An Aboriginal Essential Skills Journey
Planting the Seeds for Growth
These workshop materials have been produced anticipating the needs of educators, workplace trainers and facilitators who may want to photocopy documents that are useful in their own contexts. This material may be reproduced or used for individual educational purposes only provided that each page used is reproduced in its entirety without modification, with all legal notices maintained. No part of this material may be reproduced or used for any commercial purpose or sold by any person.

This project was made possible with funding support from the Government of Canada’s Office of Literacy and Essential Skills.
Acknowledgements

Douglas College gratefully acknowledges the contributions of the following people and organizations to the development of these materials:

Advisory Committee:
Francesca de Bastiani, Aboriginal Partnerships Unit, Service Canada (ESGT Member)
Norma Claggett Aboriginal Labour Force Alliance (ESGT Member)
Wendy Gallic, North Island Nuu-chah-nulth Tribal Council Aboriginal Mgmt. Society (ESGT Member)
Marlin Ratch, Metis Nation BC (ESGT Member)
Marlene Rice, Coast Salish Employment & Training Society (ESGT Member)
Sherry Simms, North Vancouver Island Aboriginal Training Society
Brandon Stiles, First Nations Employment Society (ESGT Member)
Cori Thunderchild, ACCESS (ESGT Member)
Colleen Yamamoto, Yellow Cedar Learning Centre (ESGT Member)

Consulting and Support:
AHRDA Essential Skills Guiding Team (ESGT)
Julie Flett: Julie Flett Illustration & Design
Melissa Gardner: MGG Consulting
Stacey Huget: Huget Consulting
Mercedes Morin: Office of Literacy and Essential Skills, HRSDC
Stephanie Morin: Office of Literacy and Essential Skills, HRSDC
Sandra Ryan: SERYAN Consulting
Pat Salt: PLS Consulting

Host Pilot Sites:
Aboriginal Labour Force Alliance, Norma Claggett, Cindy Hannah
Central Interior Partners in AHRDA, Martha Matthew
Ententes et Partenariats, Direction des programmes du marché du travail et de développement social, Service Canada, Région du Québec, Stéphanie Valentin
Nuu-chah-nulth Tribal Council, Victoria Watts
Prince George Nechako Aboriginal Training Association, Samantha Moise
Stó:lō Nation Human Resources Department, Gloria Hobbs, Colleen Yamamoto

Project Team:
Francesca de Bastiani, Project Support/French Pilot Facilitator, Aboriginal Partnerships Unit, Service Canada (ESGT Member)
Janice Rempel, Project Assistant, Douglas College
Pam Tetarenko, Team Lead, Douglas College
Cori Thunderchild, Pilot Facilitator, ACCESS (ESGT Member)
Documents Re-Printed with Permission:

SkillPlan - BC Construction Industry Skills Improvement Council - MeasureUp Activity Sets
Coast Salish Employment & Training Society - 9 Essential Skills (English and Hul’Q’umi’num)

Douglas College

Douglas College,
The Training Group
A1410-1250 Pinetree Way
Coquitlam, BC V3B 7X3
e-mail: essentialskills@douglascollege.ca
http://www.douglas.bc.ca/training-community-education/essentialskills
ACTIVITIES AND INFORMATION PAGES

Opening the Workshop
Workshop Content
Workshop Introduction and Outcomes
Anticipation Guide
Essential Skills Check List
Aboriginal Perspectives

The What’s and Why’s of Essential Skills
What Are Essential Skills?
Essential, Technical and Workplace-Specific Skills
9 Essential Skills (English and Hul’q’umi’num)

Essential Skills Stories
The Essential Skills Story
Canada Responds
Spirit Lake: Knowing Myself
Learning Styles Inventory
ES Path Finder: Understanding Learning Styles
A Gathering at Spirit Lake Debriefing

Essential Skills Scenarios
Scenario 1: Single Mom’s Shopping Trip
Scenario 2: Trades Helper
Scenario 3: Band Office Administrative Assistant
Scenario 4: Band Counsellor
Scenario 5: Elder With Trap Lines
Scenario 6: Casino Worker
Scenario 7: Environmental Review Panel
Scenario 8: Auto Parts Dealership
Leave a Leaf

Essential Skills Resources
A Skilled Aboriginal Workforce
Community-Based Essential Skills Responses
Essential Skills Profile Structure
Hunting Through an Essential Skills Profile
Trappers and Hunters profile
Assessing Essential Skills

A Word About Essential Skills Assessment

Essential Skills and Literacy Assessment Tools

Essential Skills Assessment - How Do Your Skills Measure Up?

Measure Up Activity Answer Keys

Creating an Aboriginal Essential Skills Model

Abbreviations and Acronyms Used

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>Essential Skills</td>
</tr>
<tr>
<td>HRSDC</td>
<td>Human Resources and Skills Development Canada</td>
</tr>
<tr>
<td>IALS</td>
<td>International Adult Literacy Survey</td>
</tr>
<tr>
<td>IALSS</td>
<td>International Adult Literacy and Skills Survey</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
</tr>
<tr>
<td>TOWES</td>
<td>Test of Workplace Essential Skills</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
</tr>
</tbody>
</table>
Opening the Workshop
WORKSHOP CONTENT

Opening the Workshop
Welcome ● Opening Prayer ● Facilitator and Participant Introductions ● Group Norms ● Group Sort ● Workbook Overview ● Workshop Content ● Workshop Outcomes ● Certification Requirements ● Participant Expectations ● Anticipation Guide ● Essential Skills Check List ● Essential Skills - Aboriginal Perspectives ● Essential Skills Aboriginal Perspectives Wheel

Assessing Essential Skills
- Types of ES Assessment
- ES Assessment Tools
- Measuring Your Skills
- Essential Skills Model

The What’s & Why’s of Essential Skills
- What are Essential Skills?
- Essential vs. Technical Skills
- Hul’q’umi’num Model

Essential Skills Resources
- Community Initiatives
- Hunting Through an ES Profile
- Sampling of ES Resources
- Learning the Lay of the Land

Essential Skills Stories
- The Essential Skills Story
- Canada Responds
- Understanding Complexity
- ESI DVD
- Gathering At Spirit Lake
- ES Scenarios

Closing the Workshop
About this Workshop Package

An Aboriginal Essential Skills Journey...Planting the Seeds for Growth has been designed and developed to present Essential Skills information and knowledge that can be integrated into the work of educators, trainers, counsellors, policy makers, and those persons in a position to influence and enhance the skills of community members.

Specifically, the workshop is intended to provide Aboriginal participants with:

- a detailed overview of Essential Skills
- a brief history of Essential Skills
- a basic understanding of Essential Skills assessment
- an awareness of available Essential Skills tools and resources
- some ideas for practical applications of Essential Skills in training
- an opportunity to practice Essential Skills in a hands-on way

Why an Aboriginal-Specific Essential Skills Workshop?

It has been recognized that most Essential Skills familiarization packages use a "western" or "Euro-centric" approach. An Aboriginal Essential Skills Journey...Planting the Seeds for Growth is an attempt to make Essential Skills more relevant to Aboriginal Peoples by incorporating an Aboriginal world view (Aboriginal themes, learning styles, contexts and experiences). Hopefully, this workshop will be a way to make Essential Skills more accessible and meaningful to Aboriginal communities, and encourage Aboriginal organizations to create their own ways to "grow these skills".

Workshop Outcomes

It is hoped that participants will leave the workshop with:

1. Increased awareness and knowledge of Essential Skills.
2. Increased awareness of Essential Skills Complexity Levels.
3. Increased ability to use the common language of Essential Skills.
4. Familiarity with a range of Essential Skills tools and resources and knowledge of where to find more.
5. Awareness of Essential Skills assessment tools and approaches.
7. Specific ideas for next steps applications.
ANTICIPATION GUIDE

Place a T beside all TRUE statements and an F beside all FALSE statements.

___ 1. According to the Government of Canada, there are 8 Essential Skills.

___ 2. People who can read are able to use documents properly.

___ 3. The Essential Skills IALS rating scale has 5 levels.

___ 4. Creativity is not considered one of the “official” Essential Skills.

___ 5. Essential Skills often work together.

___ 6. An Essential Skills profile shows what school grades are needed for certain jobs.

___ 7. Measure-Up is a website that sells tape measures.

___ 8. Essential Skills assessment can be formal or informal.

___ 9. Aboriginal groups in Canada are developing their own Essential Skills projects.

___ 10. The Essential Skills field has its own vocabulary.

NOTES:
<table>
<thead>
<tr>
<th>SPIRIT LAKE</th>
<th>ES Assessment – How Do Your Skills Measure Up?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-Based Essential Skills Responses</td>
<td>Hunting through an Essential Skills Profile</td>
</tr>
<tr>
<td>Knowing Myself</td>
<td>Buying Food</td>
</tr>
<tr>
<td>Bringing Supplies</td>
<td>Planning the Gathering</td>
</tr>
<tr>
<td>Inviting Friends</td>
<td>Scheduling Events</td>
</tr>
<tr>
<td>Buying Food</td>
<td>Studying Nature</td>
</tr>
<tr>
<td>Getting to Spirit Lake</td>
<td>Learning the Lay of the Land</td>
</tr>
<tr>
<td>Spirit Lake Activity Debriefing</td>
<td>Essential Skills Scenario</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTINUOUS LEARNING</th>
<th>COMPUTER USE</th>
<th>THINKING SKILLS</th>
<th>WORKING WITH OTHERS</th>
<th>ORAL COMMUNICATION</th>
<th>NUMERACY</th>
<th>WRITING</th>
<th>DOCUMENT USE</th>
<th>READING TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**An Aboriginal ES Journey Participant Workbook pg 7**

**Planting the Seeds of Growth: Essential Skills Check List**

**An Aboriginal Essential Skills Journey...**
Why “An Aboriginal Essential Skills Journey” as a theme?

This workshop theme is based on the idea that it is only by “walking the Essential Skills circle” that one can develop the skills necessary for living, learning and working. Essential Skills, when approached in this integrated and holistic way, become a powerful means of enhancing spiritual, emotional, physical and mental well-being.

Why “Planting the Seeds for Growth” as a Theme?

This workshop theme refers to the earth and the Aboriginal belief in the importance of connecting all knowledge and learning to the natural world. The plant motif is a reminder that it is only with nurturing, respect, patience and care that Essential Skills can grow and develop.

Making An Aboriginal Perspectives Wheel

The following activity is intended to give you the opportunity to view the 9 Essential Skills from Aboriginal perspectives.

Directions:

1. There are three wheels on the next few pages. Cut out the smallest wheel. It has the nine Essential Skills written on it.

2. Cut out the next largest wheel. It has the words Aboriginal Perspectives written four times on it.

3. Position the Aboriginal Perspectives wheel on the largest wheel. The largest wheel has Mental, Spiritual, Emotional and Physical written on it.

4. Position the Essential Skills wheel on top of the Aboriginal Perspectives wheel.

5. Attach the three wheels together by using a brad clip. This is done by inserting the brad clip in the center of the Essential Skills wheel and pushing it through the three paper layers.

6. Optional: If you wish, you may cut out the large wheel so that your spinning wheel is no longer attached to the page.

We now wish you an exciting and informative experience as you undertake your Essential Skills journey.
ESSENTIAL SKILLS
ABORIGINAL PERSPECTIVES WHEEL

Mental

Spiritual

Physical

Emotional
Part 1: The What’s and Why’s of Essential Skills
What Are Essential Skills?

*Essential Skills are the skills needed for work, learning and life. They provide the foundation for learning all other skills.*

The following are Canada’s 9 Essential Skills and their definitions. Each Essential Skill has an icon (small picture) to help you understand the skill. Choose ONE of the skill labels below for each definition. Write the skill label in the correct blank.

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

__________________:

Understanding visual images such as graphs, lists, tables, drawings, symbols, signs, maps, labels, forms, x-rays.

The visual display or arrangement gives meaning to the content.

Includes reading, entering information into, and creating documents.

__________________:

Using your brain to:
- solve problems
- make decisions
- think critically
- plan and organize tasks
- remember
- find information

__________________:

Speaking and listening to share thoughts or information.

For example: greeting, telling stories, giving advice, sharing ideas, facilitating, coordinating tasks, explaining, discussing.

Can be face-to-face, by cell phone or telephone, by computer (Skype)

__________________:

Reading sentences or paragraphs.

For example: notes, letters, emails, magazines, manuals, regulations, books, reports, product labels, legal agreements.

Includes words on paper and words on a screen.
Interacting with family, friends, community members, students and co-workers to accomplish tasks together.

Using technology:
Using numbers and being able to think in terms of “amounts”.
For example:
- money math
- scheduling or budgeting/accounting math
- measurement / calculation math
- data analysis math
- estimation
May require solving problems by using numbers.

Gaining skills and knowledge throughout life.
Includes:
- learning how to learn
- understanding your learning style
- knowing how to find resources and learning opportunities

Writing words to share ideas.
For example: writing notes, emails, letters, reports, orders, logbook entries, text messages.
Includes “pen and paper” writing and keyboarding.
All Canadians have the right to develop the literacy and essential skills they need in order to participate fully in our social, cultural, economic and political life. Every person must have an equal opportunity to acquire, develop, maintain and enhance their literacy skills regardless of their circumstances. Literacy is at the heart of learning. A commitment to learning throughout life leads to a society characterized by literate, healthy and productive individuals, families, communities and workplaces.

Advisory Committee on Literacy and Essential Skills
To understand the 3 different kinds of skills required at the worksite, think about fishing.

Some of the **Essential Skills** required:
- using a map to find the river, reading a brochure about your new fishing rod, estimating the amount of time available before the sun sets, asking others how the catches have been

Some of the **technical skills** required:
- assembling a fishing rod, tying lures and weights onto the line, casting, knowing how much play to give a hooked fish, landing a fish

Some of the **"worksite"-specific skills** required:
- finding where the fish like to hide in this specific stretch of river, selecting the right bait for the kinds of fish in the river, accommodating the special currents in this particular river
9 ESSENTIAL SKILLS
(ENGLISH AND HUL’Q’UMI’NUM)

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>Qwal ihe’</th>
<th>speak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Xulut’</td>
<td>to write</td>
</tr>
<tr>
<td>Document Use</td>
<td>Sxul’um</td>
<td>what is written/drawn</td>
</tr>
<tr>
<td>Computer Use</td>
<td>Hakwush tu’ kamp-yootu</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Kw’shem</td>
<td>count</td>
</tr>
<tr>
<td>Thinking Skills</td>
<td>Shqwa’luwan</td>
<td>thoughts/feelings</td>
</tr>
<tr>
<td>Working With Others</td>
<td>Nustsa’mawt/ Shqwa’luwan</td>
<td></td>
</tr>
<tr>
<td>Continuous Learning</td>
<td>Tat-tulut:</td>
<td>learning</td>
</tr>
<tr>
<td>Reading Text</td>
<td>--------------------</td>
<td></td>
</tr>
</tbody>
</table>
Part 2: Essential Skills Stories
INTERNATIONAL ADULT LITERACY SURVEY (IALS) 1994-1998
- First multi-country / multi language assessment of adult literacy.
- 20 countries reported results (some in more than one language).
- Sponsored by the National Literacy Secretariat and HRSDC.
- Managed by Statistics Canada in collaboration with the OECD, Eurostat, and UNESCO.
- Measured prose literacy, document literacy, numeracy
- Used a scale of 0-500 to measure task difficulty.
- No Territories participated.

INTERNATIONAL ADULT LITERACY & SKILLS SURVEY (IALSS) 2003
- Follow-up to IALS
- 14 countries have participated but so far only 7 have been written up
- Developed and Managed by Statistics Canada and Education Testing Services in collaboration with the National Center for Education Statistics, OECD, Regional Office for Latin America, and UNESCO
- Measured:
  - Prose Literacy
  - Document Literacy
  - Numeracy (revised from IALS)
  - Problem solving
  - Familiarization with information technologies
- Used the IALS 500 point scale
- All provinces and Territories participated.

KEY IALS AND IALSS FINDINGS:
A skills deficit results in:

For the Individual...
- greater frequency & lengthier periods of unemployment
- lower earnings / wages
- limited access to education and community participation
- greater probability of health and safety issues
- difficulty adapting to new situations
- limited life choices

For the Workplace...
- decreased productivity
- greater probability of accidents
- increased error rates
- lowered capacity to recruit and retain workers
- lowered ability to respond to change
- difficulty competing

For Society...
- lowered Gross Domestic Product
- decreased ability to compete in a Global Economy
- higher poverty rates

-ideas courtesy of T. Scott Murray, 2005

ACCORDING TO IALS AND IALSS:
- 42% of working age Canadians had literacy skills below the minimum level (Level 3) required to deal with life and work in today’s society.
- The lower the literacy demands at home and at work, the faster literacy skills are lost.
- The higher the literacy rates of parents, the higher the literacy rates of their children.
IALS 500 POINT RATING SCALE (READING TEXT / PROSE)

**Level 1 (0-225)**
- Limited reading skills.
- May not be able to read and understand correct dosages on a medicine bottle.
- Know they have literacy challenges.

**Level 2 (226-275)**
- Can deal with simple text, clearly laid out.
- Find new materials frustrating.
- May not recognize they have literacy challenges.

**Level 3 (276-325)**
- Minimum level needed to cope with life in the 21st century.
- Have sufficient skills to cope with most everyday literacy demands.
- Able to learn new skills and adapt to new situations.

**Level 4 (326-375)**
- Have higher literacy skills.
- Can integrate information from several sources and solve more complex problems.

**Level 5 (376-500)**
- Have higher literacy skills.
- Can integrate information from several sources, generate ideas and solve complex problems.

The above line graph shows what percentage of Canadians are at each Level in terms of their reading text skills. 16.6% are at Level 1, 25.6% are at Level 2, 35.1% are at Level 3, 22.7% are at Level 4/5. (Levels 4 and 5 are combined on the graph.) The graph shows that 42.2% of Canadians are below Level 3, the minimum level required to cope with today’s world.
Canada Responds

- Identified and validated 9 Essential Skills.
- Created ES occupational profiles for over 200 occupations requiring a secondary school diploma or less and on-the-job training.
- Collected and provided access to Authentic Workplace Materials.

**Essential Skills and Workplace Literacy Initiative (2003-present)**
- Builds on existing research.
- Enhances the Essential Skills of Canadians entering or already in the workplace.
- Increases awareness and understanding of Essential Skills.
- Supports development of Essential Skills tools and applications.
- Works with other Government of Canada programs to address Essential Skills.

**Appointment of Ministerial Advisory Committee on Literacy and Essential Skills (2005)**
- Offered advice to the Minister of State on a national literacy / Essential Skills strategy.
- Determined that "All Canadians have the right to develop the literacy and Essential Skills they need in order to participate fully in our social, cultural, economic and political life."

**Establishment of the Office of Literacy and Essential Skills (OLES) (2007)**
- Influences policy development.
- Funds literacy and Essential Skills initiatives across the country.
- Provides practical tools that support the needs of employers, practitioners and learners in integrating literacy / Essential Skills into programs.
- Building a national Essential Skills knowledge base (models, applied research, best practices).
- Strengthening partnerships and networks.
SPIRIT LAKE: KNOWING MYSELF

The Story

When you go to Spirit Lake, there will be many things to do. These activities will appeal to different kinds of learners (those who learn best by listening, those who learn best by seeing, and those who learn best by doing). What kind of learner are you?

What to do

- Read each question in the first column on the inventory sheet.
- Answer by circling one item from the same row which is most like you.
- Read the Path Finder: Understanding Learning Styles
- Find your learning style and choose the Spirit Lake activity which suits you best.

What you need

- Essential Skills Path Finder: Understanding Learning Styles
- Handout: Learning Styles Inventory
- A pen or pencil and eraser
### LEARNING STYLES INVENTORY

**Part A:** Finish each statement by circling the **one** item from each row that **best** describes you.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Seeing</th>
<th>Hearing</th>
<th>Doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-When learning something new, I like to...</td>
<td>read the instructions</td>
<td>listen to an explanation</td>
<td>try it out and learn by doing</td>
</tr>
<tr>
<td>2- When I have free time I like to...</td>
<td>watch TV or read</td>
<td>talk to friends</td>
<td>do activities or make things</td>
</tr>
<tr>
<td>3- When I teach someone else, I...</td>
<td>write instructions</td>
<td>explain in words</td>
<td>demonstrate first then let my &quot;learner&quot; try it out</td>
</tr>
<tr>
<td>4- When I learn a new skill, I like to...</td>
<td>watch what the instructor is doing</td>
<td>talk it through with the instructor</td>
<td>actually do it and work it out as I go along</td>
</tr>
<tr>
<td>5- I remember things best when I...</td>
<td>have notes or printed details</td>
<td>repeat things out loud or in my head</td>
<td>do, make or practice something</td>
</tr>
<tr>
<td>6- When I spell, I...</td>
<td>try to see the word in my head</td>
<td>sound out the word</td>
<td>write the word down</td>
</tr>
<tr>
<td>7- I am most easily distracted by...</td>
<td>clutter or movement</td>
<td>sounds and noises</td>
<td>action around me</td>
</tr>
<tr>
<td>8- When I go shopping, I like to...</td>
<td>look around before I decide</td>
<td>talk to the salesperson or a friend before I decide</td>
<td>try things on, touch things or test them before I decide</td>
</tr>
<tr>
<td>9- When I listen to music, I...</td>
<td>sing along with the words</td>
<td>listen to the words and the beat</td>
<td>dance or move to the music</td>
</tr>
<tr>
<td>10- When I am concentrating, I...</td>
<td>focus on the words or pictures</td>
<td>talk about the problem in my head</td>
<td>move around a lot and fidget</td>
</tr>
<tr>
<td>11- When I am worried, I...</td>
<td>imagine the worst thing that can happen</td>
<td>talk about my problem</td>
<td>always move around or pace</td>
</tr>
<tr>
<td>12- The first thing I notice about people is how they...</td>
<td>look</td>
<td>talk</td>
<td>move</td>
</tr>
<tr>
<td>13- Easiest for me to remember are...</td>
<td>faces</td>
<td>names</td>
<td>things I’ve done</td>
</tr>
<tr>
<td>14- When I present to others, I...</td>
<td>write a report</td>
<td>give a speech</td>
<td>make a model</td>
</tr>
<tr>
<td>15- I like the instructor to use...</td>
<td>charts and diagrams</td>
<td>group work and discussion</td>
<td>hands-on activities</td>
</tr>
</tbody>
</table>
Part B

When you have completed the inventory in part A, count the total number of circled items you have for each column (Seeing, Hearing, Doing). Record these numbers in the table below.

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Total Number of Circles From Part A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeing</td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td></td>
</tr>
<tr>
<td>Doing</td>
<td></td>
</tr>
</tbody>
</table>

The learning style with the largest number of circled items is the way you likely learn best.

Write your learning style here: ________________________________

Read the Path Finder: *Understanding Learning Styles* to find out more about how you learn best.

Does the information about your learning style match what you know about yourself?

Yes ☐   No ☐

Is there something else you would say about how you learn best?

____________________________________________________________________________________

____________________________________________________________________________________
ES Path Finder: Understanding Learning Styles

Knowing your learning style will help you to choose activities, type of instruction, and ways of doing that suit how you learn best.

There are many models for this, but the three main learning styles are:

**Learning by Seeing (Visual Learners)**
These learners like:
- Pictures rather than words
- Being shown an example
- Using tables, charts, graphs and photographs
- Writing down what is needed to learn
- Drawing or doodling while listening

**Learning by Hearing (Auditory Learners)**
These learners like:
- Oral instructions and talking circles
- Listening to stories and CDs
- Giving oral reports
- Participating in discussions
- Talking through problems and solutions

**Learning by Doing (Kinesthetic Learners)**
These learners like:
- Hands-on activities
- Moving while learning
- Using materials
- Acting out stories and events
- Writing on the computer instead of by hand

The above learning styles relate to A.J. More’s work in Aboriginal learning (UBC):

<table>
<thead>
<tr>
<th>Aboriginal Learning Style</th>
<th>Learns Best By:</th>
<th>Relates to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global</strong></td>
<td>understands best when overall concept presented first; needs a meaningful context; benefits from whole language (vs. phonics) teaching</td>
<td>Learning by Hearing/Seeing</td>
</tr>
<tr>
<td><strong>Imaginal</strong></td>
<td>learns best from images (symbols, diagrams, metaphor); has difficulty explaining images, but can make them and use them for learning</td>
<td>Learning by Seeing</td>
</tr>
<tr>
<td><strong>Concrete</strong></td>
<td>learns best with support from materials that can be seen, touched, heard; needs examples and hands-on approach</td>
<td>Learning by Doing</td>
</tr>
<tr>
<td><strong>Watch-Then-Do</strong></td>
<td>reflective; needs time to think through answer or solution</td>
<td>Learning by Seeing/Doing</td>
</tr>
</tbody>
</table>
A GATHERING AT SPIRIT LAKE DEBRIEFING

Directions:

1. In the space below, write the name of the activity your group has been asked to analyse.
2. As a small group, decide which Essential Skills were required for your group to complete the activity. Check off (✓) these skills in the checkboxes provided below.
3. As a small group, decide which 3 Essential Skills were most important in completing the activity. Circle these skills.
4. Check off (✓) the 3 skills you chose on the wall chart your facilitator has made for data collection.
5. As a large group, analyse the wall chart results. Discuss how the information can be used by Aboriginal groups and communities.

Spirit Lake Activity Name: ________________________________

Essential Skills Required:

☐ Reading Text
☐ Document Use
☐ Writing
☐ Numeracy
☐ Oral Communication
☐ Thinking Skills*
☐ Working With Others
☐ Computer Use
☐ Continuous Learning

*Thinking can be problem solving, decision making, analysing, memorizing, planning, or finding information.
Essential Skills Scenario #1 (Single Mom’s Shopping Trip):

Cynthia is a young single mother who lives on a remote Métis community. Today she plans to go into town to shop for groceries. First, she asks her auntie who lives next door if she can babysit. Next, she calls the shuttle bus to see what the schedule is. She finds out that it leaves at 1:00 pm and returns home at 4:00 pm. This will give her enough time to shop. Before she catches the bus, she makes a list of items that she needs and estimates how much her order will cost. She then reads her list again to make sure she has not forgotten anything. Once in the city, she goes to the bank machine where she withdraws enough money for shopping. After using the machine, Cynthia buys her groceries being careful to stay within her budget.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

<table>
<thead>
<tr>
<th>Essential Skills Boxes</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Text</td>
<td></td>
</tr>
<tr>
<td>Document Use</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td></td>
</tr>
<tr>
<td>Working With Others</td>
<td></td>
</tr>
<tr>
<td>Computer Use</td>
<td></td>
</tr>
<tr>
<td>Continuous Learning</td>
<td></td>
</tr>
</tbody>
</table>
Essential Skills Scenario #2 (Trades Helper):

Joe is a trades helper. He assists the apprentices, builders and the site supervisor to renovate the community skating rink. When he arrives at work, he reports to the site supervisor who hands him a time card and a list of his duties for the day. Today, he must check in with the apprentices to see which tools and materials they are going to need. He then collects the tools and materials from the supply shed, and signs them out to the apprentices. Joe is expected to work with all of the crew throughout the day to make sure that they have everything they need to complete their tasks. He is also learning how to rebuild the rink and receives training from the builders. At the end of the day, Joe signs in the tools and calculates how many supplies were used. When he finishes, he adds up his hours and fills in his time card.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

<table>
<thead>
<tr>
<th>Essential Skills Boxes</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Text</td>
<td></td>
</tr>
<tr>
<td>Document Use</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td></td>
</tr>
<tr>
<td>Working With Others</td>
<td></td>
</tr>
<tr>
<td>Computer Use</td>
<td></td>
</tr>
<tr>
<td>Continuous Learning</td>
<td></td>
</tr>
</tbody>
</table>
Essential Skills Scenario #3 (Band Office Administrative Assistant):

Stacy is the administrative assistant for the Band Office. In the morning, she checks the Outlook program on her computer to see what events are scheduled for the day. After this, Stacy signs out files to 2 of the Band Councillors. She then re-schedules a talking circle the Chief was to have with community elders. Stacy must make this change because the Chief has been called to Ottawa for an emergency meeting with INAC. She researches flight times and costs for the trip, and makes the booking on-line. Next, Stacy spends an hour entering Band Council expenses into a spreadsheet. She also answers many telephone calls and decides if calls should be forwarded or messages taken. Stacy spends the afternoon reading the minutes from the Annual Assembly and making a “to do” list.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

<table>
<thead>
<tr>
<th>Essential Skills Boxes</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Text</td>
<td></td>
</tr>
<tr>
<td>Document Use</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td></td>
</tr>
<tr>
<td>Working With Others</td>
<td></td>
</tr>
<tr>
<td>Computer Use</td>
<td></td>
</tr>
<tr>
<td>Continuous Learning</td>
<td></td>
</tr>
</tbody>
</table>
Essential Skills Scenario #4 (Band Counsellor):

Linda is a Band Counsellor. Today she must decide if the proposed 10 kilometre Otter Fun Run should receive Band funding. She meets with the Recreation Coordinator to get more details. She then checks the annual budget to see if there is money available. Linda calculates how much the event will cost and compares the amount to similar activities from last year. To get more information, Linda reads through the notes the Recreation Coordinator has given her. She then decides to support the run. Now it is time to look at the quarterly report which will be sent out in a few days. Linda focuses on the amount of money being spent on road upgrading since she sits on the Capital Projects Committee. Linda thinks one of the numbers may be wrong. She writes an email to the Director asking her to check the numbers in the report. After, Linda visits the E-Learning Centre to hear about youth education success.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

<table>
<thead>
<tr>
<th>Essential Skills Boxes</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Text</td>
<td></td>
</tr>
<tr>
<td>Document Use</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td></td>
</tr>
<tr>
<td>Working With Others</td>
<td></td>
</tr>
<tr>
<td>Computer Use</td>
<td></td>
</tr>
<tr>
<td>Continuous Learning</td>
<td></td>
</tr>
</tbody>
</table>
Essential Skills Scenario #5 (Elder With Trap Lines):

Jim is an elder who runs trap lines. Today Jim has found one of his trap lines destroyed. He blames the company doing an industry project on First Nation traditional lands. Jim uses his satellite phone to contact the Band Council and explain what has happened. The Band Council reviews the Agreement they have with the industry company. They find the section that deals with *Harvester's Compensation*. They then check a map to confirm the trap line is on the company’s leased land. The Band sends a letter via email to the site manager of the company. The letter explains where the trap line is located using GPS coordinates. The company calls to schedule a meeting to deal with the issue. Jim calculates the amount of money required to compensate him for his trap line and his lost income.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

<table>
<thead>
<tr>
<th>Essential Skills Boxes</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Text</td>
<td></td>
</tr>
<tr>
<td>Document Use</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td></td>
</tr>
<tr>
<td>Working With Others</td>
<td></td>
</tr>
<tr>
<td>Computer Use</td>
<td></td>
</tr>
<tr>
<td>Continuous Learning</td>
<td></td>
</tr>
</tbody>
</table>
Essential Skills Scenario #6 (Casino Worker):
Larry works in the Three Feathers Casino. When he gets to work, he reads the sign-in sheet to see where he is needed. Today he is in the pit. This means he counts out chips for the chip runners. He also calculates the total value of chips cashed in so he can provide the right amount of money. He constantly talks to customers and chip runners but he is not allowed to talk to dealers while they are working. When a customer argues with him about a payout, he decides to explain the process. The customer threatens to damage the casino and stomps out. Larry fills out a customer incident form to explain what has happened. Because it is a slow night, Larry is asked by his supervisor to help out at the tables. He records the money coming in at a table by using a device that works like a calculator. At the end of his shift, he fills in a closure sheet to see if his cash balances.

1. Every time an Essential Skill is used in the story, make a checkmark (√) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

<table>
<thead>
<tr>
<th>Essential Skills Boxes</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Text</td>
<td></td>
</tr>
<tr>
<td>Document Use</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td></td>
</tr>
<tr>
<td>Working With Others</td>
<td></td>
</tr>
<tr>
<td>Computer Use</td>
<td></td>
</tr>
<tr>
<td>Continuous Learning</td>
<td></td>
</tr>
</tbody>
</table>

An Aboriginal ES Journey Participant Workbook  pg. 39
Essential Skills Scenario #7 (Environmental Review Panel):

Amanda is a member of an Inuit community which is making a decision about a resource project on their lands. She is trying to decide if she will support the project or not. First, she goes on the Internet to research environmental issues. Then she reads information about the project given to the community by the company. Next, Amanda talks to elders to get their opinions. She also reads information about the economic benefits to her people and attends information nights to help her understand the legal issues. However, she still has questions for the environmental review panel. She reads the rules for the hearings, fills out a participation form and submits it. When the panel is in town, she attends and asks her questions. She listens carefully to the answers. Now she knows what her position will be.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

<table>
<thead>
<tr>
<th>Essential Skills Boxes</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Text</td>
<td></td>
</tr>
<tr>
<td>Document Use</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td></td>
</tr>
<tr>
<td>Working With Others</td>
<td></td>
</tr>
<tr>
<td>Computer Use</td>
<td></td>
</tr>
<tr>
<td>Continuous Learning</td>
<td></td>
</tr>
</tbody>
</table>

An Aboriginal ES Journey Participant Workbook  pg. 40
Essential Skills Scenario #8 (Auto Parts Dealership):

Nelson and Rebecca work at an auto parts dealership. When they arrive in the morning, they must first disengage the security alarm using a number code. After making the coffee, they review the outstanding orders that need to be filled. To do this, they refer to an “outstanding orders to be filled log book” and collect parts from the warehouse, using a numbered parts storage system. During the day, Nelson is responsible for telephone enquiries while Rebecca is responsible for walk-in customers. They must both use a variety of catalogues to look up parts for different car makes, models and years. Once a part is found in the catalogue, they research part availability using a computerized data base inventory system. Nelson and Rebecca are expected to deal with customers in a friendly and professional way, and to attend training once per year.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

<table>
<thead>
<tr>
<th>Essential Skills Boxes</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Text</td>
<td></td>
</tr>
<tr>
<td>Document Use</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td></td>
</tr>
<tr>
<td>Working With Others</td>
<td></td>
</tr>
<tr>
<td>Computer Use</td>
<td></td>
</tr>
<tr>
<td>Continuous Learning</td>
<td></td>
</tr>
</tbody>
</table>

An Aboriginal ES Journey Participant Workbook pg. 41
Directions

1. In the My Give Away leaf, answer this question: What is one thing you learned today that you will share with someone else?
2. Cut out your leaf.
3. Attach it to the tree your facilitator has prepared.

Directions

1. In the My Take Away leaf, answer this question: What is one message or idea you learned today that will help you?
2. Cut out your leaf.
3. Attach it to the tree your facilitator has prepared.
Part 3: Essential Skills Resources
A Skilled Aboriginal Workforce – An Important Canadian Resource!

In 25 years, Canada's population of seniors aged 65 and older could be more than double the number of children under 15. Beginning in 2011, baby boomers (one-third of the Canadian population) will be retiring at ever increasing rates AND accessing expensive social and medical services. Since the birth rate among non-Aboriginals is low, there is the potential for significant shortages of SKILLED workers in the Canadian workplace. This means that Canada's future prosperity could depend on how successful Canada is at facilitating Aboriginal employment and wealth creation.

Consider the following:

- The median age among the Inuit is 22 years old, First Nations 25 and Métis 30 – compared to a median age for the non-Aboriginal community of 40 years of age.
- One-third of the Aboriginal population is 14 or younger compared to 19% in the non-Aboriginal population.
- Between 1996 and 2006, the First Nations population increased 29%, the Métis 91% and the Inuit 26%.
- Aboriginal Peoples are the nation’s youngest and fastest growing human resource. Canada’s Aboriginal population has increased 45% over a decade, nearly six times faster than the 8% growth rate for the non-Aboriginal population over the same period.
- Over the next 10 years, the Aboriginal working-age population is expected to grow 3-5 times as fast as its non-Aboriginal counterpart.
- 8 in every 10 Aboriginals (just over 944,000 people) live in Ontario and the four western provinces.
- Nearly 30,000 businesses in Canada are owned by Aboriginal persons and half are in urban areas.
- Nearly 50% of Aboriginal Peoples live in urban areas.
- Aboriginal Peoples have land claims that affect at least 20% of the Canadian land mass - a figure that is expected to rise in the next 15 years.
- The unemployment rate among Aboriginal Peoples aged 25 to 54 is more than two times higher than the rate for non-Aboriginal Peoples the same age.

We can accept the status quo and do nothing, or we can seize the unprecedented opportunity for both Aboriginal youth and corporate Canada...it is now an economic imperative - businesses, unions and governments need to consider all sources of skilled workers and ensure the retention and development of human resources.

BC Chamber of Commerce Skills Shortage Initiative “Closing the Gap”, April 2002, pg. 10

Aboriginal success in Canada’s labour market is, or should be, of great interest to all Canadians. Our interest stems not only from the value we place on equitable treatment of all our residents, but it is also rooted in self-interest. Canada cannot have a high quality of life if there is a significant minority forming an impoverished underclass. Aboriginal entrants into the labour market will be absolutely vital in filling labour demand requirements.

Calvin Helin, Dances With Dependency, pg. 56

If the gaps between Aboriginal and non-Aboriginal Canadians were closed in terms of education and employment, the country's gross domestic product would increase by $160 billion by 2017. (The Potential Contribution of Aboriginal Canadians to Labour Force, Employment, Productivity and Output Growth in Canada, 2001-2017, Centre for the Study of Living Standards, Nov. 2007)
Community-Based Essential Skills Responses

Directions:

What Aboriginal literacy and Essential Skills initiatives (projects, policies, programs, strategies, etc.) do you know about in your community? These can be formal or informal, funded or volunteer. Write a short description of each in the leaves below.
Community-Based Essential Skills Responses

Directions:

What Aboriginal literacy and Essential Skills initiatives (projects, policies, programs, strategies, etc.) would you like to see in your community? These can be formal or informal, funded or volunteer. Write a short description of each in the leaves below.
This map shows you the layout and sections of all ES profiles.
HUNTING THROUGH AN ESSENTIAL SKILLS PROFILE

Directions: Locate the following information using the “Trapper/Hunter” profile.

1. What do Trappers/Hunters do?
   ______________________________________________________________
   ______________________________________________________________

2. List the 3 most important Essential Skills for Trappers/Hunters.
   • ___________________________________________________________
   • ___________________________________________________________
   • ___________________________________________________________

3. Which Essential Skills for Trappers/Hunters has numbered sub-sections? List these sub-sections.
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

4. What are the 3 headings common to Sections A through E?
   • ___________________________________________________________
   • ___________________________________________________________
   • ___________________________________________________________

5. How is the information that is given in Section G (Working with Others) and Section I (Continuous Learning) different from the 7 other Essential Skills?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

6. Name 3 tasks listed in the Numeracy section.
   • ___________________________________________________________
   • ___________________________________________________________
   • ___________________________________________________________
   • ___________________________________________________________
   • ___________________________________________________________
   • ___________________________________________________________
7. Give one example of a problem that Trappers/Hunters might need to solve.

____________________________________________________________

____________________________________________________________

8. Continuous Learning is an ongoing part of the Trapper/Hunter job. List 2 ways this learning may occur.
   • __________________________________________________________
   • __________________________________________________________
   • __________________________________________________________

9. a) What are 2 future trends that may impact Trappers/Hunters?
   • __________________________________________________________
   • __________________________________________________________

   b) Name one skill that will need to be enhanced to work with these trends.
   __________________________________________________________

10. What are some ways you and your community can use the Essential Skills profiles?

<table>
<thead>
<tr>
<th>Who?</th>
<th>How?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong></td>
<td></td>
</tr>
<tr>
<td>Literacy Instructor</td>
<td>• Find real workplace tasks to use with learners</td>
</tr>
<tr>
<td></td>
<td>• Help learners set goals</td>
</tr>
</tbody>
</table>

An Aboriginal ES Journey Participant Workbook  pg. 52
Trappers and Hunters

NOC 8442

Introduction

Trappers and hunters trap and hunt wild animals for pelts or live sale. They are usually self-employed and may work on a seasonal basis.

The most important Essential Skills for Trappers and Hunters are:

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

A. Reading Text

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Complexity Level</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical</td>
<td>1 to 3</td>
<td>Trappers and Hunters:</td>
</tr>
<tr>
<td>Most Complex</td>
<td>2 to 3</td>
<td>- read advertisements of bounties being offered by the province for particular species of animals. (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- may read letters from provincial government staff about trapping issues. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- read reports from organizations concerned with hunting and trapping, such as the Fur Institute. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- may read bear management forms which list the conditions to be observed when bear hunting. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- read government trapping regulations at the beginning of every trapping season. The regulations deal with how to set traps and outline the seasons allowed for trapping different kinds of animals. (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- read licence renewal forms. Some major provisions of the laws applying to trappers are printed on the back of the form and are reviewed when applying for the licence. (3)</td>
</tr>
</tbody>
</table>

Reading Summary

<table>
<thead>
<tr>
<th>Type of Text</th>
<th>Purpose for Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms</td>
<td>To scan for specific information/To locate information</td>
</tr>
<tr>
<td>Labels</td>
<td></td>
</tr>
<tr>
<td>Notes, Letters, Memos</td>
<td>&gt;</td>
</tr>
<tr>
<td>Manuals, Specifications, Regulations</td>
<td>&gt;&gt;</td>
</tr>
<tr>
<td>Reports, Books, Journals</td>
<td>&gt;&gt;</td>
</tr>
</tbody>
</table>
B. Document Use

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Complexity Level</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical</td>
<td>1 to 3</td>
<td>Trappers and Hunters:</td>
</tr>
<tr>
<td>Most Complex</td>
<td>1 to 3</td>
<td>• read lists, such as price lists and lists of species and hunting quotas for various areas. (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• read labels on cans of dried food to be taken into the woods. (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• read forms, such as dealer pelt purchase forms. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• read tables, such as lure use tables, which show lists of species and give rating codes for different types of traps. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• read line graphs showing the variation of fur quality in different months of the year. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use maps to describe the boundaries of traplines and to indicate where traps have been set. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• read assembly drawings of traps. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• complete application forms, such as forms for trapline registration and licensing. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• recognize angles when taking compass bearings, reading angles from the compass. (3)</td>
</tr>
</tbody>
</table>

Examples of Creating Documents

Trappers and Hunters:
• may make sketches to show how to set up a particular kind of trap.

Document Use Summary

>> Read signs, labels or lists.

>> Complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or text of a paragraph or more. The list of specific tasks varies depending on what was reported.

>> Read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or text of a paragraph or more. The list of specific tasks varies depending on what was reported.

> Read tables, schedules or other table-like text (e.g., read work shift schedules).

> Obtain specific information from graphs or charts.

> Interpret information on graphs or charts.

> Recognize common angles such as 15, 30, 45 and 90 degrees.

> Draw, sketch or form common shapes such as circles, triangles, spheres, rectangles, squares, etc.

>> Interpret scale drawings (e.g. blueprints or maps).

> Read assembly drawings (e.g. those found in service and parts manuals).

> Read schematic drawings (e.g. electrical schematics).

> Make sketches.

>> Obtain information from sketches, pictures or icons (e.g., computer toolbars).
C. Writing

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Complexity Level</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical</td>
<td>1 to 2</td>
<td>Trappers and Hunters:</td>
</tr>
<tr>
<td>Most</td>
<td>1 to 3</td>
<td>• write notes as reminders of where traps have been set and to record supply levels, weather conditions and catches. (1)</td>
</tr>
<tr>
<td>Complex</td>
<td></td>
<td>• complete a number of forms to provide the government with statistical information about trapping. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• may write letters, such as letters to timber companies to complain about the removal of animal habitat or letters to politicians about environmental issues. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• write sales reports for buyers and for their own records, showing species, grades and prices. (3)</td>
</tr>
</tbody>
</table>

Writing Summary

<table>
<thead>
<tr>
<th>Length</th>
<th>Purpose for Writing</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Text requiring less than one paragraph of new text</td>
<td>To organize/to remember</td>
<td>To keep a record/to document</td>
<td>To inform/to request information</td>
<td>To persuade/to justify a request</td>
<td>To present an analysis or comparison</td>
<td>To present an evaluation or critique</td>
</tr>
<tr>
<td>Text rarely requiring more than one paragraph</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Longer text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# D. Numeracy

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Complexity Level</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Money Math                          | 1 to 2           | Trappers and Hunters:  
- prepare invoices and receive payment for fur sales. (Money Math), (1)  
- calculate earnings by multiplying the number of pelts by the price per pelt and subtracting expenses. (Money Math), (2)  
- use rates to calculate prices for pelts of differing size. (Money Math), (2)  
- make schedules for trap setting, allocating time periods for setting traps and for travelling to the various locations. (Scheduling, Budgeting & Accounting Math), (2)  
- do cost/benefit analyses to determine whether the price which will be paid for a particular species is too low to make trapping cost effective. (Scheduling, Budgeting & Accounting Math), (3)  
- plan a season’s trappings. They make adjustments to the plan during the season in response to factors such as species populations, prices and the weather. (Scheduling, Budgeting & Accounting Math), (4)  
- measure the size of pelts after placing them on a stretcher board. Pricing is determined by the size of the pelts. (Measurement and Calculation Math), (1)  
- measure the appropriate heights to set snares so that they will catch the kind of species being sought rather than another species. (Measurement and Calculation Math), (1)  
- measure lengths of logs to be cut for a bridge and calculate the number of logs needed. (Measurement and Calculation Math), (2)  
- compare the number of tracks and the number of adult females caught to standard numbers to know when to pull the traps to avoid depleting the stock of a species. (Data Analysis Math), (1)  
- compare populations of different animal species in various locales from year to year, using their own records and government reports. This information is used to determine the number and location of traps to set in the coming year. (Data Analysis Math), (3)  
- estimate how much stretching is required in order to maximize a pelt. (Numerical Estimation), (1)  
- may estimate the time it will take to cross a swamp so that they will allow enough time to get to the other side before evening falls. (Numerical Estimation), (1) |
| Scheduling, Budgeting & Accounting Math | 1 to 4           |                                                                                                                                           |
| Measurement and Calculation Math    | 1 to 2           |                                                                                                                                           |
| Data Analysis Math                  | 1 to 3           |                                                                                                                                           |
| Numerical Estimation                | 1 to 3           |                                                                                                                                           |
Math Skills Summary

a. Mathematical Foundations Used

Trappers and Hunters:

Number Concepts

>>> Whole Numbers

Read and write, count, round off, add or subtract, multiply or divide whole numbers.

For example, counting the number of pelts in a shipment; reading numbers on auctioneers' slips; or adding and multiplying to determine how much food to pack for a one month trip.

> Rational Numbers - Fractions

Read and write, add or subtract fractions, multiply or divide by a fraction, multiply or divide fractions.

For example, measuring the dimensions of trap boxes in fractions of feet and inches.

>>> Rational Numbers - Decimals

Read and write, round off, add or subtract decimals, multiply or divide by a decimal, multiply or divide decimals. Use decimals mainly to refer to dollars and cents.

For example, adding up expenses, such as fuel costs.

>> Rational Numbers - Percent

Read and write percents, calculate the percent one number is of another, calculate a percent of a number.

For example, calculating the commission which will go to a fur auctioneer; calculating the percentage profit or loss over a year.

Patterns and Relations

> Equations and Formulae

Solve problems by constructing and solving equations with one unknown.

Use formulae by inserting quantities for variables and solving.

For example, developing an equation to calculate earnings including such factors as rate per pelt for various species, number of each species trapped and expenses for traps, materials, equipment and transportation; determining the range of a snowmobile and the amount of fuel necessary using a formula.
Use of Rate, Ratio and Proportion

Use a rate showing comparison between two quantities with different units.

Use a ratio showing comparison between two quantities with the same units.

For example, using the price per pelt when calculating earnings; using a ratio of gas to oil when fuelling the snowmobile and chainsaw.

See Document Use for information on:

Using scale drawings.

Shape and Spatial Sense

Geometry

Use geometry.

For example, indicating a territory on a map, using lines; setting trap guides at precise angles; or using parallelism and perpendicularity to find direction relative to rivers or the sun.

See Document Use for information on:

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

Statistics and Probability

Summary Calculations

Calculate averages.

Calculate rates other than percentages.

For example, calculating the average catch per month during the hunting/trapping season; calculating the rate per pelt for each species that goes to auction.

See Document Use for information on:

Using tables, schedules or other table-like text. Using graphical presentations.

b. How Calculations are Performed

Trappers and Hunters make calculations:

>>> In their heads.

>>> Using a pen and paper.

>>> Using a calculator.

c. Measurement Instruments Used

Trappers and Hunters measure:

>>> Time. For example, using a watch, clock or calendar.

>>> Weight or mass. For example, using a scale.

>>> Distance or dimension. For example, using a ruler, yardstick, stretcher board or odometer.

>>> Liquid volume. For example, using a measuring cup or container.

>>> Temperature. For example, using a thermometer.

>>> Direction. For example, using a compass.

>>> Use the SI (metric) measurement system.

>>> Using the imperial measurement system.
E. Oral Communication

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Complexity Level</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical</td>
<td>1 to 2</td>
<td>• chat with loggers, fishermen or other members of the public met along the trapline to build a positive rapport with other users of forest areas. (1)</td>
</tr>
<tr>
<td>Most Complex</td>
<td>1 to 3</td>
<td>• communicate with suppliers and repair personnel to arrange for purchases or for the repair of equipment. (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• communicate with other trappers, either by telephone or at meetings, to discuss techniques and equipment. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• may interact with inexperienced persons who wish to be trappers to provide advice on setting traps and dealing with buyers. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• talk to fish and wildlife officers to discuss quotas and to exchange information about animal populations. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• may talk to hardware store sales associates or manufacturers’ representatives to make suggestions to improve a trap’s effectiveness. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• interact with fur buyers to discuss the quality of pelts and to negotiate prices. (3)</td>
</tr>
</tbody>
</table>

Modes of Communication Used

Trappers and Hunters communicate:

>>> In person.

>> Using a telephone.

> Using a two-way radio or other such means.

Environmental Factors Affecting Communication

There are no environmental factors impacting communication.
## Oral Communication Summary

<table>
<thead>
<tr>
<th>Type</th>
<th>Purpose for Oral Communication (Part I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To greet</td>
<td>To take messages</td>
</tr>
<tr>
<td>Listening (little or no interaction)</td>
<td></td>
</tr>
<tr>
<td>Speaking (little or no interaction)</td>
<td></td>
</tr>
<tr>
<td>Interact with coworkers</td>
<td>&gt;</td>
</tr>
<tr>
<td>Interact with those you supervise or direct</td>
<td></td>
</tr>
<tr>
<td>Interact with supervisor/manager</td>
<td>&gt;</td>
</tr>
<tr>
<td>Interact with peers and colleagues from other organization</td>
<td></td>
</tr>
<tr>
<td>Interact with customers/clients/public</td>
<td>&gt;</td>
</tr>
<tr>
<td>Interact with suppliers, servicers</td>
<td>&gt;</td>
</tr>
<tr>
<td>Participate in group discussion</td>
<td>&gt;</td>
</tr>
<tr>
<td>Present information to a small group</td>
<td></td>
</tr>
<tr>
<td>Present information to a large group</td>
<td></td>
</tr>
<tr>
<td>Type</td>
<td>Purpose for Oral Communication (Part II)</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Listening (little or no interaction)</td>
<td></td>
</tr>
<tr>
<td>Speaking (little or no interaction)</td>
<td></td>
</tr>
<tr>
<td>Interact with co-workers</td>
<td>&gt;&gt;</td>
</tr>
<tr>
<td>Interact with those you supervise or direct</td>
<td></td>
</tr>
<tr>
<td>Interact with supervisor/manager</td>
<td>&gt;</td>
</tr>
<tr>
<td>Interact with peers and colleagues from other organization</td>
<td></td>
</tr>
<tr>
<td>Interact with customers/clients/public</td>
<td>&gt;&gt;</td>
</tr>
<tr>
<td>Interact with suppliers, servicers</td>
<td>&gt;&gt;&gt;</td>
</tr>
<tr>
<td>Participate in group discussion</td>
<td>&gt;</td>
</tr>
<tr>
<td>Present information to a small group</td>
<td></td>
</tr>
<tr>
<td>Present information to a large group</td>
<td></td>
</tr>
</tbody>
</table>
F. Thinking Skills

1. Problem Solving

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Complexity Level</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical</td>
<td>1 to 3</td>
<td>Trappers and Hunters:</td>
</tr>
<tr>
<td>Most Complex</td>
<td>2 to 3</td>
<td>• may find that a bad snow storm has completely covered traps. They go back to the trapline to relocate the traps. (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• may find that a certain trap malfunctions. They use their diagnostic and mechanical skills to identify the problem, such as a defective trigger, and repair it. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• may meet recreational tobogganers, skiers and snowmobilers who are scaring animals away. They may speak to them about areas to stay away from or may relocate traps further away from popular recreational areas. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• may fall through the ice while cutting holes in the ice to set beaver traps. They get to shore as quickly as possible and light a fire to warm themselves if shelter is far away. (3)</td>
</tr>
</tbody>
</table>

2. Decision Making

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Complexity Level</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical</td>
<td>1 to 3</td>
<td>Trappers and Hunters:</td>
</tr>
<tr>
<td>Most Complex</td>
<td>2 to 3</td>
<td>• decide how far apart to set snares and traps. (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• decide whether weather conditions are suitable for checking the traplines. (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• decide the most appropriate time to set traps for each species. They base the decision on information in books or other publications and past experience. If their decision is wrong, they risk catching fewer animals or using their time inefficiently. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• decide whether to sell pelts to independent buyers or to auctioneers. The decision is based on the prices for the season and the demand for the pelts. (3)</td>
</tr>
</tbody>
</table>

3. Critical Thinking

Critical Thinking information was not collected for this profile.
4. Job Task Planning and Organizing

<table>
<thead>
<tr>
<th>Complexity Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Trappers and Hunters: Own job planning and organizing</td>
</tr>
</tbody>
</table>

- Trappers and hunters make long range plans for the management of traplines, taking into account the likely size of animal populations and the probable demand for their fur. Since most trappers work alone, they are responsible for setting their own priorities. They plan and organize their time and their provisioning carefully, since failure to plan effectively can result in the rotting of unattended pelts or running out of supplies or fuel while on the trail. Since they traverse large terrains to set snares and traps, they need to be well organized in order to locate all the traps again.

5. Significant Use of Memory

Examples

Trappers and Hunters:
- remember where all the traps, perhaps several hundreds in number, have been set.
- remember locations where they saw animal tracks in the past.
- remember aspects of the terrain, such as streams, log roads or other landmarks, in order to find their way in dense woods.

6. Finding Information

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Complexity Level</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical</td>
<td>1 to 2</td>
<td>Trappers and Hunters:</td>
</tr>
</tbody>
</table>

- contact government officials to get statistical information on the market for pelts or to get updates on hunting and trapping regulations. (1)
- communicate with fishers, loggers or other inhabitants of an area to get information on what roads have been washed out. (2)
- read journals and magazines for information on new equipment for hunters and trappers. (2)
G. Working With Others

Trappers and hunters mostly work alone. Some work with a partner. Because of the danger of travelling in dense woodlands, many hunters and trappers share their work schedule with hunters and trappers in adjoining areas so that assistance is available if they do not reappear at the appointed times.

Participation in Supervisory or Leadership Activities

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

H. Computer Use

No Summary – computers not used.

I. Continuous Learning

Trappers and hunters learn continuously through experience. They read professional magazines to keep up with new techniques and equipment. They may attend conventions of their peers to exchange ideas. In some provinces, short courses are required to obtain a trapper's licence.

How Learning Occurs

Learning may be acquired:

>> As part of regular work activity.
> From co-workers.
> Through training offered in the workplace.

>> Through reading or other forms of self-study
  • at work.
  • on worker's own time.
  • using materials obtained through a professional association or union.
  • using materials obtained on worker's own initiative.

>> Through off-site training
  • with costs paid by the worker.
J. **Other Information**

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

**Physical Aspects**
Trappers and hunters spend much of their time walking the trapline. They bend and stoop or climb and reach to set traps. They sit to drive trucks or snowmobiles.

**Attitudes**
The trappers and hunters interviewed felt that trappers and hunters should be calm, positive, intuitive and observant. They should be able to work alone, enjoying the solitude of nature.

**Future Trends Affecting Essential Skills**
Increased emphasis on animal rights may decrease the market for furs. In addition, augmented logging operations will diminish animal habitats. Trappers and hunters will need to enhance their oral communication skills to become effective advocates for their occupation with a wide spectrum of stakeholders such as logging companies, fur buyers, retailers and government officials.
Part 4: Assessing Essential Skills
A Word About Essential Skills Assessment

Types of ES Assessment

There are a number of Essential Skills Assessment tools currently available. In the document called *Essential Skills and Literacy Assessments Tools* (see next page), we’ve grouped these tools into three types:

- formal assessment
- informal assessment
- self-assessment

This classification system allows you to understand the value and benefits for specific target groups.

Formal ES Assessments

Formal ES assessments use performance-based assessment tools that have been scientifically validated. What you will see on our matrix is that these tools include the TOWES (Test of Workplace Essential Skills), CLE (Canadian Learning Evaluation). These tools have all been validated using 'Item Response Theory' and align to the IALS 500 point scale. It is important to use formal assessment tools in high stakes situations. These may include:

- Screening applicants for work.
- Screening applicants for training.

Formal assessments require formal testing environments in which the test takers have proper space, lighting, and quiet. Formal assessment requires assessment administrators to make proper preparations. Formal assessment may also involve tests that must be completed within a specific time frame.

Informal ES Assessments

Informal ES assessments are also performance-based. They require the learner to complete a task on HRSDC’s 1-5 level scale. Informal assessments such as the Measure Up activity sets can be useful in situations where an indication of learner proficiency level is sought. However, informal assessment should not be used in a high stakes situation. This type of assessment is helpful to teachers, trainers, and practitioners in determining at what level individuals are functioning (in order to develop training plans).
Informal assessments do not have the same scientific rigour that has been applied to formal assessments. Given the performance-based nature of the assessment, attention should be paid to providing an appropriate testing environment. Preparation is key.

**Self-Assessment**

Self-assessment refers to a number of assessment tools that require learners to introspectively rate their competency level(s). This type of assessment tool provides a great starting point for individuals who are:

- Exploring career options.
- Apprehensive about assessments.
- Wish to learn more about Essential Skills before they participate in performance-based assessments.

Self-assessment tools do not require a formal testing environment. Many informal assessment tools can be used for self-assessment (e.g., Measure-Up activities).

**Tips for Using and Choosing Assessment Tools:**

- Understand the purpose of the assessment, and use this information to determine what type of assessment tool to choose.
- Ensure your test takers understand the purpose of the assessment.
- Ensure you are familiar with and properly trained to use the assessment tool you choose.
- ALWAYS prepare your test taker for the assessment.
- Remember that ES assessment is simply 'one tool' in your toolbox.
- Keep in mind the purpose of the assessment when interpreting results and reviewing these with the test taker.
## Essential Skills & Literacy Assessment Tools

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Description &amp; Assessment Domain</th>
<th>Audience</th>
<th>Method</th>
<th>Results</th>
<th>Assessor Requirements</th>
<th>Availability</th>
<th>Cost</th>
<th>Additional Tools</th>
</tr>
</thead>
</table>
| TOWES Test of Workplace Essential Skills | Measures: Reading Text, Document Use, Numeracy | Job Seekers, Employees, Employers, Students, Educators, Career Counsellors, Francophones, Immigrants, Adult Learners, Literacy Practitioners | Pencil & paper, Online, Uses constructed response, Estimate of 1.5 – 2.5 hours to complete | Provides score for each domain based on the IALS 500 point scale | Completion of online certification program as of May 2010 (Contact Bow Valley College for more information) | $66.49 per test | • Prep Guide  
• Comprehensive Website  
• Guide to Interpreting TOWES Results  
• Variety of Training Programs  
• Customer Support  
• Applied Research Library  
• Custom test development and reporting  
• Curriculum: Essential Skills Online, Building Workplace Essential Skills, On target  
• Oral Communication and Writing test under development |

Score based on 500 point IALS Framework

---

An Aboriginal ES Journey Participant Workbook pg. 71
## Essential Skills & Literacy Assessment Tools

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Description &amp; Assessment Domain</th>
<th>Audience</th>
<th>Method</th>
<th>Results</th>
<th>Assessor Requirements</th>
<th>Availability Cost</th>
<th>Additional Tools</th>
</tr>
</thead>
</table>
| Canadian Learning Evaluation (CLE) HRSDC, Learning Policy Directorate (LPD) | Measures literacy in three domains:  
- Prose  
- Document  
- Quantitative | Students  
Employees  
Employers  
Practitioners  
Francophones  
Immigrants | Internet Based  
Uses real world literacy tasks  
Tests can be completed at intervals (spanning a maximum of 30 days) | Scoring is automatic upon completion of test  
Locator version provides scores on 1-5 level scale related to HRSDC’s Essential Skills  
Longer version CLE provides score based on 500 point IALS framework. | No formal requirements  
On line instruction guide | 150,000 licenses of the CLE are available from HRSDC free of charge for assessment projects | Not Applicable |

Score based on 500 Point IALS Framework  
Formal

---

Douglas College has compiled this list of Essential Skills Assessment Tools and in no way solicits or places emphasis on effectiveness or popularity of the instrument. Every reasonable effort has been made to ensure that information is current. If errors or omissions have occurred, they will be corrected in future editions, provided written notification has been received by the publisher (Douglas College). This publication was created for our Essential Skills Workshop ‘ES Assessments; Interpretation and Practical Applications’.

Contact the Training Group for More Information [here](http://www.douglascollege.ca/training-community-education.html)
## Essential Skills & Literacy Assessment Tools

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Description &amp; Assessment Domain</th>
<th>Audience</th>
<th>Method</th>
<th>Results</th>
<th>Assessor Requirements</th>
<th>Availability Cost</th>
<th>Additional Tools</th>
</tr>
</thead>
</table>
| CAMERA         | Uses authentic workplace documents to give a ‘snapshot’ of learners skills in:  
- Reading Text  
- Document use  
- Numeracy  
- Writing Skills | Adult Learners  
Job Seekers  
Literacy Practitioners  
Assessors  
Program Administrators | Paper and pencil assessments (test booklet is reusable)  
Some components administered one to one with learners in very early stages of literacy acquisition | Indication of learners ability to complete tasks that follow between ES complexity levels 1 and 3 for the 4 skill domains | 2 day training requirement  
(For information on training contact Aleksandra Pogovic at aleks@ptp.ca.) | Initial cost per Test book is $10 (they can be reused) | Variety of Workforce and Essential Skills Curriculum is available:  
- Curriculum guidelines (Signposts)  
- Instructional Workbooks (Workwrite Series 7 books) |
| PTP – Adult Learning & Employment Programs Toronto | http://www.ptp.ca/publications/camera/ | | | | | |
| CAES           | Practical assessment tool for basic literacy skills.  
Ontario Literacy and Basic Skills Framework & HRSDC’s Essential Skills framework measuring levels for:  
- Reading Text  
- Document Use  
- Numeracy | Adult Learners | Online multiple choice response  
Written response  
Audio questions | Scores are two tiered; a computerized score based on the Essential Skills 1-5 levels is generated for Reading Text, Document use and Numeracy, and further input from the assessor is required to analyze student responses and assign recommended levels | No formal training required  
Assessor Guidelines are available on website  
Assessors must register on-line | Free to public | CABS  
Common Assessment of Basic Skills  
Provides additional resources to help with assessing student’s work |

---

An Aboriginal ES Journey Participant Workbook pg. 73

Douglas College has compiled this list of Essential Skills Assessment Tools and in no way solicits or places emphasis on effectiveness or popularity of the instrument. Every reasonable effort has been made to ensure that information is current. If errors or omissions have occurred, they will be corrected in future editions, provided written notification has been received by the publisher (Douglas College). This publication was created for our Essential Skills Workshop “ES Assessments, Interpretation and Practical Applications”. Contact the Training Group for More Information (http://www.douglascollege.ca/training-community-education.html)

23/09/2009
## Essential Skills & Literacy Assessment Tools

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Description &amp; Assessment Domain</th>
<th>Audience</th>
<th>Method</th>
<th>Results</th>
<th>Assessor Requirements</th>
<th>Availability</th>
<th>Cost</th>
<th>Additional Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure Up Website</td>
<td>Online resource that links ES to workplace</td>
<td>Teachers, Literacy Practitioners, Adult Learners Counsellors, Employment Trainers, Workers, Employers</td>
<td>Download authentic workplace materials from 80 occupations</td>
<td>Each task has been placed on the scale used by HRSDC’s Essential Skills framework in reference to the 1-5 point levels</td>
<td>Public Use</td>
<td>Free, easily accessible activities</td>
<td>Measure Up Website provides an opportunity to practice three Essential Skills needed in all types of occupations: Reading Text, Document Use, Numeracy</td>
<td>Provides support materials for learners through answer keys</td>
</tr>
<tr>
<td>BC Construction Industry Skills Improvement Council</td>
<td>Provides numerous activity sets based on real workplace tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Douglas College has compiled this list of Essential Skills Assessment Tools and in no way solicits or places emphasis on effectiveness or popularity of the instrument. Every reasonable effort has been made to ensure that information is current. If errors or omissions have occurred, they will be corrected in future editions, provided written notification has been received by the publisher (Douglas College). This publication was created for our Essential Skills Workshop “ES Assessments; Interpretation and Practical Applications”. Contact the Training Group for More Information [http://www.douglascollege.ca/training-community-education.html](http://www.douglascollege.ca/training-community-education.html)
### Essential Skills & Literacy Assessment Tools

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Description &amp; Assessment Domain</th>
<th>Audience</th>
<th>Method</th>
<th>Results</th>
<th>Assessor Requirements</th>
<th>Availability</th>
<th>Cost</th>
<th>Additional Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITSESSENTIAL</td>
<td>Provides a comparative framework that relates Canadian Language Benchmark Levels to HRSDC’s Essential Skills 5 level scale for: Reading Text, Writing, Document use, Oral Communication</td>
<td>Bilingual</td>
<td>Comparative Framework is available on line for downloading</td>
<td>Cross referencing CLB levels to HRSDC’s Essential Skills Levels 1 - 5</td>
<td>N/A</td>
<td>Free, available to download on website</td>
<td>N/A</td>
<td>Variety of supporting curriculum available on website</td>
</tr>
</tbody>
</table>

Douglas College has compiled this list of Essential Skills Assessment Tools and in no way solicits or places emphasis on effectiveness or popularity of the instrument. Every reasonable effort has been made to ensure that information is current. "If errors or omissions have occurred, they will be corrected in future editions, provided written notification has been received by the publisher (Douglas College)." This publication was created for our Essential Skills Workshop "ES Assessments, Interpretation and Practical Applications." Contact the Training Group for More Information.
## Essential Skills & Literacy Assessment Tools

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Description &amp; Assessment Domain</th>
<th>Audience</th>
<th>Method</th>
<th>Results</th>
<th>Assessor Requirements</th>
<th>Availability Cost</th>
<th>Additional Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ontario Skills Passport</strong></td>
<td>Self Assessment of Essential Skills and Work Habits</td>
<td>Features occupation specific for everyday tasks</td>
<td>Two online options available: 'Test a few Essential Skills and Work Habits' OR complete a 'Full assessment of Essential Skills and Work Habits'</td>
<td>Leads to workplace activity sets that help users practice and build their Essential Skills. Answer keys and steps are provided. Users have option to work online or pen and paper.</td>
<td></td>
<td>Public use</td>
<td>Free, easily accessible Assessment questions with an audio option</td>
</tr>
<tr>
<td>Ontario Skills Passport</td>
<td>Bilingual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Offers a number of informal assessment tools, including:</td>
</tr>
<tr>
<td></td>
<td>Reading, Document Use, Numeracy, Writing, Oral Communication, Thinking, Computer Use, Work Habits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Employer based assessment (OSP work plan tool)</td>
</tr>
</tbody>
</table>

---

*Compiled by Essential Skills & Literacy Assessment Tools
Douglas College has compiled this list of Essential Skills Assessment Tools and in no way solicits or places emphasis on effectiveness or popularity of the instrument. Every reasonable effort has been made to ensure that information is current. If errors or omissions have occurred, they will be corrected in future editions, provided written notification has been received by the publisher (Douglas College). This publication was created for our Essential Skills Workshop ‘ES Assessments; Interpretation and Practical Applications’. Contact the Training Group for More Information ([http://www.douglascollege.ca/training-community-education.html](http://www.douglascollege.ca/training-community-education.html))

23/09/2009
## Essential Skills & Literacy Assessment Tools

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Description &amp; Assessment Domain</th>
<th>Audience</th>
<th>Method</th>
<th>Results</th>
<th>Assessor Requirements</th>
<th>Availability Cost</th>
<th>Additional Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Skills Assessment Tools</strong></td>
<td>Essential Skills Self Assessments:</td>
<td>Employees</td>
<td>Paper based</td>
<td>N/A</td>
<td>Public use</td>
<td>Free, easily accessible on website</td>
<td>Essential Skills Profiles</td>
</tr>
<tr>
<td>HRSDC</td>
<td>• Reading</td>
<td>Employers</td>
<td>Two online tools – Document Use and Numeracy Indicators</td>
<td></td>
<td></td>
<td></td>
<td>Authentic Workplace Materials</td>
</tr>
<tr>
<td>Essential Skills Website</td>
<td>• Document Use</td>
<td>Learners</td>
<td>Contact HRSDC to order paper version or download from website</td>
<td></td>
<td></td>
<td></td>
<td>Essential Skills Toolkit Publications:</td>
</tr>
<tr>
<td><a href="http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml">http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml</a></td>
<td>• Numeracy</td>
<td>Practitioners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Awareness</td>
</tr>
<tr>
<td></td>
<td>• Writing</td>
<td>Community Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Assessment</td>
</tr>
<tr>
<td></td>
<td>• Oral Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Learning</td>
</tr>
<tr>
<td></td>
<td>• Working with Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Training</td>
</tr>
<tr>
<td></td>
<td>• Computer Use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continuous Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workplace Essential Skills assessments for employers including an organizational needs assessment, workplace survey, workplace check-up and hiring checklist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Douglas College has compiled this list of Essential Skills Assessment Tools and in no way solicits or places emphasis on effectiveness or popularity of the instrument. Every reasonable effort has been made to ensure that information is current. If errors or omissions have occurred, they will be corrected in future editions, provided written notification has been received by the publisher (Douglas College). This publication was created for our Essential Skills Workshop “ES Assessments; Interpretation and Practical Applications” Contact the Training Group for More Information [http://www.douglascollege.ca/training-community-education.html](http://www.douglascollege.ca/training-community-education.html)
## Essential Skills & Literacy Assessment Tools

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Description &amp; Assessment Domain</th>
<th>Audience</th>
<th>Method</th>
<th>Results</th>
<th>Assessor Requirements</th>
<th>Availability Cost</th>
<th>Additional Tools</th>
</tr>
</thead>
</table>
| **ESPORT™**     | Self Assessment tool for specific occupation or generically to identify Essential Skills in:  
- Reading Text  
- Document Use  
- Numeracy  
- Oral Communication  
- Working with Others  
- Thinking Skills  
- Continuous Learning  
- Computer Use  
Indicator Assessment provides Information measure of ES on HRSDC's 1-5 level scale for:  
- Reading Text  
- Numeracy  
- Document Use  
Bilingual under development  
| Job Clubs  
Employers  
Correctional services  
Workplace re-tasking  
Community and Aboriginal programs  
Newcomer services  
Co-op programs  
School board adult programs  | Internet or Intranet delivery  
Online Testing:  
- Document Use  
- Reading Text  
- Numeracy  
(Facilitation recommended)  | For Indicator Assessment scores are automatic and reported on HRSDC’s 1-5 level Locator  
Raw scores recorded on Self-Assessment page, gap-analysis for 300+ occupations  
Custom reporting available: e.g. Correctional Services  | Must register to use and negotiate cost  
For Indicator Assessment scores are automatic and reported on HRSDC’s 1-5 level Locator  
Raw scores recorded on Self-Assessment page, gap-analysis for 300+ occupations  
Custom reporting available: e.g. Correctional Services  | Fee based  
Contact ESPORT for specific cost  | Contains a variety of additional tools such as interest inventory, values inventory, resume & portfolio builder  
Provides Skills Gap-Analysis for 300+ occupations |

Douglas College has compiled this list of Essential Skills Assessment Tools and in no way solicits or places emphasis on effectiveness or popularity of the instrument. Every reasonable effort has been made to ensure that information is current. If errors or omissions have occurred, they will be corrected in future editions; provided written notification has been received by the publisher (Douglas College). This publication was created for our Essential Skills Workshop “ES Assessments: Interpretation and Practical Applications”. Contact the Training Group for More Information (http://www.douglascollege.ca/training-community-education.html)  

23/09/2009
### Essential Skills & Literacy Assessment Tools

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Description &amp; Assessment Domain</th>
<th>Audience</th>
<th>Method</th>
<th>Results</th>
<th>Assessor Requirements</th>
<th>Availability Cost</th>
<th>Additional Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Canadian Language Benchmarks CCLB</strong>&lt;br&gt;<a href="http://www.language.ca/">http://www.language.ca/</a></td>
<td>Competency Based Assessment Provides measures of communicative ability in English and French as a Second Language in the areas of:  - Reading  - Writing  - Listening  - Speaking</td>
<td>ESL Learners  FSL Learners  New Immigrants  ESL Practitioners  Newcomers  Employees  Employers</td>
<td>Paper based and Oral/ Verbal Component</td>
<td>Results are provided according to three stages:  - Basic  - Intermediate  - Advanced As well as on 12 benchmarked levels</td>
<td>CLB assessment is conducted through the local CCLB Assessment Centre The Centre for CLB establishes and maintains standards to govern a comprehensive national CLB assessment system</td>
<td>Fee Based Contact Assessment Centre for Cost</td>
<td>Variety of Resources, Research and Publications available through website</td>
</tr>
<tr>
<td><strong>Canadian Adult Achievement Test (CAAT)</strong>&lt;br&gt;The Psychological Corporation, Harcourt Brace and Company, Toronto</td>
<td>Standardized competency based test measuring functional level in:  - Mathematics  - Reading  - Language The test is available in four levels in English (A, B, C, D) and three in French (A, B, C).</td>
<td>Adult Learners</td>
<td>If the entire battery is administered, Level A takes approximately 2 hrs, 10 min., Level B and D, approximately 3 hrs, 30 min. and Level C approximately 4 hrs and 30 min. Individual subtests of the CAAT can also be administered to shorten the total testing time.</td>
<td>CAAT provides grade equivalents: Level A - 1 to 3 years of formal education, Level B - 4 to 6 years of formal education, Level C – 7 to 10 years of formal education, Level D - 11 - 12+ years of formal education</td>
<td>The tests are hand scored using overlay stencil keys or by using the &quot;List of Correct Responses&quot; stencils. Some training is required</td>
<td>Fee Based pending organization delivering service</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Douglas College has compiled this list of Essential Skills Assessment Tools and in no way solicits or places emphasis on effectiveness or popularity of the instrument. Every reasonable effort has been made to ensure that information is current. If errors or omissions have occurred, they will be corrected in future editions, provided written notification has been received by the publisher (Douglas College). This publication was created for our Essential Skills Workshop “ES Assessments: Interpretation and Practical Applications” Contact the Training Group for More Information [http://www.douglascollege.ca/training-community-education.html](http://www.douglascollege.ca/training-community-education.html) 23/09/2009
### Essential Skills & Literacy Assessment Tools

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Description &amp; Assessment Domain</th>
<th>Audience</th>
<th>Method</th>
<th>Results</th>
<th>Assessor Requirements</th>
<th>Availability Cost</th>
<th>Additional Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Adult Reading Assessment</td>
<td>Diagnostic reading assessment Graded word list and 9 levels of passages ranging in readability from grades 1 - 12</td>
<td>All Adult Learners, Employees in Workplace Literacy, Literacy Tutors, Newcomers, Immigrants</td>
<td>Paper Based CD Rom Version 20 – 60 minutes to complete</td>
<td>Informal Reading inventory that can determine a student's instructional reading level and specific strengths and weaknesses in word recognition and comprehension</td>
<td>Refer to Instructor's Manual Takes time to interpret test results</td>
<td>$84.95 (Instructor's Manual &amp; CD-ROM)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Pat Campbell, Centre for Research, University of Alberta
Grass Roots Press, Literacy Services of Canada, Ltd.
P.O. Box 52192, Edmonton AB T6G 2T5
Tel. (780) 413-6491, Toll-free: 1-888-303-3213
Fax (780) 413-6582
E-mail: grassrt@telusplanet.net

An Aboriginal ES Journey Participant Workbook pg. 80

Douglas College has compiled this list of Essential Skills Assessment Tools and in no way solicits or places emphasis on effectiveness or popularity of the instrument. Every reasonable effort has been made to ensure that information is current. If errors or omissions have occurred, they will be corrected in future editions, provided written notification has been received by the publisher (Douglas College). This publication was created for our Essential Skills Workshop “ES Assessments; Interpretation and Practical Applications.” Contact the Training Group for More Information [http://www.douglascollege.ca/training-community-education.html](http://www.douglascollege.ca/training-community-education.html)
ESSENTIAL SKILLS ASSESSMENT – HOW DO YOUR SKILLS MEASURE UP?

Attached is a sample of an Essential Skills informal assessment activity set. The activity set contains four tasks, two Document Use and two Numeracy tasks. The tasks always come before the document. This is because adults want to know what work they have to do so they can be purposeful in their document use. In school, learners often read first and then see the questions they must answer.

The tasks are not multiple choice. They are short answer or they may ask you to enter information into the actual document.

This activity set is reprinted with permission from SkillPlan - BC Construction Industry Skills Improvement Council (http://www.skillplan.ca/measureup/)

Directions: Review the Café Receipt and Check Activity Set and answer the questions below:

What steps did you follow to find the answer to TASK 1?

What steps did you follow to find the answer to TASK 2?
What steps did you follow to find the answer to TASK 3?

What steps did you follow to find the answer to TASK 4?
Café Receipt and Check

Food and Beverage Servers take patrons’ food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

Task 1  What is the check number?  
*Document Use*

Task 2  Servers must ensure that both receipt and checks show their name. Highlight, underline or circle 2 places where the server’s name is shown.  
*Document Use*

Task 3  The patron pays the server the following amount for the meal and the tip. How much is the server’s tip?  
*Numeracy*

Task 4  Servers must ensure the prices on the check are correct before giving it to the patron. The day’s promotion is that if one coffee or tea is ordered with one order of waffles, the patron gets 10% off the item total. What is the correct item total on this check?  
*Numeracy*
#103

Pacific Padre Café
5387 Main Street
Vancouver, BC
Tel: 604.254.1199
GST# 191725546RT
Check #55841

Cover: 1  Date: 06/04/23
Time: 11:33:55  Open By: Monica

2 Canadiano  3.90
1 Tea  2.65
1 Day Omelette  10.00
1 Waffles  8.00
1 Salmon Benny  11.00
1 Pac-wich  11.00

Item Total ($): 46.55
GST ($): 3.26

Total ($): 49.81

No. of Print: 2
Print Time: 11:33:55

Thank you
Please Come Again
### Café Receipt and Check

#### Task 1
55841
Located a single piece of information by matching information.

**Skill Level**

- **Document Use**
  - **Level 1**

🔗 to see one way to get this answer.

#### Task 2
See the Café Receipt and Check Task 2 answer page.
Located multiple pieces of information using a repeated search.

**Skill Level**

- **Document Use**
  - **Level 2**

🔗 to see one way to get this answer.

#### Task 3
$7.19
Used Document skills to locate numbers needed for combination of operations for a financial transaction.

**Skill Level**

- **Numeracy**
  - **Level 2**

🔗 to see one way to get this answer.

#### Task 4
$41.89
Used Document skills to locate numbers needed for combination of operations for a financial transaction.

**Skill Level**

- **Numeracy**
  - **Level 2**

🔗 to see one way to get this answer.
## #103

### Pacific Padre Café
5387 Main Street  
Vancouver, BC  
Tel: 604.254.1199  
GST# 191725546RT  
**Check #55841**

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Canadiano</td>
<td>3.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Tea</td>
<td>2.65</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Day Omelette</td>
<td>10.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Waffles</td>
<td>8.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Salmon Benny</td>
<td>11.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pac-wich</td>
<td>11.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Item Total ($):** 46.55  
**GST ($):** 3.26

---

**Total ($):** 49.81

---

No. of Print: 2  
Print Time: 11:33:55

---

Thank you  
Please Come Again

---

Table: 103

- Cover: 1  
  - 10:09:23 Monica  
- 1 Canadiano  
- 1 Tea  
  *WC Wave*
Café Receipt and Check

Food and Beverage Servers take patrons’ food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

**Task 1**  What is the check number?

**Answer**  55841

**One way to get this answer**

1. Scan the page using the keywords *check number*.
2. Locate *Check #55841*.
3. Recognize that # means number.
4. Decide that 55841 is the check number.

**Level**  Document Use, Level 1

**CLB**  3, 4 & 5 (estimated performance)
Café Receipt and Check

Food and Beverage Servers take patrons’ food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

Task 2

Servers must ensure that both receipt and checks show their name. Highlight, underline or circle 2 places where the server’s name is shown.

Answer

See the Café Receipt and Check Task 2 answer page.

One way to get this answer

1. Scan the page for words that could be a server’s name.

2. Locate Open By: Monica.

3. Decide that Open by is an action done by a person and Monica is the name of a person.

4. Decide that Monica is the server’s name.

5. Decide that Open By: Monica is where the server’s name is shown.

6. Locate Table: 103 on the right side of the page.

7. Locate the row 10:09:23 Monica.

8. Decide that Monica is where the server’s name is shown.

Level

Document Use, Level 2

CLB

5 & 6 (estimated performance)
Pacific Padre Café
5387 Main Street
Vancouver, BC
Tel: 604.254.1199
GST# 191725546RT
Check #55841

Cover: 1  Date: 06/04/23
Time: 11:33:55  Open By: Monica

2 Canadiano  $3.90
1 Tea  $2.65
1 Day Omelette  $10.00
1 Waffles  $8.00
1 Salmon Benny  $11.00
1 Pac-wich  $11.00

Item Total ($):  $46.55
GST ($):  $3.26

Total ($) :  $49.81

No. of Print: 2  Print Time: 11:33:55

Thank you
Please Come Again
Café Receipt and Check

Food and Beverage Servers take patrons’ food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

Task 3

The patron pays the server the following amount for the meal and the tip. How much is the server’s tip?

Answer

$7.19

One way to get this answer

1. Identify what is required: the amount of the server’s tip.

2. Recognize that tip is the difference between the amount paid by the patron and the final total amount of the check.

3. Scan the check for the final total amount.

4. Locate Total ($) \(49.81\).

5. Decide that $49.81 is the final total amount.

6. Locate the amount paid by the patron from Task 3:

7. Set up the problem to calculate the total amount:
   \[
   \text{amount} + \text{amount} + \text{amount} + \text{amount} + \text{amount} = \text{total}
   \]

8. Calculate: \(20 + 20 + 10 + 5 + 2 = 57\)
9. Decide the patron paid $57.00.

10. Set up the problem to calculate the tip:
    \[ \text{amount paid by patron} - \text{final total amount of check} = \text{tip} \]

11. Calculate: \( 57.00 - 49.81 = 7.19 \)

12. Decide that the server’s tip is $7.19.

**Level**

Numeracy, Level 2
Café Receipt and Check

Food and Beverage Servers take patrons’ food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

Task 4

Servers must ensure the prices on the check are correct before giving it to the patron. The day’s promotion is that if one coffee or tea is ordered with one order of waffles, the patron gets 10% off the item total. What is the correct item total on this check?

Answer $41.89

One way to get this answer

1. Scan the check using the keywords coffee, tea, waffles.

2. Locate 1 Tea and 1 Waffles.

3. Locate if one coffee or tea is ordered with one order of waffles, the patron gets 10% off the item total from Task 4.

4. Decide that 1 Tea and 1 Waffles means the patron gets 10% off the item total.

5. Identify what is required: the correct item total.


7. Scan the check for 10% off the item total.

8. Decide that 10% was not taken off the item total.

9. Set up the problem to calculate 10% off the item total:
   item total – (item total × 10%) = correct item total
10. Convert 10% to a decimal: = .10

11. Calculate: \(46.55 - (46.55 \times .10) = 46.55 - 4.66 = 41.89\)

12. Decide that the correct item total is $41.89.

**Level** Numeracy, Level 2
CREATING AN ABORIGINAL ESSENTIAL SKILLS MODEL

One way to understand a complex idea is to turn it into an image and story that is easier to understand. For example, life can be described as a circle - the circle of life.

The idea of the 9 Essential Skills can also be turned into an image and a story. For example (thanks to Colleen Yamamoto for the idea):

The 9 Essential Skills are like a Haida canoe with 9 paddlers. Eight of the paddlers work together to move the canoe. The ninth paddler is the lead, directing the other paddlers from the bow of the canoe. The paddles are made from maple. They are 5 feet long with 18 inch blades that are 6 inches wide.

The 8 paddlers are like the 8 Essential Skills of reading, writing, document use, numeracy, oral communication, working with others, computer use and continuous learning. The lead paddler is like the thinking skills because this person must solve problems, make decisions, assign tasks, and analyse progress. Sometimes a few of the paddlers work much harder than the others. Similarly, some tasks require only a few Essential Skills. In the end, Essential Skills move people through easy and difficult tasks just like paddlers move the canoe through calm and stormy waters. This is why having strong Essential Skills is important. In both cases, you must know where you want to go and how best to get there.

Directions:
1. As a small group, create an image and story that you could use to explain Essential Skills to your family, clan, community or Nation. Be sure to use an image that works for your audience.
2. Turn the image into a labelled drawing using flipchart paper and marker pens.
3. Think about how the image explains Essential Skills.
4. Present your image and tell its Essential Skills story to the large group.

"You could get along without anything else on the coast except the canoe. It had to come first and it had to work."
~ Bill Reid, Haida artist and canoe maker