight**.
- 3 Decide which column, **Puppies, Adult (with exercise)** or **Light/Senior** best describes Toffee.
- 4 Decide **Adult (with exercise)** best describes Toffee.
- 5 Notice that dogs between 34.1 and 45.4 kg should eat 3-4 cups of food.
- 6 Understand that dogs in the lower weight range, closer to 34.1 kg, will eat the lesser amount of food. Dogs in the upper weight range, closer to 45.4 kg, will eat the greater amount of food.
- 7 Notice that Toffee's weight is in the low weight range.
- 8 Decide that Toffee should eat a little over 3 cups at her weight.

TASK TWO:

Decide what Toffee should weigh and how much she should eat at that weight.

Answer: Toffee should weigh 30.5 kg and eat a little under 3 cups of food.

Steps to Answer:

- 1 Recall how much weight the vet said Toffee should lose.
- 2 Subtract the amount Toffee needs to lose from her current weight. $35 - 4.5$.
- 3 Decide that $35 - 4.5 = 30.5$ kg.
- 4 Refer to the Daily Feeding Guidelines for this weight.
- 5 Notice that Toffee is now in a different weight range: $22.7 - 34.1$ kg.
- 6 Decide that she is now closer to the upper weight range, closer to 34.1 kg.
- 7 Decide that Toffee will need to eat a little under 3 cups to maintain her ideal weight.

ACTIVITY OCCUPATION CHART

Matching Skills from Leisure Activity to Skills Required in National Occupational Classification (NOC) Profiles

Activity: Pet Care — People who are primarily responsible for household pet care develop Essential Skills that are required of people who work in the occupations listed below.

Essential Skills Profile of Leisure/Home-based Activity	Estheticians, Electrologists and Related Occupations (NOC 6482)	Other Labourers in Processing, Manufacturing and Utilities (NOC 9619)
<p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Measure dosage of medicine for pets. (Level 1) ▶ Measure amounts of food (e.g., ½ cup of dry food). (Level 1) <p>Problem Solving</p> <ul style="list-style-type: none"> ▶ Decide what to do when walking dogs and you encounter other dogs that are off-leash. (Level 1 – 2) ▶ Pet behaviour is bad. Decide how to resolve the situation. (Level 1 – 2) ▶ An animal seems sick. Decide the various steps required, including going to the veterinarian. (Level 2) <p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> ▶ Plan when to feed or walk a pet. (Level 1) ▶ Plan for pet care when on vacation. (Level 1) 	<p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Speak with suppliers to place orders and to discuss client satisfaction with products. (NOC 6482 level 1) ▶ Communicate with co-workers to co-ordinate shared office tasks such as sterilizing equipment. (NOC 6482 level 1) ▶ Speak with clients in person and by telephone to schedule appointments and promote new business. (NOC 6482 level 1) ▶ Greet clients, discuss their needs, recommend products or services, build their trust and reassure them when treatments cause discomfort. (NOC 6482 level 2) ▶ Participate in staff meetings. (NOC 6482 level 2) <p style="background-color: yellow;">Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Measure specified amounts of emulsions, creams, sterilants and other products, diluting as specified. (NOC 6482 level 1) <p>Numerical Estimation</p> <ul style="list-style-type: none"> ▶ Estimate by sight quantities of powder and volumes of liquid needed to mix products. (NOC 6482 level 1) ▶ Estimate the time or number of sessions needed to complete a particular treatment. (NOC 6482 level 2) 	<p>Document Use</p> <ul style="list-style-type: none"> ▶ Read labels on supplies such as paints and chemicals. (NOC 9619 level 1) ▶ Enter numerical information about processes into operators' reports. (NOC 9619 level 2) ▶ Refer to shift schedules and work orders. (NOC 9619 level 2) ▶ Refer to production charts. (NOC 9619 level 2) ▶ Complete forms such as tally sheets to document information on different products. (NOC 9619 level 2) ▶ Read shipping and receiving forms and packing slips. (NOC 9619 level 2) <p style="background-color: yellow;">Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Take temperature and pressure readings during the day by computer to ensure chemical products are meeting quality standards. (NOC 9619 level 1) ▶ Measure the level of moisture in the final processed product. For example, take a wet sample and weigh it, dry it in the oven for three to four hours, weigh it again and subtract the two numbers to get the moisture reading. (NOC 9619 level 2) ▶ Measure the density of a brew using a hydrometer and calculate the percentage of alcohol content. (NOC 9619 level 3)

Essential Skills Profile of Leisure/Home-based Activity	Estheticians, Electrologists and Related Occupations (NOC 6482)	Other Labourers in Processing, Manufacturing and Utilities (NOC 9619)
	<p>Money Math</p> <ul style="list-style-type: none"> ▶ Accept payment by cash, cheque or credit card and make change. (NOC 6482 level 1) ▶ Total bills for services and products. This may involve applying an hourly rate, subtracting discounts and adding applicable taxes. (NOC 6482 level 3) <p>Scheduling or Budgeting and Accounting</p> <ul style="list-style-type: none"> ▶ Make entries in bookkeeping ledgers. (NOC 6482 level 1) ▶ Schedule appointments, taking into account the time needed for different services. (NOC 6482 level 1) ▶ Determine how many packages of supplies, such as scalpels, to buy based on the number of units required and the number of units per package. (NOC 6482 level 2) <p>Problem Solving</p> <ul style="list-style-type: none"> ▶ A shade of cosmetics selected for a client does not have the desired effect. The cosmetician determines why it is not effective and how to fix the problem. (Esthetician). (NOC 6482 level 1) ▶ A skin product is not effective for a client, even though it has been in the past. The esthetician determines the cause of the problem by exploring variables, such as allergies or changes in medication and makes recommendations to the client. (Esthetician). (NOC 6482 level 2) 	<p>Problem Solving</p> <ul style="list-style-type: none"> ▶ Boxes of chemical products, which have just been packaged, have been improperly labelled. Remove the faulty boxes from the line and send them for relabeling. (NOC 9619 level 1) ▶ Conveyor belts have been shut down. Look for the source of the problem, such as broken parts or the accidental tripping of a switch. If the belts cannot be immediately restarted, deal with products manually until repairs have been completed. (NOC 9619 level 2) ▶ It is found that a product is not up to standard. Meet with operators and production managers to determine how the problem can be corrected. (NOC 9619 level 2) <p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> ▶ Other labourers in processing, manufacturing and utilities follow priorities set by supervisors and sequence their tasks within that framework. Their tasks are generally repetitive. Disruptions may occur, such as the introduction of rush orders which cause their tasks to be reprioritized. Utilities labourers often work outdoors and face additional adjustments in their daily planning because of adverse weather conditions. Job task planning and organizing may be affected by factors outside the workers' control. (NOC 9619 level 2)

Essential Skills Profile of Leisure/Home-based Activity	Estheticians, Electrologists and Related Occupations (NOC 6482)	Other Labourers in Processing, Manufacturing and Utilities (NOC 9619)
	<p>▶ A client requests a last-minute appointment but the schedule is full. Often the appointment book is rearranged to create time to accommodate the client and to maximize sales. (NOC 6482 level 2)</p> <p>Job Task Planning and Organizing</p> <p>▶ Estheticians, electrologists and workers in related occupations create their own work schedules by appointment bookings. They order their tasks for greater efficiency. There are daily disruptions to the schedule, due to no-shows, tardiness and last-minute appointments. They may need to co-ordinate with co-workers or supervisors. This is not necessary for those who own and operate a one-person shop. (NOC 6482 level 2)</p>	

Labour Market Information

6482 — Estheticians, Electrologists and Related Occupations

People who are primarily responsible for household pet care develop Essential Skills required of this occupation.

Workers in this unit group provide facial and body treatments designed to enhance an individual's physical appearance. They are **employed in beauty salons, electrolysis studios, scalp treatment and hair replacement clinics and other similar establishments and in cosmetic departments of retail establishments such as pharmacies and department stores, or they may be self-employed.**

- ▶ beauty treatment operator
- ▶ cosmetician
- ▶ electrologist
- ▶ electrolysis technician
- ▶ esthetician
- ▶ hair replacement technician
- ▶ manicurist
- ▶ pedicurist
- ▶ scalp treatment specialist
- ▶ tattoo artist

The employment prospects for this occupation were considered to be fair in the past and no current labour market information is available on this specific occupation.

Individuals in these fields usually require specific certification or have gone to a trade school.

Job seekers with “people” skills who can deliver good customer service will be the most successful in these occupations.

9619 — Other Labourers in Processing, Manufacturing and Utilities

People who are primarily responsible for household pet care develop essential skills that are required of this occupation.

This unit group includes labourers, not elsewhere classified, who perform material handling, clean-up, packaging and other elemental activities in processing, manufacturing and utilities. They are **employed by companies that manufacture products such as clothing, footwear, furniture and electrical and electronic products and by printing and packaging companies.**

- ▶ bindery helper
- ▶ box packer
- ▶ carton marker
- ▶ chair sander
- ▶ clothing plant labourer

- ▶ electrical products labourer
- ▶ film cutter — film processing
- ▶ furniture packer
- ▶ garment folder
- ▶ labourer, shoe manufacturing
- ▶ lens blocker
- ▶ packager, machine
- ▶ seed packager
- ▶ sorter, recyclable materials
- ▶ upholsterer helper

The employment prospects for this occupation were considered to be limited in the past and no current labour market information is available on this specific occupation. Downturns in the economy affect employment opportunities in labourer positions.

Labourer positions do not generally require a high school diploma, but some high school would be of benefit.

An ability to work with high technology applications will improve job prospects in this field.

Fictional Case Study #1

People who are primarily responsible for household pet care develop Essential Skills required to be an esthetician, electrologist and related occupations. Essential Skills commonly used in pet care and in this occupation include **Numeracy** (Measurement and Calculation) and **Thinking Skills** (Problem Solving, Job Task Planning and Organizing).

Worker:..... Jennifer

Job Title:..... Esthetician

NOC:..... 6482 — Estheticians, Electrologists and Related Occupations

Leisure Activity: Pet Care

Overlapping Essential Skills Addressed: Thinking Skills (Job Task Planning and Organizing)

Jennifer's Story

Jennifer hurried to get ready for work. She had been away for a week; one full week of bathing suits, shorts and no makeup. Now she was doing her hair and makeup because looking good is essential for her work. Jennifer is an esthetician, and she loves her job. She works at a cosmetics counter in a busy pharmacy. People come to her for advice on skin, hair care and makeup.

As Jennifer was leaving her house she noticed the instructions she had left for her friend, Sam, to take care of her cats. Jennifer had made sure the instructions were clear and well written. She had also spoken to Sam about what she wanted him to do for the cats while she was away. Her clear written and oral instructions made it easy for Sam to care for the cats.

Sam had followed her instructions perfectly, and her cats were well fed and groomed when she returned home from her vacation. Jennifer is very careful when it comes to her cats. She takes them to the vet regularly and feeds them a healthy diet. She carefully schedules their treatments to prevent parasites. She makes sure that she always has cat food and fresh litter in the house.

As Jennifer rode the bus to work, it occurred to her that she liked being organized. Just as she had planned for her pets' care while she was on vacation, Jennifer likes to plan in her job. She arranges her schedule so that she can give each of her clients the right amount of time. She schedules time in between appointments so that she has time for customers who might just have questions about products. If she has time, Jennifer goes over product instructions with customers, particularly if the product is expensive or difficult to use.

The cosmetics counter is very busy, and things don't always go according to plan. Jennifer realizes that this is sometimes the case at home too. Having cats has helped Jennifer to accept that you can't plan for everything! Nonetheless, Jennifer writes herself a to-do list every day because she finds that she can get more done when she is well organized. She

includes the names of customers and times scheduled for makeup lessons or makeovers. She also knows that, depending on the day, she needs to plan for incoming shipments of products.

Jennifer most enjoys working with cosmetics. She enjoys talking to customers and helping them choose colours and products that work for them. Jennifer knows that her good communication skills are essential for her to do her job well.

Fictional Case Study #2

People who are primarily responsible for household pet care develop Essential Skills that are required of being an “other labourer” in processing, manufacturing and utilities. Essential Skills used commonly in pet care and this occupation include **Numeracy** (Measurement and Calculation) and **Thinking Skills** (Problem Solving and Job Task Planning and Organizing).

Worker: Sam
Job Title: Film Processor
NOC: 9619 — Other Labourers in Processing,
 Manufacturing and Utilities
Leisure Activity: Pet Care
Overlapping Essential Skill Addressed: Numeracy (Measurement and Calculation)

Sam's Story

Sam loves his job. He works in a photography shop in the photo lab. He began working in the lab part-time at sixteen. Now in his twenties, Sam has seen many changes in photo processing.

For instance, now almost all photographs are digital. Many of Sam's customers email their photos or bring them in on a disc or a memory stick. The digital photos are processed in a minilab. The minilab automatically measures the chemicals needed for digital processing. Sam needs to make sure that his computer skills are up to date to work effectively with digital photos.

Recently, Sam has begun processing film photographs. The film processor isn't as automated as the digital minilab. Sam needed to learn how to measure the chemicals for film processing.

“You've got to be very accurate when measuring the chemicals. Make sure you read the instructions,” said Sam's supervisor.

Sam assured her that he would be very careful. This isn't really new to me, Sam thought to himself. I have been reading the instructions on the dog food bag and measuring food for my dog for weeks now. I just need to read the instructions and pour!

Now Sam carefully mixes developer replenisher. He knows that he needs to mix one bottle of the chemical with 1.7 litres of water. Then he needs to measure exactly 300 ml of water into the empty chemical bottle and swirl it around so that all of the chemical is used. If Sam doesn't measure exactly, then the pictures will not be top quality.

Sam also needs to read the labels and safety information on the chemicals he uses. Both the developer replenisher and the RA bleach replenisher have specific safety instructions should they splash on skin or in the eyes.

One of the main reasons Sam enjoys working in a photography shop is because he loves to take photographs. He has both a digital and a 35 mm camera, and he enjoys taking pictures of his friends and family, and his dog, Toffee.

Sam developed a 35 mm film which included pictures of Toffee taken a few months ago and others taken quite recently. Sam noticed that there was quite a change in Toffee. She had lost some excess weight and was looking very healthy. Sam realized that this was because he had begun to measure Toffee's food.

Dog food and developer replenisher, Sam thought to himself. Some things just need measuring.



Playing Board Games/Cards

Essential Skills Profile

(Adapted from the Ontario Skills Passport Workplan)

Most important Essential Skills (also shaded):

- ▶ Numeracy (Money Math, Measurement and Calculation)
- ▶ Thinking skills (Critical Thinking)
- ▶ Working With Others

ES Tasks/Level: Skill levels are assigned to workplace tasks. Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Reading Text

Tasks Performed
Read game cards (i.e., Trivial Pursuit, Monopoly, etc.). (Level 1 – 2)
Read game instructions. (Level 3)
Read books from gaming/card professionals on their process in winning. (Level 3)

Document Use

Tasks Performed
Use score cards (i.e., Yahtzee). (Level 1)
Read game boards. (Level 1)

Writing

Tasks Performed
N/A

Numeracy — Money Math

Tasks Performed
Purchase cards and board games. (Level 1)
Bet on card games (i.e., Poker, Black Jack). (Level 2)
Use game money (i.e., Monopoly). (Level 1 – 2)

Numeracy — Scheduling or Budgeting and Accounting**Tasks Performed**

N/A

Numeracy — Measurement and Calculation**Tasks Performed**

Count during card games (Black Jack, cribbage, 99, etc.), roll dice in board games or peg in cribbage. (Level 1)

Numeracy — Data Analysis**Tasks Performed**

Compare the potential cards other players may have to what you are holding. (Level 4)

Numeracy — Numerical Estimation**Tasks Performed**

N/A

Oral Communication**Tasks Performed**

Most games require you to play with others and have conversations in a light and friendly manner. (Level 2)

Games like charades require you to guess aloud various answers. (Level 1)

Thinking Skills — Problem Solving**Tasks Performed**

A board game is missing player pieces. Resolve the problem. (Level 1)

Thinking Skills — Decision Making**Tasks Performed**

In card games, you must decide when to stay in and when to fold. (Level 2)

Thinking Skills — Critical Thinking**Tasks Performed**

Make choices within games with many routes (i.e., checkers, chess). (Level 1 – 3)

Make the best hand out of the cards you have (i.e., poker, cribbage). (Level 1 – 4)

Thinking Skills — Job Task Planning and Organizing

Tasks Performed
Many card games require you to order and sort your cards (e.g., Hearts, Gin Rummy, Bridge). (Level 1)

Thinking Skills — Significant Use of Memory

Tasks Performed
Most card games require you to know various hands and the best scoring hands and rules. (Level 1 – 3)
Trivia games require you to pull from your knowledge on various topics. (Level 3 – 4)

Thinking Skills — Finding Information

Tasks Performed
Read various magazines and books on card and board games to find best ways to win. (Level 3)

Working With Others

Tasks Performed
Most games require playing against others or with others. It is a unique situation where someone could be your opponent but also a family member. It is important to be a good winner and a good loser.

Computer Use

Tasks Performed
Play board and card games on-line. (Level 1)
Research various game playing instructions. (Level 2 – 3)

Continuous Learning

Tasks Performed
Take a class on playing a card game (Bridge) or a board game (chess). (Level 3)

Learning Activity #1 (low level)

Leisure Activity: Playing Board Games (Playing Monopoly®)

Essential Skills: Money Math, Measurement, Document Use, Critical Thinking, Working with Others

Lead Statement: Board games use a game board and playing pieces. They can also include dice, “play” money and written instructions. Monopoly® is an example of a traditional board game. The object of Monopoly® is to become the wealthiest player through buying, renting and selling property.

Learning Activity:



Sarah and her two friends, Tony and Nick, are playing Monopoly® this weekend. Sarah owns a number of properties including both utilities: Electric Company and Water Works.

It's Sarah's friend Tony's turn next. His playing piece is on New York Avenue. He rolls the dice and moves 9 spaces to land on Water Works.

“Yes!” says Sarah.

Tony asks, “How much do I owe you?”

“Let's see,” Sarah replies and finds the deed card for Water Works.

Tony looks at the card. “I owe you four times the amount on the dice,” he said. “That's only 4×9 ...hmmm, 36. That's only \$36!”

“Not exactly,” says Sarah, reading the deed card carefully. “I own **both** utilities.”

TASK ONE: What is the rule that Tony must follow? He has landed on one utility and Sarah owns both utilities.

TASK TWO: How much does Tony owe Sarah for rent?

Essential Skill Level: Essential Skills level 1 – 2

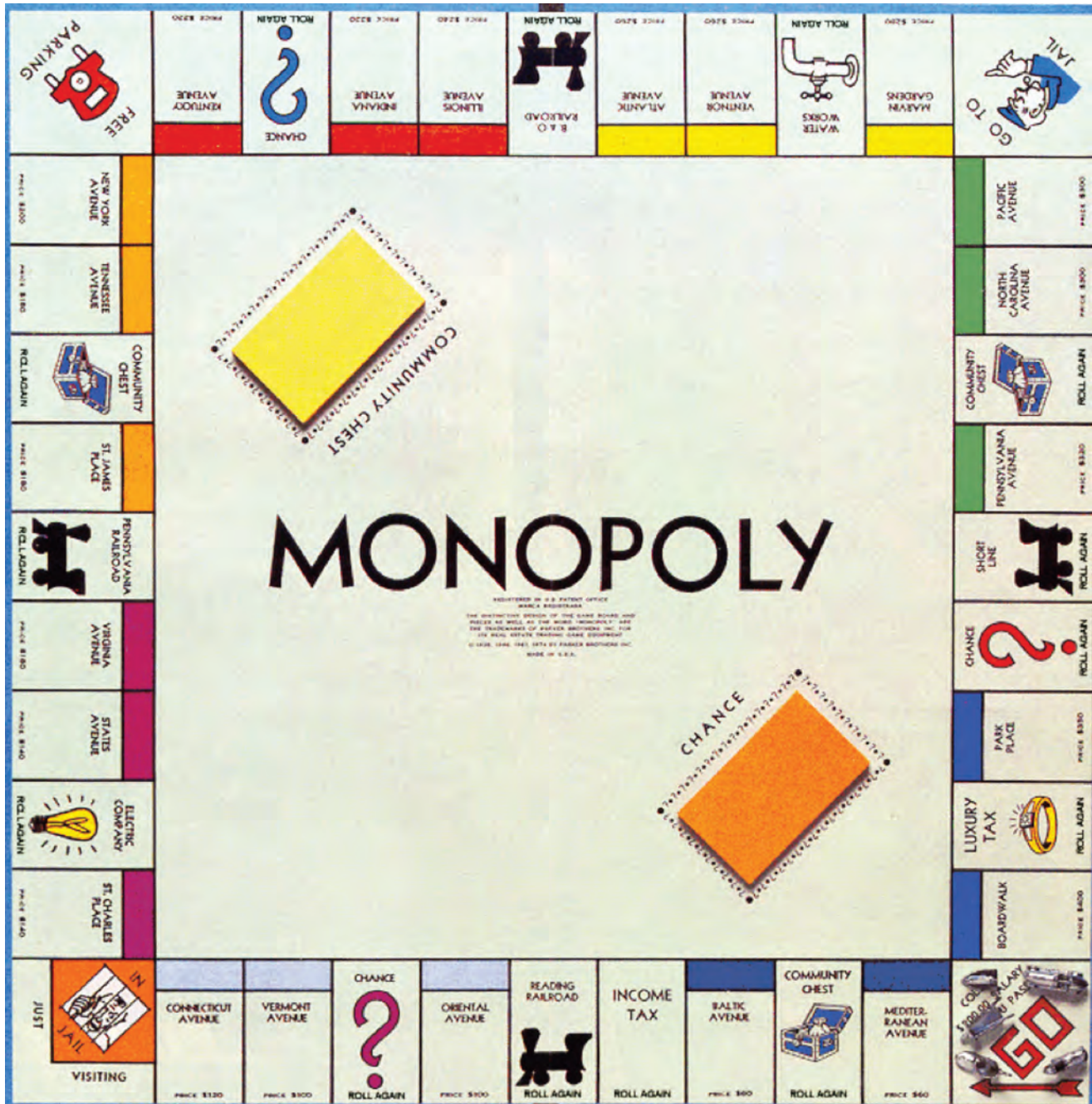
Corresponding Documents: Dice image, Monopoly Board, Deed cards. This activity could also be reproduced using different Monopoly versions and deed cards. Players could practice using Monopoly money.




Something to Think About:

Plan a ‘game day’ in the program where learners bring in different board games and as a group you identify the different Essential Skills used in the different games. Point out the **Document Use** and **Working with Others** skills that are often overlooked as important skills. Consider using an actual Monopoly game as your authentic document if possible.

Documents to Use with Learning Activity #1 (low level)



Reprinted with permission from Hasbro Inc.




WATER WORKS

If one "Utility" is owned
rent is 4 times amount shown
on dice.

If both "Utilities" are owned
rent is 10 times amount shown
on dice.

Mortgage Value \$75.

©1935 Hasbro, Inc.




ELECTRIC COMPANY

If one "Utility" is owned
rent is 4 times amount shown
on dice.

If both "Utilities" are owned
rent is 10 times amount shown
on dice.

Mortgage Value \$75.

©1935 Hasbro, Inc.



READING RAILROAD


Rent	\$25.
If 2 R.R.'s are owned	50.
If 3 " " "	100.
If 4 " " "	200.
Mortgage Value	100.

©1935 Hasbro, Inc.

Steps to the Answer for Activity #1 (low level)

Learning Activity:

You need to figure out how much Tony needs to pay Sarah for landing on her Water Works property.

 **TASK ONE:** What is the rule that Tony must follow? He has landed on one utility and Sarah owns both utilities.

Steps to the Answer:

- 1 Scan the information on the Water Works deed card.
- 2 Look for key words **both** and **utilities**.
- 3 Read “If both utilities are owned rent is 10 times amount shown on dice.”
- 4 Decide that when a player lands on one of your utilities and you own both that the player has to pay you 10 times the amount shown on the dice.

 **TASK TWO:** How much does Tony owe Sarah for rent?

Steps to the Answer

- 1 See the numbers on the dice are 3 and 6 and add them together.
- 2 Decide $3 + 6 = 9$.
- 3 Remember the rule that when you own both utilities a player has to pay you 10 times the amount shown on the dice.
- 4 Decide you need to multiply 9×10 .
- 5 Decide $9 \times 10 = 90$.
- 6 Understand that the number 90 translates into dollars to determine the amount of rent to pay.
- 7 Decide Tony needs to pay Sarah \$90 rent for landing on Water Works.

Learning Activity #2 (high level)

Leisure Activity: Playing Board Games (Playing Monopoly®)

Essential Skills: Document Use, Reading, Money Math, Critical Thinking

Lead Statement: Board games use a game board and playing pieces. They can also include dice, “play” money and written instructions. Monopoly® is an example of a traditional board game. The object of Monopoly® is to become the wealthiest player through buying, renting and selling property.

Learning Activity:

Sarah, Tony and Nick are playing Monopoly. Nick is the banker in charge of the bank, which includes the money, deed cards, houses and hotels.

Tony owns all three “yellow” properties: Marvin Gardens, Ventnor Ave. and Atlantic Ave. He decides that he wants to add houses to increase the value of these properties.

“I want to buy some houses for my yellow properties,” says Tony.

“How many?” asks Nick.

“I’ll buy three houses,” says Tony.

TASK ONE: How much will it cost Tony to buy three houses for his yellow properties?

Tony gave Nick the money to buy the houses.

“I am going to put one house on Atlantic Avenue and two on Ventnor Avenue,” he said.

“You can’t do that,” said Nick.

“Why not?” Tony demanded.

“Here are the instructions: read them!” said Nick.

“It will take too long!” Tony protested.

“Just read the section on **Houses**,” Nick advised.

TASK TWO: What do the rules say about erecting houses? Decide where Tony must erect his three houses.

Essential Skill Level: 1 – 2

Corresponding Documents: Deed cards, game instructions. This activity could also be reproduced using different Monopoly versions and deed cards. Players could practice using Monopoly money.



Something to Think About:

Plan a ‘game day’ in the program where learners bring in different board games and as a group you identify the different Essential Skills used in the different games. Point out the **Document Use** and **Working with Others** skills that are often overlooked as important skills. Consider using an actual Monopoly game as your authentic document if possible.

Documents to use with learning activity #2 (high level)

Monopoly Rules

Houses

When you own all of the properties of a color-group you may buy houses from the Bank and erect them on those properties. If you buy one house, you may put it on any one of those properties. The next house you buy must be erected on one of the unimproved properties of this or any other complete color-group you may own.

The price you must pay the Bank for each house is shown on the Title Deed card for the property on which you erect the house. The owner can still collect double rent from an opponent who lands on the unimproved properties of his/her complete color-group.

Following the above rules, you may buy and erect at any time as many houses as your judgment and financial standing will allow. But you must build **evenly**, i.e., you cannot erect more than one house on any one property of any color-group until you have built one house on every property of that group.

You may then begin on the second row of houses, and so on, up to a limit of four houses to a property. For example, you cannot build three houses on one property if you have only one house on another property of that group. As you build evenly, you must also break down evenly if you sell houses back to the Bank (see SELLING PROPERTY).

TITLE DEED ATLANTIC AVE.	
RENT \$22	
With 1 House	\$ 110
With 2 Houses	330
With 3 Houses	800
With 4 Houses	975
With HOTEL \$1150	
Mortgage Value \$130	
Houses cost \$150 each	
Hotels, \$150, plus 4 houses	
<p>If a player owns ALL the Lots of any Colour-Group, the rent is Doubled on Unimproved Lots in that group. 1935 Hasbro, Inc.</p>	

TITLE DEED VENTNOR AVE.	
RENT \$22	
With 1 House	\$ 110
With 2 Houses	330
With 3 Houses	800
With 4 Houses	975
With HOTEL \$1150	
Mortgage Value \$130	
Houses cost \$150 each	
Hotels, \$150, plus 4 houses	
<p>If a player owns ALL the Lots of any Colour-Group, the rent is Doubled on Unimproved Lots in that group. 1935 Hasbro, Inc.</p>	

Steps to the Answer for Learning Activity #2 (high level)

Learning Activity:

Tony needs to figure out how much money he has to pay for three houses and where he is allowed to place them.

 **TASK ONE:** How much will it cost Tony to buy three houses for his yellow properties?

Steps to the Answer:

- 1 Scan the information on the yellow deed cards: Ventnor Ave. and Atlantic Ave. Look for key words "**houses cost.**"
- 2 Read "Houses cost \$150 each."
- 3 Remember that Tony is buying three houses.
- 4 Decide that Tony needs to multiply 3×150 .
- 5 Determine that $3 \times 150 = 450$.
- 6 Decide that Tony needs to pay \$450 to purchase three houses for his yellow properties.

 **TASK TWO:** What do the rules say about erecting houses? Decide where Tony must erect his three houses.

Steps to the Answer:

- 1 Refer to Monopoly Game Rules regarding **Houses**.
- 2 Find key pieces of information regarding the rules on erecting houses.
- 3 Read: If you buy one house, you may put it on any one of those properties. The next house you buy must be erected on one of the unimproved properties of this or any other complete colour-group you may own.
- 4 Also read: Following the above rules, you may buy and erect at any time as many houses as your judgment and financial standing will allow. But you must build **evenly**, i.e., you cannot erect more than one house on any one property of any colour-group until you have built one house on every property of that group.
- 5 Decide that the rules state that houses must be erected evenly on properties within a single colour-group.
- 6 Decide that Tony must build on all three of his yellow properties before erecting two houses on Ventnor Ave.

ACTIVITY OCCUPATION CHART

Matching Skills from Leisure Activity to Skills Required in National Occupational Classification (NOC) Profiles

People who frequently play board games and people who frequently play cards develop Essential Skills that are required in the occupations listed below.

Most Important Essential Skills of Leisure/Home-based Activity	Customer Service Representatives — Financial Services (NOC 1433)	Mail, Postal and Related Clerks (NOC 1461)
<p>Money Math</p> <ul style="list-style-type: none"> ▶ Purchase cards and board games. (Level 1) ▶ Bett on card games (i.e., Poker, Black Jack). (Level 2) ▶ Use game money (i.e., Monopoly). (Level 1 – 2) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Count during card games (Black Jack, cribbage, 99, etc.), use dice in board games or peg in cribbage. (Level 1) <p>Critical Thinking</p> <ul style="list-style-type: none"> ▶ Make choices within many routes (i.e., checkers, chess). (Level 1 – 3) ▶ Make the best hand out of the cards you have (i.e., poker, cribbage). (Level 1 – 4) <p>Working with Others</p> <ul style="list-style-type: none"> ▶ Most games require you to play against others or with others. It is a unique situation where someone could be your opponent but also a family member. It is important to be a good winner and a good loser. 	<p>Money Math</p> <ul style="list-style-type: none"> ▶ Take in money from customers to deposit to accounts, pay bills or make investments. (NOC 1433 level 1) ▶ Count, add and subtract money during banking transactions. (NOC 1433 level 1) ▶ Withdraw money from customers' accounts at their request. (NOC 1433 level 1) ▶ Calculate foreign exchange conversions and service fees. (NOC 1 433 level 2) ▶ Rent safety deposit boxes to senior citizens, prorating yearly fees and applying seniors' discounts. (NOC 1433 level 3) <p>Working With Others</p> <ul style="list-style-type: none"> ▶ Customer service representatives in this unit group mainly work independently serving customers. They may share a wicket or computer with a partner and must co-ordinate activities with them. They work as a team with other bank staff to provide effective customer service. <p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Receive instructions or requests from customers and supervisors. (NOC 1433 level 1) ▶ Answer customer questions. (NOC 1433 level 1) ▶ Ask co-workers or supervisors for information or help. (NOC 1433 level 1) 	<p>Money Math</p> <ul style="list-style-type: none"> ▶ Total customers' bills when selling postal services or when charging senders for returned mail. (NOC 1461 level 1) ▶ Accept payment from customers in the form of cash, cheques, credit cards and debit cards, verify that the amount is correct and give change. (NOC 1461 level 1) ▶ Convert between American and Canadian currency when cashing or selling money orders. (NOC 1461 level 2) <p>Measurement and Calculation</p> <ul style="list-style-type: none"> ▶ Measure parcels to find out if they exceed measurement restrictions and weigh them to determine pricing options. (NOC 1461 level 1) <p>Working With Others</p> <ul style="list-style-type: none"> ▶ Mail, postal and related clerks mainly work independently. They may co-ordinate their work with co-workers, such as rotating their duties on sorting machines according to predetermined schedules. For safety reasons, mail sorters may work with a partner or helper when using sorting machines. Mail, postal and related clerks may work as members of a team to provide efficient and reliable services to customers. However, some work alone in retail outlets.

Most Important Essential Skills of Leisure/Home-based Activity	Customer Service Representatives — Financial Services (NOC 1433)	Mail, Postal and Related Clerks (NOC 1461)
	<p>Scheduling or Budgeting and Accounting</p> <ul style="list-style-type: none"> ▶ Record financial transactions on computer systems. (NOC 1433 level 1) ▶ Record and balance all transactions at the end of the day. (NOC 1433 level 2) ▶ Make calculations to determine which type of account will be most suitable for a client's use, based on cost and convenience. (NOC 1433 level 2) 	<p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Receive assignments and priorities from supervisors. (NOC 1461 level 1) ▶ Speak with postal truck drivers regarding incoming or outgoing mail. (NOC 1461 level 1) ▶ Communicate with repair persons or suppliers, such as drivers or clerks from bus companies, to answer their questions. (NOC 1461 level 1) ▶ Call to other workers in the mail room to bring misdirected mail to their attention. (NOC 1461 level 1) ▶ Receive direction from supervisors on what to do about problems such as large volumes of parcels at the outlet, unavailability of mail-transport vehicles or lack of sufficient staff. (NOC 1461 level 1) ▶ Co-ordinate work with co-workers by discussing what tasks have been completed and what needs to be done next. (NOC 1461 level 1) ▶ Discuss customer accounts with co-workers or the billing department. (NOC 1461 level 1) ▶ Explain delivery routes and postal service options to customers. (NOC 1461 level 1) <p>Numerical Estimation</p> <ul style="list-style-type: none"> ▶ Estimate delivery times and service costs for letters and packages. (NOC 1461 level 2)

Labour Market Information

NOC 1433 — Customer Service Representatives — Financial Services

People who frequently play board games and who frequently play cards develop Essential Skills required of this occupation.

Customer service representatives in this unit group process customers' financial transactions and provide information on related banking products and services. They are **employed by banks, trust companies, credit unions and similar financial institutions.**

- ▶ bank teller
- ▶ credit union teller
- ▶ financial customer service representative
- ▶ foreign exchange teller — financial services

The employment prospects for this occupation are fair to good. There is a high turn over rate within this field as workers move on to jobs offering more responsibility.

As of February 2010, the London-Woodstock area was considered to have the best potential for employment in this field. This is due to the high number of customer contact centres that provide financial services.

Individuals will be more likely to be hired if they have good communication and customer service skills.



More information on this occupation can be found at the Institute of Canadian Bankers www.icb.org

NOC 1461 — Mail, Postal and Related Clerks

People who frequently play board games and who frequently play cards develop Essential Skills required of this occupation.

This unit group includes clerks who process and sort mail and parcels in post offices, mail processing plants and internal mail rooms, and clerks who serve customers and record transactions at sales counters and postal wickets. Mail, postal and related clerks are **employed by Canada Post Corporation, courier and parcel express companies and establishments throughout the public and private sectors.**

- ▶ bus parcel express clerk
- ▶ express mail service clerk
- ▶ mail clerk
- ▶ mail room clerk
- ▶ mail sorter
- ▶ postal clerk
- ▶ postal counter clerk
- ▶ postal wicket clerk
- ▶ railway mail clerk

The employment prospects for this occupation were considered to be limited in the past and no current labour market information is available on this specific occupation. The prospects are most likely to be limited in the future as the growth rate for this occupation has remained below average in the past decade.

Individuals with skills in electronic information handling technology will have better opportunities at employment in this field.

Fictional Case Study #1

People who frequently play board games and play cards develop Essential Skills required of being a customer service representative-financial services. Essential Skills commonly used when playing board games and cards and in this occupation include **Numeracy** (Money Math) and **Working with Others**.

Worker: Nick
Job Title: Banking Clerk
NOC: 1433 — Customer Service Representative-
 Financial
Leisure Activity: Board Games
Overlapping Essential Skills: Numeracy and Working with Others

Nick's Story

Nick has been working in the bank for a few months now. He helps clients with their money deposits, withdrawals, transfers and bill payments. He still needs help when it comes to activities like foreign exchange and travellers' cheques, but he is learning quickly.

Nick has always wanted to work in a bank. Even when he plays Monopoly with his friends, Tony and Sarah, Nick likes to be the banker. He pays attention to details on the deed cards and is always very accurate when calculating the costs of properties, houses and hotels. When you work in a bank, details really count. Imagine what would happen if Nick moved a decimal point the wrong way! He is also scrupulously honest — even when he's losing badly at Monopoly!

Nick enjoys working in the busy atmosphere of the bank. There is always lots going on. He gets along well with his colleagues and supervisors. Nick also provides excellent customer service. He is very comfortable interacting with people.

Nick recently passed his probationary period at the bank. His supervisor was very pleased with his progress. Nick expressed an interest in learning more about banking and taking courses offered through the bank.

"You have the kind of skills and desire to learn we are looking for in our employees," his supervisor had said to him. Nick had thanked her.

Nick looks forward to improving his skills and knowledge as a bank clerk. He took courses through the bank and increased his knowledge of loans and investments. But he also continues to practise his skills in his monthly Monopoly games with Tony and Sarah.

Fictional Case Study #2

People who frequently play board games and play cards develop Essential Skills required of being a mail, postal and related clerk. Essential Skills used commonly when playing board games and cards and in this occupation include **Numeracy** (Money Math, Measurement and Calculation) and **Working with Others**.

Worker: Sarah
Job Title:..... Postal Clerk
NOC:..... 1461 — Postal Clerk
Leisure Activity: Board Games
Overlapping Essential Skills: Numeracy, Working with Others

Sarah's Story

Sarah works as a postal clerk in a small post office. She deals with customers and their mail, including some mail sorting. Sarah has two main roles in the post office: she sorts mail to postal boxes located in the post office and she serves customers who require Canada Post products and services. Sarah must have excellent knowledge of Canada Post products and procedures. She must be able to find the product which best serves the needs of each individual customer. Sarah spends lots of time dealing with customers. She uses a computer to determine the prices of products and how much it will cost to send items using one of the many products Canada Post offers. When she receives items from customers, she checks them to ensure that addresses are legible and correct. She also makes sure that sufficient postage has been paid or the appropriate documentation is attached. For this kind of work Sarah needs a good eye for detail. She needs to be able to read short pieces of information (like addresses) quickly and accurately. She needs to be able to work with money accurately as well because she is required to balance her till every evening when she completes her shift. Sarah enjoys her work. Other areas of Sarah's life reflect the skills Sarah uses at the post office. For example, Sarah's apartment is very tidy and nicely decorated. She budgets her money carefully each month. Sarah's eye for detail even helps when she is playing Monopoly with her friends. They can always depend on her to have the deed cards memorized.

Sarah also enjoys people. She likes interacting with the customers she meets each day. She has good relationships with her supervisor and her co-workers. Her ability to work and interact well with others also shows up in other parts of her life. Sarah has a wide circle of friends and acquaintances. She especially enjoys hanging out with her friends, Tony and Nick. The three of them try to get together for a game of Monopoly about once a month. Sarah is a great Monopoly player, and she usually wins, but she always encourages Nick and Tony in their play. They never feel bad losing to Sarah.

Sarah realizes that activities like getting together with friends to play Monopoly actually help her at work. She gets to practise reading detailed information as she would at the post office. Using Monopoly money and buying properties actually helps her with real money activities. She also practises her "people skills," which make Sarah a great co-worker and the kind of postal clerk that customers really appreciate.

Reading for Pleasure



Essential Skills Profile

(Adapted from the Ontario Skills Passport Workplan)

Most Important Essential Skills (also shaded):

- ▶ Reading Text
- ▶ Oral Communication
- ▶ Thinking Skills (Critical Thinking)

ES Tasks/Level: Skill levels are assigned to workplace tasks. Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Reading Text

Tasks Performed

Read short magazine articles. (Level 2)

Read newspapers and longer magazine articles. (Level 3)

Read novels. (Level 3 – 4)

Document Use

Tasks Performed

Use signs to find various sections for reading materials in stores. (Level 1)

Writing

Tasks Performed

N/A

Numeracy — Money Math

Tasks Performed

Purchase books/magazines. (Level 1)

Numeracy — Scheduling or Budgeting and Accounting

Tasks Performed

Budget monies for purchasing magazines/books. (Level 1)

Numeracy — Measurement and Calculation

Tasks Performed

N/A

Numeracy — Data Analysis**Tasks Performed**

N/A

Numeracy — Numerical Estimation**Tasks Performed**

Estimate the savings if you purchase a member's card at book stores. (Level 2 – 3)

Oral Communication**Tasks Performed**

Ask sales people for the location of certain books/magazines. (Level 1)

Ask sales people/friends for their recommendations on reading materials. (Level 2 – 3)

Thinking Skills — Problem Solving**Tasks Performed**

When reading a detective or mystery novel, attempt to figure out the "who-dunnit" before the end of the book. (Level 3)

Thinking Skills — Decision Making**Tasks Performed**

Decide what books/magazines to purchase. (Level 1)

Thinking Skills — Critical Thinking**Tasks Performed**

Compare experiences of characters in a book to your life experiences. (Level 3 – 4)

Thinking Skills — Job Task Planning and Organizing**Tasks Performed**

Plan for best times to read uninterrupted. (Level 1)

Thinking Skills — Significant Use of Memory**Tasks Performed**

Some novels require you to remember various characters. (Level 1)

Thinking Skills — Finding Information**Tasks Performed**

Find what other books a favourite writer has written. (Level 2)

Working with Others**Tasks Performed**

N/A

Computer Use

Tasks Performed
Order books over the Internet. (Level 2 – 3)
Read books online. (Level 3)

Continuous Learning

Tasks Performed
Learn informally from reading.

Learning Activity #1 (low level)

Leisure Activity: Reading for Pleasure

Essential Skill: Reading Text (primary skill), Oral Communication (secondary skill)

Lead Statement: Reading for pleasure is a hobby that involves selecting written material for entertainment or personal interest. It is an enjoyable activity that requires the hobbyist to read text from a broad selection of material ranging anywhere from online news articles to romance novels and tabloid magazines.

Learning Activity:

Read the article: **Tips on how to start your own book club**

- 1 Book clubs are a great way to do what?
- 2 What **don't** you need a lot of in order to start a book club?
- 3 What two steps should you take after you find a group of interested club members?
- 4 If you do not hold your book club meeting at your home, where else could you meet?
- 5 What is a mediator?
- 6 What should your book club do to decide if a mediator should be used?
- 7 Describe one way book clubs choose the books they will be reading. What does the word founder mean in this article? (hint: use a dictionary to locate a definition)
- 8 **Survey your class:** Ask your fellow classmates if anyone has ever been part of a book club. Record the number of students who have and have not been members of a book club. Next, ask classmates if they are interested in joining a book club. Record the number of students who are and are not interested in joining a book club.

Essential Skill Level: Level 1

Corresponding Document: Article: **Tips on how to start your own book club**



Something to Think About:

If there is enough interest, consider starting an actual book club within your program. You may have to seek out learners in other programs or classrooms. Completing the activity tasks and then putting them into practice with the learners will increase the authenticity of the activity. If there is not interest within the program, encourage the learner(s) to try and start their own book club with family or friends.

Document to Use with Learning Activity #1 (low level)

Tips on How to Start Your Own Book Club

Have you ever read a really great book and wanted to talk about it with your friends? If so, you should consider starting a book club! Book clubs are a great way to meet new friends, while sharing a common interest in reading. You can discuss books like the latest best seller from **The New York Times**, or a classic novel you have always wanted to read. You could even discuss magazine articles or short stories. You don't need much money or any special facilities to start, but you do need to be organized.

Here are some important steps for starting your own club...

- 1 Find your members:** Every club needs members. Talk to friends, family, or members of your gym or church and start to gather a list of people who are interested in reading. You only need a group of 5 to 10 people (remember, not everyone will be able to make it to each meeting and some people drop out). Once you find some interested members, take down their numbers and then give each one a call asking them to attend your first meeting.
- 2 Hold your first meeting:** Your first meeting is very important. You can hold it at your home, or even at a public place like a coffee shop or park. At your first meeting you will want to introduce everyone and organize the group. You should set a time and day each month to hold the upcoming meetings, decide who will host the next meeting and who will provide refreshments.
- 3 Decide if you want a mediator:** A mediator is someone who ensures that the book discussion does not get off topic, or that one person does not 'hog' all the discussion time. Some book clubs are very serious about keeping the discussion focused on the book **only**, some clubs don't mind if the conversation wanders. Your group should vote on what type of atmosphere it wants. You may determine this at the first meeting, or wait and see how your group feels after a few meetings.
- 4 Choose your books:** Some clubs like to choose all their books at the first meeting and provide a list for the year, but some clubs let the host choose the book each month. Decide what way you would like to choose your books.
- 5 Write everything down:** As the founder of your club you should make sure you record everyone's name and number, the books you have chosen, and the meeting time and place. If you have done all of this, you are off to a great start!

**Book Clubs are a great way to make friends and learn new things.
Try starting one this month!**

Steps to the Answer for Learning Activity #1 (low level)

Learning Activity:

Reading for Pleasure: **Tips on how to start a book club**

Essential Skills: Reading Text (primary), Oral Communication (secondary)



Steps to the Answers (one way):



TASK 1

Answer: Book clubs are a great way to meet new friends, while sharing a common interest in reading.

- 1 Scan opening paragraph.
- 2 Locate the sentence “Book clubs are a great way to [...]”
- 3 Decide that the remainder of the sentence answers the question.
- 4 Record the answer on paper.



TASK 2

Answer: money or special facilities

- 1 Scan the article.
- 2 Locate the phrase “you don’t need [...]”
- 3 Decide that ‘money’ and ‘special facilities’ are the elements that are not required to start a book club.
- 4 Record the answer on paper.



TASK 3

Answer: Take down their phone numbers and call to ask them to attend the first meeting.

- 1 Scan Step 1 in the article.
- 2 Locate the phrase “Once you have found some interested members [...]”
- 3 Decide that the two points following this phrase answer the question.
- 4 Record these points on paper.



TASK 4

Answer: in a coffee shop or park (Note: some students may offer other options in addition to the answer located in the text. Other examples may include a restaurant, school or library.)

- 1 Scan Step 2 in the article.
- 2 Locate the information pertaining to where to hold a first meeting.
- 3 Decide that a public place like a 'café' or 'park' is the alternative to hosting at home.
- 4 Record these two alternative locations on paper.

**TASK 5**

Answer: A mediator is someone who ensures that the discussion does not get off topic, or that one person does not 'hog' all the discussion time.

- 1 Scan Step 3 in the article.
- 2 Locate the first sentence beginning with "A mediator is someone who [...]"
- 3 Decide that the remainder of the sentence answers the question by providing a definition.
- 4 Record the remainder of the sentence on paper.

**TASK 6**

Answer: Vote

- 1 Scan Step 3 in the article.
- 2 Locate the sentence starting with "Your group should [...]"
- 3 Decide that voting is the advice given for determining whether or not the group wants a mediator.
- 4 Record the answer on paper.

**TASK 7**

Answer: Choose all books at the first meeting for the year OR let the host choose each month.

- 1 Scan Step 4 in the article.
- 2 Locate the two different methods of determining book selections.
- 3 Select one of the two methods as your answer.
- 4 Record the one method on paper.

**TASK 8**

Answer: "A person who founds or establishes" (or other similar definition)

- 1 Find a dictionary (book or online).
- 2 Locate the word 'founder' in the dictionary by looking under 'f.'
- 3 Scan the various definitions.

- 4 Decide that the definition “a person who founds or establishes” best defines the use of the word founder, as it pertains to the article on starting a book club.
- 5 Record the definition on paper.



TASK 9

Answer: will vary depending on class survey results; however, students should record four possible answers

e.g., Have you been part of a book club? YES: 2 NO: 15

e.g., Are you interested in joining a book club? YES: 7 NO: 10

- 1 Approach classmates and verbally ask the first question, followed by the second question.
- 2 Record answers on paper or in chart form.

Learning Activity #2 (high level)

Leisure Activity: Reading for Pleasure

Essential Skills: Reading Text, Thinking skills (Critical Thinking)

Lead Statement: Reading for pleasure is a hobby that involves selecting written material for entertainment or for personal interest. It is an enjoyable activity that requires the hobbyist to read text from a broad selection of material ranging anywhere from online news articles to romance novels and tabloid magazines.

Learning Activity:

NOTE to STUDENTS: A **book blurb** is the information found in the book jacket or on the back of the book that summarizes the story. It is usually a paragraph or two long and sometimes includes opinions or reviews from people who have already read the book.

- 1 Read the book blurb for **In the Nick of Time**.
- 2 Based on the information provided in this book blurb, what type of story do you think this will be?
- 3 Locate four different phrases within the blurb that gave you clues as to what type of story this will be.
- 4 Who is the main character in this story? How do you know?
- 5 In your opinion, why do you think books need blurbs?
- 6 If a book did not have a blurb, what are two other clues found on the cover that could help a reader decide if he/she should read that particular book?
- 7 The title of this book is called **In the Nick of Time**. Based on what you know about this book, write a new title that could be used instead.
- 8 Many books include a quote or a positive review from someone who has read the book. Imagine you are hired for this job and write two short reviews that could accompany the blurb for the book **In the Nick of Time**. (Hint: you can look for examples on the back of a novel you own, or one in the classroom.)
- 9 Read the two book blurbs on the second page. What book would you rather read and why do you think it appeals to you?

Essential Skill Level: Level 2 – 3

Corresponding Document: Student handout of book blurbs from fictional novels.



Something to Think About:

Consider taking this activity one step further for learners who enjoy reading for pleasure, especially in the genre covered in the documents, and read the book in class or as a homework assignment. A field trip to the library or a book store can further build on Essential Skills by having the learners look up the book title and purchase and/or borrow it.

To make the activity less difficult, you can eliminate question 9 in the learning activity and the second page of the corresponding documents.

Documents to Use with Learning Activity #2 (high level)



When yet another female body is discovered in a downtown Toronto park, Special Investigations Agent Nick Greene & partner Tom Andrews are sent on a wild chase for a quick working serial killer. Under constant pressure from both the media and public, along with threatening messages from the killer, the agents race against time to catch the criminal before he strikes again.

But when agent Greene discovers messages from the killer in his own home, things get personal and he realizes he may just be the next victim. This is like no other case he's seen before and Greene makes a bold decision that changes everything, forever...



Christine has had a tough life. She always feels like a dark rain cloud is following her around where ever she goes. Her mom is always on her case, she can't hold down a steady job and her boyfriend, well, who knows what he's been up to lately!

So when Christine meets someone who promises her more than she has ever imagined, she's willing to change everything about her life as she now knows it.

But will it be a risk worth taking?



In the year 2092 the landscape of our earth is barely recognizable. Borders have fallen, resources are rationed and morale is low. Carter Thomas, the newly appointed president of the independent *Subtar Division* has decided that the government must take drastic measures if the human race is to have a hope of survival.

President Thomas is responsible for making some of the most important decisions about our dying planet, yet he harbors an important secret that he cannot share with anyone.

Thomas knows what *should* be done for his people, but can he actually do it?

Steps to the Answer for Learning Activity #2 (high level)

Learning Activity:

Reading for Pleasure: Examining the Book Blurb

Essential Skills: Reading Text, Thinking Skills (Critical Thinking)

Steps to the Answers (one way):



TASK 2

Answer: A suspense, thriller or mystery novel



Steps to the answer:

- 1 Scan written text of the book blurb.
- 2 Identify the theme of high suspense crime and investigation by focusing on theme phrases such as “special agent,” “serial killer,” “wild chase” etc.
- 3 Decide that these words/phrases sound much like the elements thematically present in a suspense or mystery genre material.
- 4 Record the educated assumption using vocabulary such as “a mystery novel,” “a suspense novel,” or “a thriller.”



TASK 3

Answer: Any four of the following phrases: “body is discovered,” “special agent,” “wild chase,” “under constant pressure,” “serial killer,” “race against time,” “threatening messages,” “next victim,” “bold decision.”



Steps to the answer:

- 1 Scan written text of book blurb.
- 2 Using critical thinking skills, re-locate key words that are typically found in the genre of mystery or suspense writing.
- 3 Highlight or circle four different phrases that provide clues suggesting this book blurb is for a mystery or suspense novel.
- 4 Record the four phrases.



TASK 4

Answer: Special Agent Nick Greene



Steps to the answer:

- 1 Scan the written text of the second paragraph in the blurb and scan the title of the book.

- 2 Determine that both the title and the majority of the blurb focus on describing the actions of the character Nick Greene.
- 3 Decide that Nick Green is therefore the main character.
- 4 Record the name on paper.

**TASK 5**

Answer: Books have blurbs to provide the reader with 1) information on the content of the book, but are also used to 2) entice the reader to continue reading it, or to 3) purchase it at a book store (accept any answer that makes these key points).

**Steps to the answer:**

- 1 Using critical thinking skills, consider the purpose of a book blurb and why it is important to the reader. Consider how difficult it would be to choose a book to read without any information available.
- 2 Decide that book blurbs therefore serve to provide information to the reader.
- 3 Decide that book blurbs help attract a reader to that book and entice the reader to find out what will happen in the story.
- 4 Decide that blurbs will help a person decide if he/she will buy a book.
- 5 Record these reasons on paper.

**TASK 6**

Answer: The title, the picture on the cover (cover art) and/or the author

**Steps to the answer:**

- 1 Scan the image of the book cover and its accompanying text.
- 2 Locate key pieces of information such as the title of the book, the cover art and the author's name.
- 3 Using critical thinking skills, decide that a) the title gives clues about the main character and theme, b) that the cover art reinforces the title clues and provides visual confirmation of the theme and tone of the book, c) decide that a best selling author may attract readers based on reputation or familiarity.
- 4 Choose two of the possible cover clues and record them along with an explanation.

**TASK 7 AND TASK 8****Answers:**

To complete both task 7 and 8 the learner must extend his/her understanding of the written text, combined with critical thinking skills, to creatively construct a unique new title for the book and two fictional reviews.

Book titles and reviews will vary greatly, but look for evidence of a learner's understanding of the purpose of a title (e.g., it should capture the theme or tone, should not be more than a few words long, should grab a reader's attention) and the purpose of a review (e.g., it should be positive and enthusiastic, but short and to the point). Any examples that reflect this understanding are acceptable.



TASK 9

Answer:

Learner answers will vary greatly. Learner may explain why he/she chose one of the two books based on points such as connections to his or her life, interests, experiences, or wanting to know or learn about something new. Accept any reasonable answer that demonstrates an understanding about why he/she may be attracted to a certain story.

ACTIVITY OCCUPATION CHART

Matching Skills from Leisure Activity to Skills Required in National Occupational Classification (NOC) Profiles

Activity: Reading for Pleasure—People who frequently read for pleasure develop Essential Skills that are required of people who work in the occupations listed below

Essential Skills Profile of Leisure/ Home-based Activity	Records Management and Filing Clerks (NOC 1413)	Pest Controllers and Fumigators (NOC 7444)
<p>Reading Text</p> <ul style="list-style-type: none"> ▶ Read short magazine articles. (Level 2) ▶ Read newspapers and longer magazine articles. (Level 3) ▶ Read novels. (Level 3 – 4) <p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Ask sales people for the location of certain books/magazines. (Level 1) ▶ Ask sales people/friends for their recommendations on reading materials. (Level 2 – 3) <p>Critical Thinking</p> <ul style="list-style-type: none"> ▶ Compare experiences of characters in a book to your life experiences. (Level 3 – 4) 	<p>Reading Text</p> <ul style="list-style-type: none"> ▶ Read memos with information about new procedures or policies. (NOC 1413 level 1) ▶ Scan notes, letters, invoices and reports to determine where to file them. (NOC 1413 level 1) ▶ Scan files to locate misfiled documents. (NOC 1413 level 1) ▶ Review agendas for upcoming meetings to plan for items which will require your input. (NOC 1413 level 2) ▶ Refer to the Information or Privacy Act or other pieces of legislation to learn the required retention period for various documents. (NOC 1413 level 3) ▶ Refer to the Administrative Records Classification System (ARCS) or similar manuals which provide instructions on how to classify, file, retrieve and dispose of documents. (NOC 1413 level 3) <p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Interact with clients to receive instructions and clarify requests. (NOC 1413 level 1) ▶ Speak with couriers when sending or receiving packages. (NOC 1413 level 1) ▶ Co-ordinate work with other support staff within the section, or with other departments. (NOC 1413 level 2) ▶ Discuss priorities and goals with supervisors. (NOC 1413 level 2) 	<p>Reading Text</p> <ul style="list-style-type: none"> ▶ Read chemical labels on fumigation products to identify hazards in application. (NOC 7444 level 1) ▶ Read memos from supervisors stipulating which pesticides to use for certain jobs. (NOC 7444 level 1) ▶ Read service tickets which outline the type of infestation and special instructions for fumigation. (NOC 7444 level 1) ▶ Read trade journals to find information on new chemicals or ways to treat specific pest infestations. (NOC 7444 level 2) ▶ Read brochures from suppliers of fumigation products to learn about proper application of the product. (NOC 7444 level 2) ▶ Read pest control handbooks to identify species and determine effective control measures. (NOC 7444 level 3) ▶ Read the Pesticides Act to obtain information on legal liability, storage of pesticides and licensing requirements. (NOC 7444 level 3) ▶ Read manuals which explain the rules and regulations governing the use of pesticides in order to study for the pest control applicators' exam which is taken to obtain a higher level of certification. (NOC 7444 level 3)

Essential Skills Profile of Leisure/ Home-based Activity	Records Management and Filing Clerks (NOC 1413)	Pest Controllers and Fumigators (NOC 7444)
	<ul style="list-style-type: none"> ▶ Conduct orientation sessions with, or make presentations to, new staff and administrators regarding the filing system used in the organization. (NOC 1413 level 2) <p>Job Task Planning and Organizing</p> <ul style="list-style-type: none"> ▶ Records and file clerks perform repetitive tasks. They organize and plan their own job tasks based on information provided by supervisors and co-workers. They set priorities based on the immediacy of requests for files and the importance of the requests. They may encounter frequent interruptions, resulting in reprioritizing of tasks. (NOC 1413 level 2) 	<p>Oral Communication</p> <ul style="list-style-type: none"> ▶ Listen for the sound of rodents moving within a wall. (NOC 7444 level 1) ▶ Talk to customers to explain the methods of fumigation, the preparations the customers should make prior to fumigation and to answer questions. (NOC 7444 level 1) <p>Problem Solving</p> <ul style="list-style-type: none"> ▶ A pesticide fails to stop an insect infestation. Switch to a different chemical which may be more powerful. (NOC 7444 level 1) ▶ A customer feels that it is taking too long to eliminate their pests. Offer reduced rates to these customers, consistent with policies set by the company. (NOC 7444 level 2) ▶ It is proving to be difficult to find the main base for carpenter ants in a building. Look for clues such as water damage since carpenter ants like to live near wet wood. (NOC 7444 level 2)

Labour Market Information

1413 — Records Management and Filing Clerks

People who frequently read for pleasure develop Essential Skills required of this occupation.

Records management clerks process, code, store and retrieve records and documents and apply retention and disposal schedules according to established policies and procedures. Filing clerks file papers, records, documents and other material according to subject matter or other filing systems. Records management and filing clerks are employed throughout the private and public sectors. This unit group also includes health records technicians, who maintain systems for the collection, storage, retrieval and retention of health information. Health records technicians are **employed by hospitals, clinics and other health care institutions.**

- ▶ aircraft records clerk
- ▶ file and classification clerk
- ▶ file clerk
- ▶ health records technician
- ▶ medical records clerk
- ▶ microfilm records searcher
- ▶ records classifier
- ▶ records clerk
- ▶ records filing-system clerk
- ▶ records management clerk
- ▶ technical records clerk

The employment prospects for this occupation were considered to be limited in the past and no current labour market information is available on this specific occupation. As with general office clerks, new technologies and office automation are allowing companies to do more with fewer workers.

Competition for this job with recent school-leavers will be high, but if an individual has computer skills, they will likely be more successful.

To be a health records technician, you need a two- to three-year college or other program in health records management and certification from the Canadian Health Record Association which allows you to work in all provinces/territories.

7444 — Pest Controllers and Fumigators

People who frequently spend time reading for pleasure develop Essential Skills required for this occupation.

Pest controllers and fumigators inspect buildings and outside areas for pest infestation and spray chemical treatments to kill noxious and destructive insects, rodents and other pests or set cage traps to capture and remove animals. They are **employed by pest control companies, or they may be self-employed.**

- ▶ animal control trapper
- ▶ exterminator, pests
- ▶ fumigator, pests
- ▶ nuisance control trapper
- ▶ pest control operator
- ▶ pest control technician
- ▶ pest controller

The employment prospects for this occupation were considered to be limited in the past and no current labour market information is available on this specific occupation. Potentially with the decrease in harmful pesticides being used in Ontario, there will be an increase in rodents and other pests.

To be a pest controller or a fumigator, an individual needs to have a pesticide applicator licence.

Individuals with technical and interpersonal skills will be more successful at finding and maintaining employment in these occupations.

Fictional Case Study #1

People who frequently read for pleasure develop Essential Skills required to be a records management and filing clerk. Essential Skills used commonly in reading for pleasure and in this occupation include **Reading Text** and **Oral Communication**.

Worker: Lydia
Job Title: Filing Clerk for Insurance Company
NOC: 1413 — Records Management and Filing Clerks
Leisure Activity: Reading for Pleasure
Overlapping Essential Skills: Reading Text, Oral Communication

Lydia's Story

Lydia is a 35-year-old single mother of two. Recently she began working part time as a filing clerk for a local insurance company and she also takes an upgrading course for computers in the evenings. Lydia has been out of the work force and focused on raising her young kids for many years, but she is really excited and a bit nervous about starting a new career.

Lydia once worked in an office for a small business and did some filing, but since having children she has been so busy that she can only find time for her favourite hobby — reading. Lydia is an avid reader. When she has some spare time after the kids go to bed she likes to read **Time Magazine** and novels by Maeve Binchy. It helps her to relax and to learn new things about the world. She has also noticed that reading really improves her vocabulary.

Since Lydia has started her new job she is amazed at how often she needs to read various short documents and memos in the office. Often she is handed a pile of client files and she must put them away alphabetically. Her ability to quickly scan a document and locate a key piece of information makes her job much easier.

During the first week of her new job Lydia had to read a detailed office memo on the insurance company's filing procedures. She was a little nervous about remembering all the new information, but because she is a strong reader she was able to get through the material quickly, and she could focus on the content instead of worrying about understanding the vocabulary and terminology.

Lydia still has many new skills to learn each day. She is still getting used to interacting with other co-workers and clients in the office. She was afraid that after being around children for many years she would have nothing interesting to say, but because she reads so much Lydia has discovered she knows a great deal about the world and enjoys sharing her interests with other adults. Lydia knows that her on-the-job training really helped her get comfortable in the work world, but she was pleasantly surprised to find that her favourite hobby helped more than she expected.

Fictional Case Study #2

People who frequently spend time reading for pleasure develop Essential Skills required to be a pest controller and fumigator. Essential Skills used commonly in reading for pleasure and in this occupation include **Reading Text** and **Oral Communication**.

Worker:..... Roy
Job Title:..... Fumigator
NOC:..... 7444 — Pest Controllers and Fumigators
Leisure Activity: Reading for Pleasure
Overlapping Essential Skills: Reading Text, Oral Communication

Roy's Story

Roy is a 48-year-old father of three who has recently decided to go back to school to upgrade his language and computer skills. For most of Roy's adult life he has worked as a delivery man for a building supply company. Roy enjoyed this work; however, he recently injured his back while moving some lumber. Although the company offered him a position in the office, Roy decided that he wanted to upgrade his skills and find a new job to challenge him in new ways. After several months of job hunting, Roy was thrilled to be hired as a fumigator for a local pest control company. He was really looking forward to the change in pace, but he was also nervous about the amount of responsibility he would suddenly hold with this new position.

Roy's old job was very physically demanding, and he found that when he got home from work, all he had energy for was dinner and his favourite hobby: reading **Home Builder** and **Green Home** magazines. Roy easily reads each publication from cover to cover each month. He always learns something interesting from his hobby, but it wasn't until he started his job as a fumigator that he really noticed how helpful all those hours of reading were.

One of the most challenging parts of Roy's new job is the responsibility he has to ensure that potentially dangerous chemicals are properly handled and applied. Roy has to carefully read product labels and detailed service orders from the company's office. He was relieved to find that because of all the trade magazines he read before starting this new work, he understood a great deal of the vocabulary in the training and product handbooks and was even familiar with some of the products. Roy also felt like he was better able to converse with customers and supervisors on the job because he had read about many of the topics that concerned them around the home. Furthermore, Roy finds that because he has strong reading skills, he is better able to concentrate on learning the technical aspects of the job, instead of worrying about understanding the service manuals and office memos from the company.

Roy is still becoming comfortable with his new position as a fumigator, but he is pleasantly surprised at how quickly he was able to learn a new skill. He knows that being a strong reader has helped, so he continues to find time in between school and work to sit down with his favourite magazines. Even his wife is convinced. She has stopped giving him trouble for buying a new edition each time they go out shopping!

How-To Guide

How-To Guide for Recognizing Life's Work — 5 Easy Steps

In the **LEISURE ACTIVITIES SECTION** of the *Recognizing Life's Work* (RLW) kit, 12 common leisure and home-based activities have been packaged to provide a set of learning materials that can be used in Upgrading, Literacy and Essential Skills (ES) programs. While we expect that these activities will be valuable for practitioners who work with learners with these hobbies and pastimes, we know that not all learners engage in these activities in their spare time. Nevertheless, when we piloted the materials in adult upgrading programs, we found that the activities were considered relevant and enjoyable by almost all learners — even those who did not engage in those particular pastimes.

This **HOW-TO SECTION** of the kit provides steps and tools for practitioners who are interested in following the process used in the RLW project. By following the steps outlined in this section and by using the tools and templates provided, practitioners can identify activities learners participate in and help them make the link between the Essential Skills they develop at home to jobs that require the same skills.

Many of the templates in this section can also be found on the CD included with this kit.

The 5 steps are:

STEP 1: Understand & Recognize

It's important for upgrading and literacy programs to have knowledge about Essential Skills and to recognize that they are used in all aspects of an adult's life. When practitioners understand and recognize the importance of Essential Skills, then learners believe they have skills that are valuable and can be utilized.

Tools & Templates:

- ▶ Fact Sheet—Understanding Essential Skills
- ▶ Fact Sheet—Recognizing Essential Skills at Home

STEP 2: Identify & Profile

In this step, tools are provided to assist practitioners in identifying the activities that occupy much of the learner's home and leisure life. The tools will show practitioners how to profile the Essential Skills connected to those activities — the hobbies, family and home management, and personal computer activities that help learners develop Essential Skills, sometimes without them even realizing it.

Tools & Templates:

- ▶ Guidelines for Using the Leisure & Home-based Activity Identifier Tool
- ▶ Leisure & Home-based Activity Identifier Tool
- ▶ Guidelines for Using the Leisure Activity Essential Skills Profile
- ▶ Leisure Activity Essential Skills Profile

STEP 3: Linking to the Workplace

In this step, the leisure activities, and the skills associated with them, are linked to the workplace by using tools and resources that connect Essential Skills to National Occupational Classification (NOC) profiles. An original process and database was created specifically for this kit to allow practitioners to match skills developed through leisure activities to skills required for specific jobs.

Tools & Templates:

- ▶ Guidelines for Using the Most Important Essential Skills (MIES) Database
- ▶ Most Important Essential Skills (MIES) Database
- ▶ Introduction to Human Resources Skills Development Canada (HRSDC) and Ontario Skills Passport (OSP) Databases

STEP 4: Developing Materials

In this step, practitioners are provided with strategies and tools for developing learning materials for learners. This process builds on the skills identified in the leisure activity profiling (step 2) and makes the link to suitable occupations (step 3) through learning activities, authentic documents and case studies. These tools highlight for learners the transferability of the skills developed at home to the skills needed at work.

Tools & Templates:

- ▶ Guidelines for Developing Authentic Learning Materials
- ▶ Learning Activity Template
- ▶ Fictional Case Study Sample
- ▶ Steps for Writing a Learning Activity with Examples

STEP 5: Promoting Skills

In this final step, strategies are provided to help learners practice how they can market the Essential Skills they have gained through leisure and home-based activities, to potential employers.

Tool & Templates:

- ▶ Tip Sheet for Helping Learners to Promote Skills to Employers
- ▶ Quick Skills Marketing Preparation Tool

STEP 1: Understand & Recognize

Understanding Essential Skills Fact Sheet

The Government of Canada has identified and validated nine Essential Skills. These skills are used in nearly every occupation — **as well as in daily life** — in different ways and at different levels of complexity.

The nine Essential Skills are:

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

Essential Skills are skills that enable people to perform tasks required by their occupation and other activities of daily life. These skills provide people with a foundation for learning other skills, and enhance their ability to adapt to change. Essential Skills (ES) have been developed and promoted to employers across Canada through the Government of Canada's Human Resources and Skills Development Canada (HRSDC) unit.

Below is a brief definition of each skill, and, where applicable, each sub-set of skills.

1 Reading Text:

Reading materials in the form of sentences and paragraphs.

2 Writing:

Writing text and writing in documents, such as filling in forms, and non-paper-based writing such as typing on a computer.

3 Document Use:

Tasks that involve a variety of information displays in which words, numbers, symbols and other visual characteristics (e.g., lines, colours or shapes) are given meaning by their spatial arrangement.

4 Computer Use:

Using different kinds of computer applications and other related technical tools.

5 Oral Communication:

Using speech to give and exchange thoughts and information.

6 Working with Others:

Working with others to carry out tasks.

STEP**1****7 Continuous Learning:**

Participating in an ongoing process of acquiring skills and knowledge.

8 Numeracy:

Using numbers and thinking in quantitative terms to complete tasks.

Sub-set of skills:**▶ Money Math**

The use of mathematical skills in making financial transactions, such as handling cash, preparing bills, and making payments.

▶ Scheduling or Budgeting and Accounting

Planning for the best use of time and money, as well as monitoring of the use of time and money.

▶ Measurement and Calculation

The measurement and calculation of quantities, areas, volumes, and/or distances.

▶ Data Analysis

The collection and analysis of data in numerical form.

▶ Numerical Estimation

The production of estimates in numerical terms.

9 Thinking Skills**Sub-set of skills:****▶ Job Task Planning and Organizing**

The planning and organization of one's own work.

▶ Decision Making

The making of any type of decision, using appropriate information.

▶ Problem Solving

The identification and solving of problems.

▶ Finding Information

The use of a variety of sources, including written text, people, computerized databases, and information systems.

Recognizing Essential Skills at Home Fact Sheet

STEP

1

Understand & Recognize

Essential Skills are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. While it is important for adults to continue to build and improve on Essential Skills needed for work, it's also important for employers, instructors and funders to provide credibility and validity to the Essential Skills that adults develop and strengthen through leisure and home-based activities—in other words, to **recognize life's work**.

Adult learners with no, or limited, work experience still have a wealth of knowledge, skills and experience to bring to the workplace. The variety of activities adults are involved in, from pastimes and hobbies to overall household management, require all the Essential Skills that are also needed in the workplace. Adults use Numeracy skills when they are engaged in hobbies like sewing and candle making. They use Thinking skills when they play Bingo or Nintendo. They use Document Use skills when they paint or play board games. They use Oral Communication skills when they are raising children.

Many, if not all, occupations require these same skills. Often, it is difficult to place a value on these skills in terms of giving them worth in the workplace, and further to that, to articulate their value to employers. It's important for adults to learn how to recognize the skills they have developed outside of work and to transfer them to the workplace. A deeper understanding of the strong Essential Skills they have gained through leisure and home-based activities can also help adult learners with occupational goal setting.

The more adults are able to recognize and identify the potential for skill development in all areas of their life and learn how to transfer the use of those skills between home, community, and work, then the more advantages and opportunities there are for them to experience work, consider various occupations, and gain knowledge.

During the *Recognizing Life's Work* project, over 100 learners identified leisure and home-based activities they participated in, and they were able to look closely at the specific Essential Skills used and strengthened through that participation. Employers were also involved in the project and were given an opportunity to review and validate materials that showed the link between skills used at home and those required at work.

The majority of employers agreed that people can develop skills in their home and leisure activities that can be transferred to the workplace. For example, when someone is primarily responsible for organizing the household food management of their home, they develop skills such as Reading Text, Document Use and Numeracy. These are also important skills required for those working in the aircraft assembly and inspection sector. An employer from that sector, after reviewing some research and materials, agreed it was easy to see how a learner's skills at home related to the skills required at work.

"It is a good eye-opener to the value of people who have outside activities that are easily transferable to the workplace."

**STEP
2**

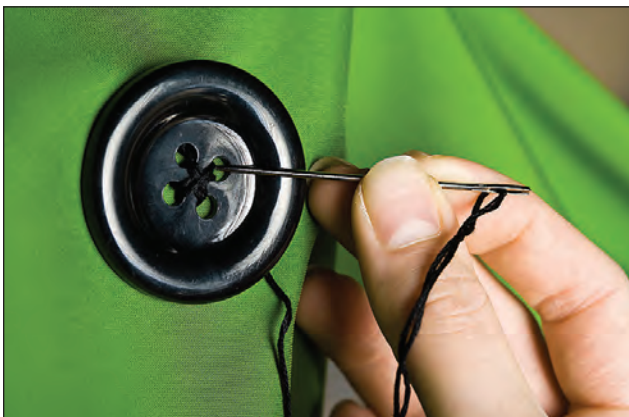
STEP 2: Identify & Profile

Guidelines for Using the Leisure & Home-based Activity Identifier Tool

Once you understand and recognize the importance of Essential Skills in all aspects of life, the next step is to find out what activities learners are involved with in their non-work life and to create a profile of the Essential Skills they have developed as a result of those activities. For learners who don't work, these activities may occupy a great deal of their time and may include hobbies and pastimes, responsibilities related to home and family management, and even personal time spent on a computer.

Follow the guidelines below and use the **Leisure & Home-based Activity Identifier Tool** we have included to lead you through this process.

- 1** The tool is designed for adult learners enrolled in Literacy, Upgrading and Essential Skills programs. It is appropriate for learners who have employment goals and are learning, or being introduced to, Essential Skills.
- 2** It can be used at any time during the training program (i.e., intake or mid-stream) and may provide insight for the practitioner in program planning.
- 3** Other uses for the tool include:
 - ▶ building a stronger rapport or relationship between the learner and the instructor.
 - ▶ increasing confidence in learners by showing them the skills they do have.
- 4** Higher level learners may be able to complete the form independently. Lower level learners may need assistance or may have to be read the questions and have the answers entered by the instructor.
- 5** On average it should take 30 minutes to complete the tool. The time may vary depending on whether the learner completes it independently or with assistance from an instructor.



Leisure & Home-based Activity Identifier Tool



Learner name: _____

Date of intake: _____

Program/Site Learner is currently enrolled: _____

Hobbies:

- 1 Check Column 2 for each general hobby category listed that the learner participates in.
- 2 Use the blank space at the bottom of the chart for hobbies that aren't listed.
- 3 Record details about the specific activity in Column 3. For example, the category may be Art, and the specific activity may be oil painting.
- 4 Check either Column 4, 5, 6 or 7 to record the frequency with which the learner participates in the activity. Frequency should be based on the average participation over the past year.

**STEP
2**

Identify & Profile

Hobbies			Frequency			
1	2	3	4	5	6	7
General Category		Details	Daily (at least once a day)	Weekly (not every day but at least once a week)	Monthly (not every week, but at least once a month)	Rarely or once in a while
	✓		✓	✓	✓	✓
Animals—bird watching, dog shows						
Art—painting, drawing, sculpting						
Automotive—cars/bikes, collecting, restoring, racing						
Collecting—stamps, coins, memorabilia						
Crafts—scrapbooking, knitting, quilting, candle making						
Cultural—museums, galleries, theatre						
Fitness & Recreation—sports, working out						
Food & Entertaining—planning and hosting parties, cooking, baking						
Gambling—bingo, casino, cards, horse racing						
Gardening/landscaping—flowers, vegetables						
Home improvement—renovating, decorating, do-it-yourself projects						
Hunting & Game—fishing, trapping						
Music—instrument, choir						
Photography/video — digital or traditional						
Puzzles — crossword, Sudoku, jigsaw						
Reading for personal pleasure—books, magazines, poetry						
Research—genealogy, history						
Electronic toys & games—Nintendo, Playstation, wii, handheld						
Traditional toys & games—board games, playing cards						
Travel—tours, vacationing						
Woodworking						
Writing for personal pleasure—poems, stories, journals, music						

Responsibilities Related to Home and Family Management:

- 1 Review each of the home and family management responsibilities listed.
- 2 Use the blank spaces at the bottom of the chart to record any home and family management responsibilities not listed.
- 3 Check either Column 1, 2, 3 or 4 to indicate the level of responsibility the learner has related to each activity.

Home & Family Management Activities	Level of Responsibility			
	1	2	3	4
	Primarily or equally responsible ✓	Responsible, but with some assistance ✓	Helps sometimes but not responsible ✓	Not involved in this activity ✓
Child care—caretaking (feeding, cleaning, shopping for, communicating with others related to the child)				
Child care—educational support (reading books, teaching skills, helping with homework, taking to the library)				
Home repairs and maintenance				
Household financial management — banking, paying bills, budgeting				
Household food management — cooking, planning, grocery shopping				
Household planning & scheduling — making appointments, arranging service appointments, planning activities, trips, projects, general shopping				
Household cleaning/laundry				
Outdoor work				
Pet care				
Vehicle operation & maintenance				

Personal Use of Computer:

- 1 Review the list of computer activities that are not work-related. Skip this section if the learner does not use a computer for personal use.
- 2 Use the blank space at the bottom of the chart to record personal computer activities that aren't listed.
- 3 Check Column 1, 2, 3 or 4 depending on the frequency with which the computer activity occurs.

**STEP
2**
Identify & Profile

Purpose of Personal Computer Use Activities	Frequency			
	1	2	3	4
	Very often ✓	Often ✓	Once in a while ✓	Never or hardly ever ✓
Bank online				
Use ATM for updating bank books, making deposits and withdrawals, etc.				
Check/search websites to find information				
Delete your browsing history to prevent others from accessing the information				
Install software				
Install hardware				
Download applications and programs				
Use the standard features of word processing software. For example, to prepare a cover letter when applying for a job or to write a letter				
Shop and purchase items online				
Send and receive emails				
Use standard features of spreadsheet and/or database programs				
Set desktop preferences to arrange icons or set backgrounds and screen savers				
Use accounting software to complete personal income taxes				
Use graphic design software to create cards, labels, etc.				
Use standard media software to create presentations, slide shows, etc.				
Use Instant Messaging (IM) to communicate with friends online				
Bookmark/Add to Favourites a website address for future reference				
Post a message on a blog				
Use social networking sites such as Facebook, Twitter, or MySpace				

Identifying Top Leisure/Home-based Activities

- 1** Transfer activities checked from the three different sections of the Leisure & Home-based Activity Identifier Tool to the appropriate columns in the chart below. If there aren't enough activities from each of the three sections, then leave the columns blank.
- 2** Pick three activities from **Hobbies** and enter them in Columns 1, 2 and 3. Pick three that are participated in the most frequently (for example, daily or weekly).
- 3** Pick two activities from **Responsibilities Related to Home and Family Management** and enter them in Columns 4 and 5. Pick activities that the learner is the most responsible for.
- 4** Pick one activity from **Computers for Personal Use** and enter it in Column 6. Pick an activity that the learner does the most often.
- 5** If there are several activities to choose from for each column, ask questions such as "How long have you been doing the activity?" and, "What activities bring you the most pleasure?" to determine which ones to pick.
- 6** With the activities selected below, you can now 'profile' them to determine what the most important Essential Skills are in the chosen activity(s). Use the Leisure Activity Essential Skills Profile template on the next pages to complete the rest of this step.

Hobby	Hobby	Hobby	Home/Family	Home/Family	Personal Computer
1	2	3	4	5	6



STEP

2

Guidelines for Using the Leisure Activity Essential Skills Profile

Once you have identified some common leisure and home-based activities using the **Leisure & Home-based Activity Identifier Tool**, you're ready to 'profile' the activity — that is, get a sense of the Essential Skills that are used and developed through the learner's participation in the activity.

Follow the guidelines below and use the **Leisure Activity Essential Skills Profile** template we've included to lead you through this process.

- 1** Transfer the leisure and/or home-based activities that were selected from the **Leisure & Home-based Activity Identifier Tool** to the blank **Leisure Activity Essential Skills Profile**. Use one blank profile template for each leisure activity chosen.
- 2** Talk with the learner about the Essential Skills used in the selected leisure activity. If needed, review the **Understanding Essential Skills Fact Sheet** (Step 1 — Understand & Recognize, in this section of the guide). Enter information about how the learner uses Essential Skills in the appropriate sections of the profile template. For example, under Reading Text, enter any tasks the leisure activity requires for reading (i.e., anything two or more sentences long; if longer, it is more likely a Document Use task).
- 3** As shown on the **Understanding Essential Skills Fact Sheet** (Step 1 — Understand & Recognize, in this section of the guide), Numeracy and Thinking Skills have a sub-set of skills. It is rare that a work or leisure activity would require all of the sub-sets of Numeracy or of Thinking Skills, so it's important to record the information in the specific boxes within the sub-sets such as **Problem Solving** for Thinking Skills or **Money Math** for Numeracy (keep in mind, in order for something to be **Money Math**, it must involve the exchange of cash in some way).
- 4** Only fill in the boxes that reflect a task performed in the leisure activity. If a specific skill or sub-set skill is not used when participating in the leisure activity, then leave the box blank or write 'not applicable.'
- 5** When talking with learners about Working with Others, it can sometimes be confusing as many activities (at work and at leisure) are done independently. Talk about ways the learner works as part of a team or with another person while participating in the activity. As well, think about the tasks done independently as part of the activity but that then need to be shared with others. For example, a person who gardens may do a lot of the activity on his or her own, but perhaps the person also sells or shares some of the vegetables grown at a local Farmer's Market, which would involve working with others.
- 6** Continuous Learning often refers to on-the-job training in a workplace setting. However, for a leisure activity, it can mean increasing skills through reading up on techniques, taking special classes that are about the activity, or taking online tutorials.
- 7** Once you have filled in the information about Essential Skills on the profile template, it is important to estimate the level that each skill requires. Essential Skills have 5 levels, and when working with adults enrolled in upgrading programs, you find that many tasks they are able to do successfully fall in the levels 1 to 3 range.

To help you understand more about estimating levels for the leisure activity profile, keep the following in mind:

- ▶ Level One tasks deal with one piece of information in one way with no distracters
- ▶ Level Two tasks deal with more than one piece of information in one way or with one piece of information with many distracters
- ▶ Level Three tasks deal with more than one piece of information in multiple ways and then use the information in some way (generate something)



It may be helpful to review some Essential Skills profiles

(http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml) for more information about levels. Review a few Essential Skills profiles before you start this part of the process in order to understand the wording that is involved. Just remember that you're not levelling the leisure activity, just the Essential Skills that are involved in doing the leisure activity.

- 8 Next, talk with the learner to understand the most important Essential Skill(s) related to the specific leisure or home-based activity. To do this, keep a few things in mind:
 - ▶ What skill(s) is absolutely necessary to this leisure activity? For example, in a card game you need to know the rules of the game, but to win at many games you also have to think critically about how to play. In euchre, if you don't use these critical thinking skills, you may wind up trumping your partner's ace or throwing away the wrong cards.
 - ▶ What skill(s) is needed for this leisure activity every time? For example, you use critical thinking skills when you play a board game like Monopoly, but you also need to use money math all the time to decide what purchases you can make or to make sure you get the correct amount of funds from another player.
 - ▶ What skill(s) will make you have the most fun or be the most successful at this leisure activity?

- 9 Using the above criteria, highlight the most important Essential Skills for the profile and enter that information at the top of the profile page. You may have only one important skill or several. It is most common to have two to four **most important** Essential Skills associated with a leisure activity (and a job). If one of the most important skills is from a sub-set (i.e., problem solving), when transferring to the top of the page, enter the main skill title and then the sub-set(s) that is the most important. For example: Thinking Skills (Problem Solving).

- 10 To see samples of completed **Leisure Activity Essential Skills Profiles**, check out the ones included in the **Leisure Activity Section** of this guide for each of the 12 leisure or home-based activities identified in the *Recognizing Life's Work* project.

Leisure Activity Essential Skills Profile

(Adapted from the Ontario Skills Passport Workplan)

Leisure Activity: _____

Most Important Essential Skill(s) (at least one, no more than four)

-
-
-

Skills and Tasks: Skill levels are assigned to workplace tasks and so are also assigned to leisure tasks in this activity. Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Reading Text

Tasks performed and estimated ES level

Document Use

Tasks performed and estimated ES level

Writing

Tasks performed and estimated ES level

Numeracy — Money Math

Tasks performed and estimated ES level

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Identify & Profile

Numeracy — Scheduling or Budgeting and Accounting

Tasks performed and estimated ES level

Numeracy — Measurement and Calculation

Tasks performed and estimated ES level

Numeracy — Data Analysis

Tasks performed and estimated ES level

Numeracy — Numerical Estimation

Tasks performed and estimated ES level

Oral Communication

Tasks performed and estimated ES level

Thinking Skills — Problem Solving

Tasks performed and estimated ES level

Thinking Skills — Decision Making

Tasks performed and estimated ES level

Thinking Skills — Critical Thinking

Tasks performed and estimated ES level

Thinking Skills — Job Task Planning and Organizing

Tasks performed and estimated ES level

Thinking Skills — Significant Use of Memory

Tasks performed and estimated ES level

Thinking Skills — Finding Information

Tasks performed and estimated ES level

Working with Others

Tasks performed and estimated ES level

Computer Use

Tasks performed and estimated ES level

Continuous Learning

Tasks performed and estimated ES level

STEP
3**STEP 3: Linking to the Workplace****Guidelines for Using the Most Important Essential Skills (MIES) Database**

There are currently two databases available online to allow people to search according to National Occupational Classification (NOC) codes and learn about the Essential Skills (ES) required for each occupation listed. Information about the Human Resources Skills Development Canada (HRSDC) and Ontario Skills Passport (OSP) databases can also be found in this section; however, there are challenges related to each of these databases in terms of how they can be used for the purposes of this kit. To combat the challenges, a new database — the **Most Important Essential Skills Database (MIES)** — was developed specifically for the *Recognizing Life's Work* project and this kit.

The **MIES Database** was developed for C and D level NOC codes which are considered entry-level occupations. Follow the guidelines below for using the **MIES Database**:

For the purpose of reading through the guidelines we'll imagine we are working with a leisure activity you have profiled using the **Leisure Activity Essential Skills Profile** (Step 2 — Identify & Profile, in this section) which identified Oral Communication and Computer Use as two of the most important Essential Skills. The **MIES Database** is several pages, but we are only going to use the first page for this example. The full database follows later in this section and can also be found on the CD included with the kit.

- 1** On the MIES Database, highlight the complete columns for both Oral Communication and Computer Use.
- 2** Compare across each row of occupations listed to see if there is one that only shows these two Essentials Skills as being most important to the occupation. (Those marked with an 'x' are Most Important Essential Skills).
- 3** You can see that there are six occupations that identify Oral Communication and Computer Use as most important Essential Skills, but they also list other ES. Using just this first page of the database, there is no one occupational profile that has just Oral Communication and Computer Use as the most important Essential Skills. There are:
 - ▶ 1411 — General Office Clerks has both, plus Problem Solving
 - ▶ 1414 — Receptionists has both, plus Job Task Planning
 - ▶ 1423 — Desktop Publishing Operators has both, plus Reading Text
 - ▶ 1424 — Telephone Operators has both, plus Document Use
 - ▶ 1432 — Payroll Clerks has both, plus Numeracy and
 - ▶ 1434 — Banking, Insurance and Other Financial Clerks have both, plus Numeracy
- 4** Look at the six occupations that require both Oral Communication and Computer Use as most important Essential Skills. Now compare these occupations to the leisure activity you have profiled. For example, does the leisure activity also use Problem Solving in a way that Problem Solving is used within one of these six occupations? Compare all six occupations to the leisure activity profile for other crossovers with other important Essential Skills.

NOC	Reading Text	Document Use	Writing	Numeracy	Oral Communication	Problem Solving	Critical Thinking	Significant Use of Memory	Finding Information	Decision Making	Job Task Planning and Organizing	Working with Others	Computer Use	Continuous Learning
1411 — General Office Clerks					X	X							X	
1413 — Records Management and Filing Clerks	X				X						X			
1414 — Receptionists and Switchboard Operators					X						X		X	
1422 — Data Entry Clerks		X											X	
1423 — Desktop Publishing Operators and Related Occupations	X				X								X	
1424 — Telephone Operators		X			X								X	
1431 — Accounting and Related Clerks				X	X	X					X			
1432 — Payroll Clerks				X	X								X	
1433 — Customer Service Representatives — Financial Services				X	X							X		
1434 — Banking, Insurance and Other Financial Clerks				X	X								X	
1435 — Collectors			X	X	X	X								
1441 — Administrative Clerks		X			X						X			

- 5 Select an occupation or occupations that most closely match the ES highlighted in your **Leisure Activity Essential Skills Profile**. When you find an occupation(s) that most closely aligns with the most important Essential Skills of your leisure activity, then you have a match! Contrary to the above example, you may be fortunate enough to have a leisure activity profile that exactly matches the most important Essential Skills in one of the occupations in the database.
- 6 Using the full **MIES Database**, you can compare all the C & D level occupations listed with the leisure activities you profile to find a match between skills developed through leisure and home-based activities and skills required of an occupation(s).

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Linking to the Workplace

- 7 Once you have made a match or matches, it is important to review the occupational profile tasks to make sure they are not completely different from the leisure profile tasks. A leisure activity and an occupation can both require Reading Text as an important Essential Skill, but if the skills are used in completely different formats or contexts, they may not be a very good match. You can review the tasks of each occupational profile through the HRSDC or OSP databases.
- 8 It is also important to review any Numeracy tasks in detail, as they are broken down in the NOC profiles by the five different sub-set skills. Make sure the area of Numeracy matches both the occupational profile and the leisure activity. For example, you may have a leisure activity with Measurement and Calculation as the most important Essential Skill and the Numeracy skill of a potentially matching occupation has Data Analysis...not a good match!
- 9 Lastly, remember when dealing with individual learners, you will take their other skills into account in addition to those skills used with leisure activities, such as previous job experience, and volunteer experience. All the information the learner gives you provides the big picture for the most suitable occupational matches.



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NOC	Reading Text	Document Use	Writing	Numeracy	Oral Communication	Problem Solving	Critical Thinking	Significant Use of Memory	Finding Information	Decision Making	Job Task Planning and Organizing	Working with Others	Computer Use	Continuous Learning
1453 — Customer Service, Information and Related Clerks		X			X									
1454 — Survey Interviewers and Statistical Clerks	X				X								X	
1461 — Mail, Postal and Related Clerks				X	X							X		
1462 — Letter Carriers		X			X						X			
1463 — Couriers, Messengers and Door-to-Door Distributors					X						X			
1471 — Shippers and Receivers		X			X						X			
1472 — Storekeepers and Parts Clerks	X				X								X	
1472b — Automotive Partsperson		X			X								X	
1473 — Production Clerks		X		X		X								
1474 — Purchasing and Inventory Clerks		X		X	X									
1475 — Dispatchers and Radio Operators					X	X				X				
1476 — Transportation Route and Crew Schedulers						X				X	X			
3411 — Dental Assistants					X						X			
3413 — Nurse Aides, Orderlies and Patient Service Associates		X			X							X		
3414 — Other Assisting Occupations in Support of Health Services — work in hospitals, clinics, nursing homes, etc.					X						X	X		
3414b — Other Assisting Occupations in Support of Health Services — work in hospitals, medical clinics and offices of health care professionals					X						X	X		
6411 — Sales Representative — Wholesale Trade (Non-Technical)				X	X	X			X	X	X			

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NOC	Reading Text	Document Use	Writing	Numeracy	Oral Communication	Problem Solving	Critical Thinking	Significant Use of Memory	Finding Information	Decision Making	Job Task Planning and Organizing	Working with Others	Computer Use	Continuous Learning
6472 — Elementary and Secondary School Teacher Assistants	X		X	X	X	X						X		
6474 — Babysitters, Nannies and Parents' Helpers					X	X				X				
6481 — Image, Social and Other Personal Consultants				X	X						X			
6482 — Estheticians, Electrologists and Related Occupations				X	X	X					X			
6483 — Pet Groomers and Animal Care Workers					X									
6611 — Cashiers		X		X	X			X						
6621 — Service Station Attendants					X						X			
6622 — Grocery Clerks and Store Shelf Stockers					X						X			
6623 — Other Elemental Sales Occupations					X						X			
6631 — Elemental Medical and Hospital Assistants					X						X			
6641 — Kitchen Helpers and Line Cooks					X	X								
6651 — Security Guards and Related Occupations			X		X	X				X				
6661 — Light Duty Cleaners					X	X								
6662 — Specialized Cleaners					X	X								
6663 — Janitors, Caretakers and Building Superintendents					X	X								
6671 — Operators and Attendants in Amusement, Recreation and Sports				X	X	X								
6672 — Other Attendants in Accommodation and Travel				X	X	X								
6681 — Dry Cleaning and Laundry Occupations		X										X		

NOC	Reading Text	Document Use	Writing	Numeracy	Oral Communication	Problem Solving	Critical Thinking	Significant Use of Memory	Finding Information	Decision Making	Job Task Planning and Organizing	Working with Others	Computer Use	Continuous Learning
8612 — Landscaping and Grounds Maintenance Labourers	X				X									
8613 — Aquaculture and Marine Harvest Labourers	X				X									
8614 — Mine Labourers	X				X	X								
8615 — Oil and Gas Drilling, Servicing and Related Labourers	X				X	X								
8616 — Logging and Forestry Labourers	X				X	X								
9411 — Machine Operators, Mineral and Metal Processing		X				X				X				
9412 — Foundry Workers				X	X	X								
9413 — Glass Forming and Finishing Machine Operators and Glass Cutters				X		X								
9414 — Concrete, Clay and Stone Forming Operators		X		X		X				X				
9415 — Inspectors and Testers, Mineral and Metal Processing		X		X	X									
9421 — Chemical Plant Machine Operators				X	X	X				X				
9422 — Plastics Processing Machine Operators				X	X	X								
9423 — Rubber Processing Machine Operators and Related Workers		X		X		X				X				
9424 — Water and Waste Plant Operators		X		X		X								
9431 — Sawmill Machine Operators				X		X				X				
9432 — Pulp Mill Machine Operators		X		X		X				X			X	
9433 — Papermaking and Finishing Machine Operators		X		X						X				
9434 — Other Wood Processing Machine Operators		X		X						X				

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NOC	Reading Text	Document Use	Writing	Numeracy	Oral Communication	Problem Solving	Critical Thinking	Significant Use of Memory	Finding Information	Decision Making	Job Task Planning and Organizing	Working with Others	Computer Use	Continuous Learning
9435 — Paper Converting Machine Operators		X		X										
9436 — Lumber Graders and Other Wood Processing Inspectors and Graders		X		X						X				
9441 — Textile Fibre and Yarn Preparation Machine Operators				X		X								
9442 — Weavers, Knitters and Other Fabric-Making Occupations		X		X	X							X		
9443 — Textile Dyeing and Finishing Machine Operators		X		X		X								
9444 — Textile Inspectors, Graders and Samplers		X		X	X									
9451 — Sewing Machine Operators				X		X								
9452 — Fabric, Fur and Leather Cutters		X		X										
9453 — Hide and Pelt Processing Workers						X				X				
9454 — Inspectors and Testers: Fabric, Fur and Leather Manufacturing		X		X	X					X				
9461 — Process Control and Machine Operators Food and Beverage Processing				X	X	X								
9462 — Industrial Butchers and Meat Cutters, Poultry Preparers and Related Workers				X								X		
9463 — Fish Plant Workers				X	X							X		
9464 — Tobacco Processing Machine Operators		X				X				X				
9465 — Testers and Graders: Food and Beverage Processing				X		X				X				
9471 — Printing Machine Operators		X		X	X					X			X	
9472 — Camera, Platemaking and Other Pre-Press Occupations		X			X					X			X	

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NOC	Reading Text	Document Use	Writing	Numeracy	Oral Communication	Problem Solving	Critical Thinking	Significant Use of Memory	Finding Information	Decision Making	Job Task Planning and Organizing	Working with Others	Computer Use	Continuous Learning
9498b — Other Assemblers and Inspectors		X		X	X									
9511 — Machining Tool Operators				X									X	
9512 — Forging Machine Operators		X		X	X									
9513 — Woodworking Machine Operators				X	X	X				X				
9514 — Metalworking Machine Operators		X		X		X						X		
9516 — Other Metal Products Machine Operators		X		X	X									
9517 — Other Products Machine Operators		X		X		X								
9611 — Labourers in Mineral and Metal Processing		X		X		X					X			
9612 — Labourers in Metal Fabrication		X		X		X					X			
9613 — Labourers in Chemical Products Processing and Utilities		X		X		X					X			
9614 — Labourers in Wood, Pulp and Paper Processing		X		X		X					X			
9615 — Labourers in Rubber and Plastic Products Manufacturing		X		X		X					X			
9616 — Labourers in Textile Processing		X		X		X					X			
9617 — Labourers in Food, Beverage and Tobacco Processing		X		X		X					X			
9618 — Labourers in Fish Processing		X		X		X					X			
9619 — Other Labourers in Processing, Manufacturing and Utilities		X		X		X					X			

Introduction to HRSDC and OSP Databases

In the process of developing the sample leisure activities and matching occupational profiles for the *Recognizing Life's Work* (RLW) project and this kit, we used both the Human Resources Skills Development Canada (HRSDC) Essential Skill website and the Ontario Skills Passport (OSP) website.

Both these websites and their Essential Skills databases had their advantages and disadvantages:

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Linking to the Workplace

The screenshot shows the HRSDC website interface. At the top, it says 'Human Resources and Social Development Canada' with the URL 'www.hrsdc.gc.ca'. Below this is a navigation bar with links for 'Français', 'Home', 'Contact Us', 'Help', 'Search', and 'canada.gc.ca'. The main content area is titled 'Essential Skills' and 'Essential Skills Profiles'. It explains that these profiles describe how nine essential skills are used in various occupations. A list of what the profiles include is provided, followed by a list of how they can be used. At the bottom, there are several links for more information, with a blue arrow pointing to 'Search the profiles'.

Human Resources and Social Development Canada
www.hrsdc.gc.ca

Français Home Contact Us Help Search canada.gc.ca

Home > Search > Profiles

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

Explore our site

Essential Skills Profiles

Essential Skills profiles describe how each of the nine Essential Skills are used by workers in a particular occupation. Over the past several years, the Government of Canada has conducted research examining the skills people use at work. From this research and through interviews with workers, managers, practitioners and leading researchers, approximately 250 Essential Skills profiles have been developed for various occupations of the [National Occupational Classification](#). To date, profiles have been completed for all occupations requiring a high school education or less. Research is ongoing to complete occupations requiring university, college or apprenticeship training.

What the profiles include:

- A brief description of the occupation;
- A list of the most important Essential Skills;
- Examples of tasks that illustrate how each Essential Skill is applied;
- Complexity ratings that indicate the level of difficulty;
- The physical aspects of performing the job and the attitudes that workers feel are needed to do the job well;
- Future trends affecting Essential Skills.

The profiles can be used to help you:

- learn more about the skills you need in various occupations;
- develop workplace training programs, learning plans, or job descriptions;
- investigate career options, and;
- create educational tools to enhance skills development.

For more information, follow the links below:

- [How can I use the profiles.](#)
- [Search the profiles](#)
- [List of all profiles](#)
- [How others are using the profiles](#)
- [Reader's Guide](#)
- [Essential Skills Research Project](#)

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HRSDC Essential Skills Website (www.hrsdc.gc.ca)

HRSDC's site allows you to do a search based on most important Essential Skills and you can '**limit scope of search**' to profiles that have all their most important skills matching the selection you have made. However, it will bring up ALL National Occupational Classification (NOC) profiles that match — not just the C and D level occupations that are most appropriate for many learners. So, some “weeding out” will be required. It is also important to note that you cannot search the profile database using the Thinking Skills sub-set skill of **Significant Use of Memory**, as the search function does not recognize it.

Also noteworthy is that for the majority of the RLW project, the Essential Skills Profile section of the website was 'under construction' and there has been no clear indication of when it may be usable again. Below is an excerpt from the Essential Skills website that illustrates how it can be navigated.

Human Resources and Social Development Canada
www.hrsdc.gc.ca

Français Home Contact Us Help Search canada.gc.ca

Home > Search

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

Essential Skills

Search the profiles

- Occupation
- Keyword
- Most Important Skills
- Skill Levels
- National Occupational Classification Code (NOC)
- Advanced Search

Search the Authentic Workplace Materials

- Essential Skills
- Keywords

Ontario Skills Passport Website (<http://skills.edu.gov.on.ca/OSPWeb>)



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The Ontario Skills Passport (OSP) website allows you to search all NOC profiles for particular Essential Skills, but not by most important Essential Skill. However, if you do want to use higher level occupations, you can create a 'quick review profile,' using only the most important Essential Skills. You do this on the OSP site by creating a 'Training Plan,' using the **standard** format. This profile can then be saved to your computer as a Word or WordPerfect document.

There is a caution with using the OSP database when one of the most important Essential Skills for your leisure activity is Working with Others, Continuous Learning, Critical Thinking or Significant Use of Memory, as none of them will show up in the profile. The reasoning is that these skills have not been adequately broken down into skill level by the Essential Skills profiles on the HRSDC site.

On the plus side, however, the OSP database has taken some broad occupational profiles listed on the HRSDC site, and broken them down further into two occupations. For example, NOC 6441 has been broken down into 6441a and 6441b. Following is an excerpt from the OSP website to illustrate how it can be navigated.

The screenshot shows the Ontario Skills Passport website interface. At the top, there is a navigation bar with links: Home, Essential Skills and Work Habits, Occupations and Tasks, Resources, Search the Database, Create a Work Plan/Training Plan (highlighted in orange), and Create a Transition Plan. Below this is a secondary navigation bar with links: Employer Tools, Check-Up Tools, Check-In Tool, FAQs, and Contact Us. The main header features the Ontario Skills Passport logo and the tagline 'Skills and Work Habits for the Workplace'. The main content area is titled 'First Step To Creating an OSP Training Plan' and includes a 'Samples' button and links for 'Sample Résumé' and 'Sample Cover Letter'. The text instructs users to choose an occupation and provides two options: Option A (I need some help choosing an occupation) and Option B (I am ready to create an OSP Training Plan). A blue arrow points to the 'Option B' radio button. A 'TIP' section provides additional guidance on using NOC codes. At the bottom, there are 'Back' and 'Next' buttons.

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Linking to the Workplace

The screenshot shows the Ontario Skills Passport website interface. At the top, there is a navigation menu with links for Home, Essential Skills and Work Habits, Occupations and Tasks, Resources, Search the Database, Create a Work Plan/Training Plan, Create a Transition Plan, Employer Tools, Check-Up Tools, Check-In Tool, FAQs, and Contact Us. The main header features the Ontario logo and the text "Ontario Skills Passport Skills and Work Habits for the Workplace".

The main content area is titled "STANDARD OR CUSTOM" and displays "NOC 1411 General Office Clerks". Below this, a description states: "General office clerks type and file correspondence, reports, statements and other material, operate office equipment, answer telephones and perform clerical duties of a general nature according to established procedures. They are employed in offices throughout the public and private sectors. The most important Essential Skills for this occupation are: Computer Use, Oral Communication, Problem Solving".

A question box asks "How do you want to create your training plan ?" with a help icon. Two radio button options are provided:

- Show me the standard OSP Training Plan.
- Let me create a customized OSP Training Plan step by step.

 A blue arrow points from the first option to the right. At the bottom, there are "Back" and "Next" buttons.

STEP 4: Developing Materials

Guidelines for Developing Authentic Learning Materials

You can build on the skills identified in leisure activity profiling and link them to suitable occupations (Steps 2 & 3 of this guide) by developing authentic learning materials such as learning activities, authentic documents, and case studies. In the **Leisure Activities Section** of this RLW kit, practitioners are provided with a set of learning materials for 12 different leisure activities. These include two different learning activities (one high level and one low level), links/copies of documents to accompany the activities, and fictional case studies.

Suggestions for learning activities:

- ▶ The learning activity should incorporate at least the most important Essential Skill used in the leisure activity and, ideally, would incorporate more than one (see Step 2 — Identifying & Profiling, in this section of the guide)
- ▶ The learning activity should draw on the skills a learner uses while participating in the leisure activity, while also capitalizing on the interest the learner already has in that topic
- ▶ Try to create activities that can be done in the program/classroom
- ▶ Incorporate activities that use products/materials that the learner might be familiar with (consider their socio/economic standing)
- ▶ Choose activities that relate to the language/reading level of the learner
- ▶ If the activity you have chosen is too high for a low-level learner, consider a related activity that could be done at a lower level (i.e., sewing on an appliqué might be an activity at a lower level than quilting)
- ▶ Use the Internet — there are so many accessible materials to use
- ▶ Pretend you are a learner and do the activity yourself. Consider where learners are coming from when you do the activity. Would this really make sense to them? Would they ordinarily do this activity?
- ▶ Attend training or access resources that focus on developing authentic learning activities such as QUILL Network's **Through The Workers' Eyes** www.quillnet.org



Using authentic documents

Using an authentic document to complement the learning activity makes the activity more interesting and realistic. For example, a learner who spends a lot of his or her leisure time gardening may enjoy working on learning activities that develop out of documents such as:

- ▶ flyers from greenhouses or seed catalogues
- ▶ articles from gardening magazines/ books
- ▶ blank grids for garden planning

For your learning activities, the documents you use do not need to be originals, but ensure any reproductions are clear, clean and credited to a source. Remember to look online for

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examples of resources that don't need to be printed. Good documents to use with learning activities are:

- ▶ authentic and realistic to the leisure activity
- ▶ visually interesting
- ▶ address the skill, task or learning outcome being worked on
- ▶ integrate different Essential Skills
- ▶ able to be used for more than one learning activity
- ▶ presented through a range of information displays (photos, charts, tables, drawings, etc.)

Including steps to the answer

Answer steps show how to get the correct answer to an activity. The steps break down the process of reaching the answer and demonstrate strategies that can be applied to similar activities. Remember that how a learner gets to the answer is as important as getting the answer.

Suggested formats for steps to the answer pages:

- ▶ Demonstrate the answer steps by writing them as instructions.
- ▶ Number each step.
- ▶ Begin each step with an action word that tells the learner what to do.
- ▶ Use consistent wording in steps to increase efficiency.

Below is one example of a Steps to the Answer page. On the following pages, along with guidelines on how to write a learning activity, are two examples that include Steps to the Answer. As well, in the **Leisure Activities Section** of this guide are 24 different learning activities, each with a Steps to the Answer page.



Example: Steps to the Answer

(Taken and adapted from Developing Work-related Learning Activities. SkillPlan BC. 2007)

Learning Activity (using a recipe as the accompanying document):

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**.

Essential Skill: Document Use

Activity Level: ES Level 2

Fictional case studies

Case studies are another way to illustrate how skills are transferable or to make a home-to-work connection with learners. Written in a story format, they use a fictional character who is presented with a realistic scenario that illustrates the way someone may draw upon and/or use skills from one situation (leisure) to another (workplace).

When writing case studies to use with learners:

- ▶ use the occupation database developed for this guide (see Step 3 — Linking to the Workplace) or other databases to give insight into jobs and guide your development work
- ▶ keep the story to one page, if possible, and use clear language principles
- ▶ refer to the skills used in an occupation, as well as what you have learned from the learner about the leisure activity, to create a realistic scenario that illustrates how the skill gained in the leisure activity can be built upon and transferred to a job
- ▶ Connect with employers in your community to help you validate the authenticity of the case study

See an example of a fictional case study later in this section.

Learning Activity Template

Later in this section of the guide there are detailed steps for writing a learning activity. There are two examples you can follow when creating your own learning activities. You may also choose to use a simplified template such as the sample of a completed one below. To see other completed learning activities using this template, see the **Leisure Activities Section** of this guide.



Learning Activity Template (completed example)

Leisure Activity: Scrapbooking

Essential Skill: Measurement

Lead Statement: Scrapbooking is a hobby that involves telling a story with pictures, captions and memorabilia. It involves measuring and cutting appropriately sized objects to fit onto a page.

Learning Activity/Task:

- 1 Collect four pictures and/or graphics related to the theme of graduation. Select pictures of various sizes.
- 2 Write a caption to go with each picture. Limit the caption to 4-6 words. Ensure the font of the text is at least 10 pt but no larger than 20 pt.

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- 3** Cut a sheet using any fabric or colour paper to use as an underlay for each picture. Ensure there is at least a half-inch border of the underlay showing. Ensure the border is not more than 1.5 inches.
- 4** Glue the underlays, then the pictures, then the captions on a 12 × 12 sheet of scrapbook paper.
- 5** Use a minimum of 3 other graduation themed objects from the corresponding document that will reflect the pictures and captions you have chosen.
- 6** Present a finished page that is balanced and aesthetically pleasing, with creative use of white space.

Learning Activity Level: Estimated ES level 2

Corresponding Document: Scrapbook sticker page: Graduation theme.

Fictional Case Study Sample 

Below is one example of a case study for a learner who likes to play cards in her leisure time and has recently started a job as a bank teller, an occupation that requires the same most important Essential Skills as those developed when playing cards. In the **Leisure Activities Section** of this guide there are two sample fictional case studies for each leisure/home-based activity.

Linda's Story

Worker:..... Linda
Job Title:..... Bank Teller
NOC:..... 1433 — Customer Service Representatives
 — Financial Services
Leisure Activity: Playing Cards
Overlapping Essential Skills: Money Math/Calculation, Oral
 Communication, Team Work

Linda is 49 years old and was recently hired as a casual, part-time bank teller for a local branch in her home town. She has been unemployed for over 5 years. Previous to that she had worked sporadically, mainly in the retail industry, but also did bookkeeping on the side for two businesses. She worked at a bank for 18 months after graduating high school, but that was over 25 years ago.

Over the years she took some accounting courses, but she recently completed a 6-month upgrading program at a local college where she worked on her computer skills and refreshed her math skills. In her leisure time, Linda plays a lot of cards. She plays in a local cribbage league with some friends every week, and she also plays with her children and grandchildren on the weekend.

She has been nervous in her new job because of the technology. Even though the computer system does all the calculations, she's worried that she may punch in the wrong amounts on a customer's account but won't realize she has made the mistake. So for the first couple of weeks on the job, she double-checks her calculations manually even after she has entered them in the computer system. She relies on the strong money math and calculation skills she has fine-tuned over the years playing cards to enable her to do some of the manual transactions quickly.

Most of her customers were very friendly and she enjoyed the casual small talk and light banter that she was able to share with them. It reminded her of her weekly afternoon cribbage league where the women enjoyed the light conversations they were able to maintain while still focusing on the game. Being able to use those communication skills with her customers also helped Linda to relax.

Soon she was relying less and less on her manual calculations and in no time was feeling very confident in her job. When she had questions or ran into some problems, she had no problem asking her fellow employees to help her. This was the same as when she first

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joined the cribbage league and was still learning the game. Everyone at that time was patient and supportive because she didn't pretend she knew what she was doing, and she wasn't afraid to ask questions.

Linda knows her training and education have enabled her to get this job, but she is grateful for the math, communication and teamwork skills she has acquired over the years through playing cards because they helped reduce her anxiety about starting a new job and gave her confidence to believe she could master the new skills.

Steps for Writing a Learning Activity with Examples

Developing learning activities is a multi-step process. Here is one way to do it.



The steps are broken down and outlined below, followed by two examples. Each example follows the same process, uses the same headings and shows how the thinking, planning and writing process can be used to develop an activity suited to that person and situation.

Research

You need **knowledge** about the learners you are developing activities for, and you need to **understand** what is involved in the leisure activity they participate in. This allows you to target specific Essential Skills that will match with the same Essential Skills in a workplace situation. You can then help the learner see how she or he can transfer those skills and feel confident in the workplace.

The Learner:

- ▶ How experienced or expert is the learner in the leisure activity? (see Step 2 of this guide)
- ▶ Is this a frequent activity for the learner, covering a wide range of activity experience OR is the range of the learner's experience limited? (see Step 2 of this guide)

The Leisure Activity:

- ▶ Do you have an understanding of the leisure activity from start to finish? You may need to talk more with the learner or with someone else who is proficient in this activity. (see Step 2 & 3 of this guide)
- ▶ Do you understand the range of complexity in the activity? (see Step 3 of this guide)
- ▶ Can you identify Essential Skills that are embedded in the activity? Do you have examples? (see Step 3 of this guide)
- ▶ Are there authentic documents related to the activity?

Essential Skills



- ▶ Do you understand the conditions that identify the level of the Essential Skills embedded in the leisure activity? (see Step 3 of this guide)
- ▶ Review and be familiar with ES resources such as the **Essential Skills Reader's Guide** (http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/readers_guide_whole.shtml)

National Occupational Classification (NOC)

- ▶ Have you profiled the leisure activity and matched the skills to an occupation? (see Steps 2 and 3)
- ▶ Have you reviewed and compared specific tasks related to the occupation and to the leisure activity and seen how Essential Skills are used in both? (See Step 3)

Decide

You need to **limit the activity** since it is impossible to cover all of the Essential Skills at all of the levels in all possible situations at once. Identify the goal for writing the activity by comparing the learner's existing experience and the Essential Skill levels as identified by the matching occupation.

- ▶ Identify a goal for the learning activity.
- ▶ Imagine a specific scenario in which the leisure activity demonstrates Essential Skills.
- ▶ Identify the specific Essential Skills and the specific tasks a learner will be asked to do in this activity.
- ▶ Determine any documents (authentic or modified) you will need for the activity.

Write

At this stage, you should be ready to write the activity.

- 1 Write a 1 – 2 sentence context, setting the scene.
 - ▶ Think about general scenario of the learning activity.
 - ▶ “Zoom in” to the specific scenario you imagined. Make sure it is realistic.
 - ▶ “Zoom in” again to the specific task(s) and Essential Skill(s) you have chosen to address in the learning activity.
- 2 Write the general steps of the learning activity.
 - ▶ Use clear language written at the level that you are targeting (use active voice / action words).
 - ▶ Vary the kinds of information or response you ask for:
 - Use words like **what, when, how, find, compare**, etc.
 - Encourage learners to highlight, copy, circle, etc.
 - Avoid closed (Yes/No) responses; if possible, use open-ended responses — even though answers or responses will vary.

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- ▶ Use similar language to that used in the matching Essential Skill and level according to the **Essential Skills Reader's Guide** (i.e., "Locate/Enter" in Document Use; "Choose" in Decision Making).
 - ▶ Identify, for yourself, the Essential Skills and levels in each step. This will help you in setting or recognizing the overall ES level of the activity and ensuring it matches the learner's level.
 - ▶ Consider complexity issues embedded in the learning activity. Complexity depends upon the Essential Skill level you have chosen for the overall activity.
 - Distracters (such as extra information, different format or wording of information) will increase the complexity of the activity.
 - ▶ Some activity tasks may be at a different skill level than the targeted Essential Skill. For example, the activity may require Document Use Level 2, but only Level 1 Measurement.
 - ▶ Be specific about how the "answer" to the learning activity is to be demonstrated.
- 3** Select one step that demonstrates/uses the targeted Essential Skill.
- 4** Detail from 3 – 7 steps or instructions to get a common or acceptable answer or response for the targeted step.
- Use standard language such as "locate," "scan," and "integrate" to describe the thinking process.
- ▶ The **Essential Skills Reader's Guide** can be helpful in identifying the language.
 - ▶ Refer to specific language in the activity steps, such as "highlight" or "underline."
 - ▶ Focus on the strategies that could be used to get an answer.
 - ▶ Use key words that link the task and the answer.
- 5** Think about authentic documents to accompany/complement the learning activity.
- 6** Remember to include **Steps to the Answer** for your learning activities. It shows one way to get the answer to the learning activity.
- 7** You could develop several **activity** steps with **Steps to the Answer** in order to use the same activity to demonstrate or develop several different Essential Skills.

Below are two examples that take you through developing a learning activity and steps to the answer for learners with the same leisure activity but with different experience. For more examples of completed learning activities and steps to the answer, see the section of this guide that includes learning materials for 12 different common leisure and home-based activities.

Example #1 — MARY



Research Step

Learner: Mary, 55, has been knitting since she was a young girl and has a wide range of experience. She has knit clothing for babies, children and adults, using a wide range of patterns, yarns, and knitting techniques. She is skilled at selecting patterns and yarns, making changes to patterns, correcting errors, and even designing articles of clothing.

Leisure Activity: Knitting

Start to Finish — (general scenario or flow chart)

- ▶ Select a pattern
 - Purpose — for whom?
 - Level of complexity of pattern
- ▶ Select yarn based on pattern requirements and purpose requirements (Wool, cotton, or acrylic? Washable? Cost? Care?)
- ▶ Select needles (size and type — bamboo, metal, plastic?)
- ▶ Test tension — adjust pattern, yarn or needle size if necessary
- ▶ Knit article according to pattern
- ▶ Assemble — finishing

Essential Skills

- ▶ Reading Text — some patterns or pattern books have larger sections of text
- ▶ Document Use — patterns, yarn bands, needles
- ▶ Measurement & Calculation — linear measurements; tension comparisons; calculations to make adjustments
- ▶ Problem Solving — yarn does not knit to given tension; dropped stitches; extra stitches; want to use part of one pattern and part of another; need to adjust pattern to a different size than that given; want to use a different type of yarn; etc.
- ▶ Decision Making — choosing patterns and yarn from range of choices

From the Essential Skills Reader's Guide (see link noted earlier)

- ▶ Reading Text — complexity levels 1 – 2: in form of leaflet or pattern book; scan to locate, read to understand
- ▶ Document Use — complexity levels 1 – 3: yarn bands may be level 1, some pattern books contain multiple, complex sections; multiple abbreviations used — not always defined in document — require specialized knowledge; graphics, including grid patterns; sequence of search to follow instructions
- ▶ Measurement & Calculation — complexity levels 1 – 2: straight linear measurement, multiples (increasing and decreasing)

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- ▶ Problem Solving — complexity levels 1 – 3: range from following simple, standard technique (how to make small tension adjustment) to needing to assess and modify various procedures to meet a specialized need (reworking all stitch counts and number of rows to accommodate different weight yarn)
- ▶ Decision Making — complexity level 1 – 2: consequence of poor yarn choice may be costly, but not irreversible; past experience helps make decision, but is not exact match

Occupation match: As an activity, review the **MIES Database** found in Step 3 of this guide to find a suitable occupation.


Decide Step
Goal

- ▶ Mary's wide range of experience will mean that she undoubtedly has the Essential Skills for this activity at the levels that will be described in the leisure profile. These Essential Skills already match the Essential Skills needed for the workplace (NOC) profile. For her, the goal will be to **demonstrate** the skills, and to help her see the Essential Skills embedded in the various parts of the overall activity. Each step in the activity could include several sub-tasks, as the skill level can be high.

Imagine

- ▶ Mary plans to make a fairisle sweater for her married daughter, using merino yarn. She likes the sweater design from one pattern, and the fairisle pattern from another.
- ▶ Flow Chart (Sequence):
 - Combine the pattern elements and write a new pattern for this particular sweater.
 - Select yarn colours in appropriate weight — compare qualities and costs available at favourite stores.
 - Check daughter's measurements — compare with pattern — adjust as necessary.
 - Knit sweater, combining elements from two different patterns.

Choose

- ▶ Problem Solving — this will really demonstrate a high level of skill (Level 2 – 3)
- ▶ Focus on the first step in the flow chart: Want to use the grid from one pattern book with the style of sweater in another BUT the number of stitches in the grid from one does not match the number in the other (this has created a problem to solve).
- ▶ Document — obtain 2 different patterns of fairisle patterns for women (make sure the numbers do not exactly match).
- ▶ Steps to the answer will likely include thinking skills such as integration and generation.


Write Step
1 Context statement:

- ▶ You have chosen to knit a fairisle sweater using one sweater pattern (Pattern 1) but using a different fairisle grid (Pattern 2). However, the number of stitches for the fairisle pattern will not work in the sweater pattern as is. You need to solve this problem before you can begin knitting.

2 Activity:

- ▶ The focus is on problem solving. There will be no need to actually knit the sweater or to even sort through patterns or yarns. Think of the problem you have imagined — the lack of an exact match between the two patterns.
- ▶ Using the **Reader's Guide**, locate which features will demonstrate this skill at level 2 – 3. Use that language to write the key step/steps: Steps 3 & 4 (Activity Steps) below — the bold italics highlight the language of the **Reader's Guide**. Make sure to use an active verb (a command).
- ▶ Before identifying the factors, the actual comparison of the two patterns, noting differences, must be made (Step 2). Before comparing and looking for differences, the individual pattern information — stitches and rows — must be located and identified (Step 1).
- ▶ After figuring out HOW to solve the problem, the changes must be made, using numerical calculations (Step 5). After that, the new numbers should be entered on the pattern so that they are there for ready reference when knitting (Step 6).
- ▶ **Activity Steps**
 1. Analyse the fairisle pattern for repeats and row depth.
 2. Compare with the sweater pattern.
 3. **Identify the range of factors** you must consider. Record the factors.
 4. **Determine what procedure** you will use to make the adjustment.
 5. Change the number of stitches in each part of the pattern to make the adaptation.
 6. Write the numbers you will use on the pattern.

3 Select the step that uses Problem Solving. Since steps 3 & 4 use the language from Problem Solving in the **Essential Skill Reader's Guide**, and that is the Essential Skill being targeted, choose one of them for this activity. OR use both steps for a more complex activity/demonstration. Then you would also need to consider the Steps to the Answer for both steps.

- ▶ Identify the range of factors you must consider.

4 Writing these steps is like writing the activity itself, only you need to write in very concrete detail.

- ▶ It may be easiest to begin at the end: How will Mary show you the answer? (writing a list)
- ▶ How will she get factors for the list? — past experience, information from the two patterns, anything else?
- ▶ Use language to describe the thinking strategy (integrate, generate) as well as the way to show it (list, write), again using active verbs.

▶ **Writing Steps to the Answer**

1. Integrate the information from the first two steps in the activity.
2. Consider / recall past experience adjusting patterns.
3. List the possible factors:
 - a) Size of the repeat
 - b) Total number of stitches
 - c) Closeness/difference of finished measurement to daughter's measurements
 - d) Etc.

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- 5 Decide if each is a factor in this situation.
- 6 Generate — any other factors that are new in this situation.
- 7 State / write the factors you will consider.

Example #2 — GINNY**Research Step**

Learner: Ginny, 27, loves to knit. However, her experience is limited: she has knit dishcloths and a few simple baby blankets.

Leisure Activity: Knitting

Start to Finish (general scenario or flow chart)

- ▶ Select a pattern
 - Purpose — for whom?
 - Level of complexity of pattern
- ▶ Select yarn based on pattern requirements and purpose requirements (Wool, cotton, or acrylic? Washable? Cost? Care?)
- ▶ Select needles (size and type — bamboo, metal, plastic?)
- ▶ Test tension — adjust pattern, yarn or needle size if necessary
- ▶ Knit article according to pattern
- ▶ Assemble — finishing

Essential Skills

- ▶ Reading Text — some patterns or pattern books have larger sections of text
- ▶ Document Use — patterns, yarn bands, needles
- ▶ Measurement & Calculation — linear measurements; tension comparisons; calculations to make adjustments
- ▶ Problem Solving — yarn does not knit to given tension; dropped stitches; extra stitches; want to use part of one pattern and part of another; need to adjust pattern to a different size than that given; want to use a different type of yarn;...
- ▶ Decision Making — choosing patterns and yarn from range of choices

Essential Skills Reader's Guide (see link noted earlier)

- ▶ Reading Text — complexity levels 1 – 2: in form of leaflet or pattern book; scan to locate, read to understand
- ▶ Document Use — complexity levels 1 – 3: yarn bands may be level 1, some pattern books contain multiple, complex sections; multiple abbreviations used — not always defined in document — require specialized knowledge; graphics, including grid patterns; sequence of search to follow instructions

- ▶ Measurement & Calculation — complexity levels 1 – 2: straight linear measurement, multiples (increasing and decreasing)
- ▶ Problem Solving — complexity levels 1 – 3: range from following simple, standard technique (how to make small tension adjustment) to needing to assess and modify various procedures to meet a specialized need (reworking all stitch counts and number of rows to accommodate different weight yarn)
- ▶ Decision Making — complexity level 1 – 2: consequence of poor yarn choice may be costly, but not irreversible; past experience helps make decision, but is not exact match

Occupation match: As an activity, review the **MIES Database** found in Step 3 of this guide to find a suitable occupation.

Decide Step

Goal

- ▶ Ginny's lack of experience will mean that while she has some of the Essential Skills, these may be limited to lower levels and she may lack some of the other skills, such as Problem Solving or Document Use at higher levels. For her, there is an opportunity to develop the skills she has using an activity that interests and motivates her. She can also learn new skills as identified by the Essential Skill profile and from the NOC profile. If she is interested in a job that has ES requirements that are limited, such as simple linear measurement, then the match and transfer can be demonstrated by an activity. In this case, Ginny wants to develop her skills and learn some new ones, both to make her a better knitter and to broaden the possible job matches that will use her skills. Since the activity itself will be set at a lower level (than for Mary), the tasks will also be simpler, and each step will be limited to one or two behaviours.

Imagine

- ▶ Ginny would like to make a simple baby sweater for a friend who is pregnant. A sweater is a bit more challenging than making a blanket, as there will be some shaping involved. However, she is used to the general language used in patterns, and she understands the concept of tension, although it was not a big concern for either dishcloths or blankets, since the finished size was not so important.
- ▶ Flow Chart (Sequence):
 - Choose a simple sweater pattern
 - Choose a yarn and needles based on the pattern requirements
 - Check the tension on a tension swatch and make adjustments as needed
 - Knit the sweater pieces, following the pattern instructions
 - Counting and measuring
 - Shaping (increasing and decreasing)
 - Pattern stitches
 - Assemble the sweater and sew on buttons

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Choose

- ▶ Document Use Level 2 — selection of pattern and appropriate yarn; tension requirements use combinations of numbers and words, and often use a simple grid on yarn balls to show the same information; simple scale measurement.
- ▶ Focus on choosing a yarn that matches the tension identified in the pattern.
- ▶ Documents needed — variety of baby sweater patterns; variety of baby yarns or yarn bands (may include a trip to a store that carries knitting supplies).
- ▶ Steps to the answer will likely include skills such as “skim,” “scan,” and “locate.”

Write Step**1** Context statement

- ▶ You want to make a baby sweater for a friend. You have several pattern books to look through. You will go to a local store to find a suitable yarn.

2 Activity

- ▶ The focus is on Document Use Level 2. There are 2 documents to consider: the knitting pattern and the yarn band. Only one small section of each document will be used. Numbers and letters and a grid will be the formats of the document use. There is no need for Ginny to actually make this article or to even purchase yarn.
- ▶ The **Essential Skills Reader's Guide:** Level 2 Document Use includes searching for a single piece of information using a key word (Tension); multiple searches using the same criteria; information is either an exact match or may be easily compared.
- ▶ **Write** the step that targets the Document Use skill you are focusing on (Step 6).
- ▶ **Before** matching the yarn tension to the pattern, both yarn and pattern are needed. To look for the yarn, Ginny must go to a yarn store, or you could provide several baby yarn bands of differing weights, and, therefore, different tensions (Step 5). Before that she must have chosen a pattern (Step 4). Before she chose the pattern, she looked at several and considered several factors: her likes, level of difficulty, instructions she could understand (familiarity) (Steps 1 – 3).
- ▶ **After** matching the yarn tension, she could choose which yarn to use. (Step 7)
- ▶ **Activity Steps** [each statement uses an active verb]
 1. Look through the pattern books for patterns you like.
 2. Scan the pattern itself for key words: “for beginners” or “easy” or “simple.”
 3. Skim the pattern for familiar pattern instructions to help you choose.
 4. Choose a pattern.
 5. Examine a variety of baby yarn bands (use bands provided, or visit a yarn store).
 6. Match yarn tension to pattern tension.
 7. Choose which yarn to use based on color, cost, etc.

3 Select the task or step

- ▶ Since you identified Document Use 2 as the targeted skill, Step 6 is a good choice. Steps 1 – 4 could also be used for this Essential Skill.
 - Match yarn tension to pattern tension.

4 Steps to the answer

- ▶ Write the individual steps Ginny must take to make the match.
- ▶ Begin with the last step — identifying the yarn or yarns with the same tension as that called for in the pattern. How will Ginny show you her answer? (Show the yarn band with the same tension as the pattern? Name the yarn?)
- ▶ What will she need to know? (the pattern tension; the yarn tension)
- ▶ How will she find this information? (use key word “Tension” in the pattern; search yarn band for “tension” or for grid showing the number of stitches and number of rows)
- ▶ What will she do if the information is not presented in exactly the same way? (convert scale by multiplying)
- ▶ Use language to describe the thinking strategy (scan, locate, identify, recognize, compare) as well as the way to show it (write), again using active verbs.



Steps to the Answer

1. Locate the key word “Tension” in the pattern.
2. Identify the tension (# stitches measure (“ or cm) on size ___ needles).
3. Scan yarn labels for tension grid.
4. Identify yarn tension (# stitches measure (“ or cm) on size ___ needles).
5. Recognize if the yarn tension uses the same scale as the pattern tension.
6. If not, multiply the one based on a smaller inch or centimetre size to the larger (**5 stitches measure 1 inch** is the same as **20 stitches measure 4 inches**).
7. Compare stitches of pattern tension with yarn tension.
8. Compare rows of pattern tension with yarn tension.
9. Compare needle size of pattern tension with yarn tension.
10. Identify matching tensions.
11. Write the name of the yarn or yarns with matching tension on the pattern sheet.

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STEP 5: Promoting Skills

Once adults have a clearer sense of how the Essentials Skills they have developed through leisure and home-based activities link to the skills required in jobs, they can begin marketing their skills to potential employers.

Resumes, cover letters, job applications and even interviews can all provide opportunities for adults to talk about the skills they have acquired and strengthened in non-work settings. Sometimes employers don't understand the value of these skills and how they can be transferred to the workplace until they hear or see evidence of it from their workers.

Opening Doors: How to Market Your Essential Skills is a resource produced by QUILL Learning Network for literacy instructors working with adults who are looking for work and upgrading their skills. It provides tools and templates to not only identify strong skills but to market them as well. For more information about purchasing this toolkit, contact QUILL Learning Network at quill@bmts.com or 519-881-4655.



Below are some examples of how adults can talk about their acquired leisure and home-based Essential Skills in work-related documents and situations.

Cover Letters:

A cover letter accompanies a resume or job application and is an opportunity to personalize your skills and make a strong first impression with an employer. It is usually limited to one page with 3-4 paragraphs. The second paragraph is often the best location to tie your current skills to the skills needed in the job.

For example, research showed us adults who spend a lot of time gardening have strong reading and thinking skills, specifically when it comes to job task planning and organizing. We also know these same skills are required in occupations related to records management and filing clerks (NOC 1413).

A person who is applying for a clerk's job and has spent a lot of time gardening can highlight relevant skills in a cover letter in the following way:

While out of the workplace I spent a lot time gardening and through that strengthened my reading and thinking skills. My ability to read planning grids and think through a logical setting for successful garden results will serve me well in the opening you have for a filing clerk. For example, I can quickly read a document and create a filing system that will result in increased efficiency within the office.

Resumes and Job Applications

Resumes and job applications are job search tools that allow a person to list their experience, qualifications and previous work history and education. While it's important to include technical job-related skills relevant to the job you are applying to, it's also a good idea to highlight your Essential Skills.

There is usually a spot on these documents to list hobbies and leisure activities, but it's not enough to just list them. Make these skills relevant to the job and tie in the skills developed in leisure activities to the occupation.

In a traditional resume, a paragraph at the end of the document may be titled as:

Non-work Related Activities

When not working, I spend time doing crossword puzzles. This has improved my memory and problem solving skills and has also given me a lot of experience navigating through documents, especially reading and understanding charts and tables that involve intersecting rows.

On job applications there often isn't the same space to expand on skills developed in leisure activities. Sometimes one line or a small box is all you have to write about your interests. Use this space wisely. For example: **I like to fish which uses a lot of my math skills, especially when it comes to calculations and measurement.**

Interviews

Interviews are the perfect place to show your oral communication skills and to expand on other skills you didn't have space to write about in a cover letter, resume or job application. Answer all questions asked and, when possible, offer some information that talks about your Essential Skills.

For example, a common question in a job interview is:

Interviewer: What can you do for this company (business, place of work, etc.)?

Sample answer: I'm a team player who works well with others. I have developed these skills over the years in different jobs but also in my leisure time. I like to play a lot of board games with friends and family. If you've ever had to be the banker in a game of Monopoly in my family, you'll know it requires a lot of team building skills! Even learning new games and explaining instructions, which I do a lot, has really strengthened my reading and document skills.

Quick Skills Marketing Preparation Tool

**STEP
5**

Promoting Skills

1. List one or two of the leisure or home-based activities you participate in:

2. Circle or highlight the top Essential Skill(s) you use in your leisure activity(s).

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

3. Write a job(s) you would like to do: _____

4. Work with your instructor or do some research about the job you have listed. Refer to the database developed for this guide. Does the job you want to do have some overlapping Essential Skills with your leisure activity? Write down the overlapping skills:

5. Write a couple of sentences or a short paragraph to explain the skills you have developed in your leisure activity and how they can help you in a job.
