



## Lesson Plan 14

### Finding Information about Jobs in Canada Using the Job Futures Website

**CLB Level(s):** 4-5

**CLB Skill(s):** Reading, Writing

**Essential Skill(s):** Reading Text, Document Use, Numeracy, Computer Use

<b>Objective(s)</b>	<b>Audience</b>
<ul style="list-style-type: none"> <li>■ Learners will learn to interpret data from 3 different formatting types: pie charts, tables, and bar graphs</li> <li>■ Learners will become aware of and learn to navigate the Job Futures website</li> </ul>	<ul style="list-style-type: none"> <li>■ Learners who are considering their employment options in Canada</li> </ul>
<b>Grammar/Language Focus</b>	<b>Time Required</b>
	<p>1 ½ hours to make initial exploration and get familiar with terms and the organization of the site as well as any additional time spent following up and reporting on individual interests.</p>
<b>Vocabulary</b>	<b>Materials</b>
<ul style="list-style-type: none"> <li>■ pie charts, tables, and bar graphs, average hourly earnings, outlook, and average unemployment, search, tab, average, outlook, prospects, earnings, self-employment</li> </ul>	<ul style="list-style-type: none"> <li>■ Internet access for the website <a href="http://www.jobfutures.ca">http://www.jobfutures.ca</a></li> <li>■ Appendices 1.1, 1.2, 1.3, 2.1, 2.2, Additional Activities</li> <li>■ Transparency of 1.1</li> </ul>
<b>Workplace Culture</b>	
<ul style="list-style-type: none"> <li>■ Information is often presented in graphic form or in a combination of formatted and unformatted text.</li> <li>■ In North America, the internet is a widely used research tool.</li> </ul>	



## Learning Activities

### Activity 1: Getting Information from Charts and Graphs

1. Distribute Appendix 1.1 and explain that this is a print out from the page of a website. Do an overview of Appendix 1.1 with the class. Be sure to cover the following in your overview:
  - Job title
  - Contents of the three major columns: Average Hourly Earnings, Outlook, and Average Unemployment
  - Different formats for recording data: Pie chart, table, and bar graph
  - Vocabulary
2. Distribute Appendix 1.2 and review
3. Have learners complete the first table using the information in Appendix 1.1.
4. Check the answers as a group.
5. Distribute Appendix 1.3 and have learners choose any two other occupations to complete the last two tables in Appendix 1.2 individually.
6. Have learners exchange their tables with a partner and check each others answers.

### Activity 2. Navigating the Job Futures Website

\*Note – Use computers with Internet access or use the printout available (Appendix 2.1)

1. Have learners go to the Job Futures Website <http://www.jobfutures.ca> or distribute Appendix 2.1
2. Review the sections of the document and review the following website-related concepts:
  - Tabs (more information is available when a tab is clicked)
  - Font changing color when the cursor runs over it (there is a link)
3. Distribute 2.2 and check for comprehension.
4. Have learners navigate the website (or use Appendix 2.1) to complete the questions. Learners can work individually or in pairs.
5. Review the answers as a group.

\*Note – Whether using computers or not, use the following questions to either help learners navigate the site and collect information or as a basis for discussion.

6. Ask the class what information they expect to find under each of the tabs (At Work, Education, Training and Experience...) and sub-headings.



## Learning Activities

7. If you click on “Important Facts”, you will see the following tabs:

Earnings	Unemployment	Full time/part time	Self-employed	Men/women	Age
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Discuss what you expect to find out under each one.

\*Note- If learners wish to explore other occupations on this site, direct them to <http://www.jobfutures.ca/en/interface-be.shtml> and have them search for occupations by alphabet. To obtain additional information about any occupation, click on the NOC number (highlighted in red beside the occupation title).

## Additional and/or Extended Learning Activities

Explore the Job Futures website to find information about jobs in Canada.

- Review comparisons using the Appendix for the Additional Activities to compare occupations.
- Have a guided debate using the resolution below:  
“It is more helpful to accept a lower-paying job while studying English than to dedicate all your time to studying English in hopes of getting a higher-paying job.”

## Reflective Evaluation

- Learners are able to interpret graphs and charts.
- Learners are able to navigate the Job Futures website.

## Debriefing/Wrap-up

Discuss how the information on the Job Futures site is helpful (or not) when you are looking for a job. Discuss the value of determining sectors that hire more to increase the odds of getting a job. Eg. Applying for cleaning jobs in the health care sector.



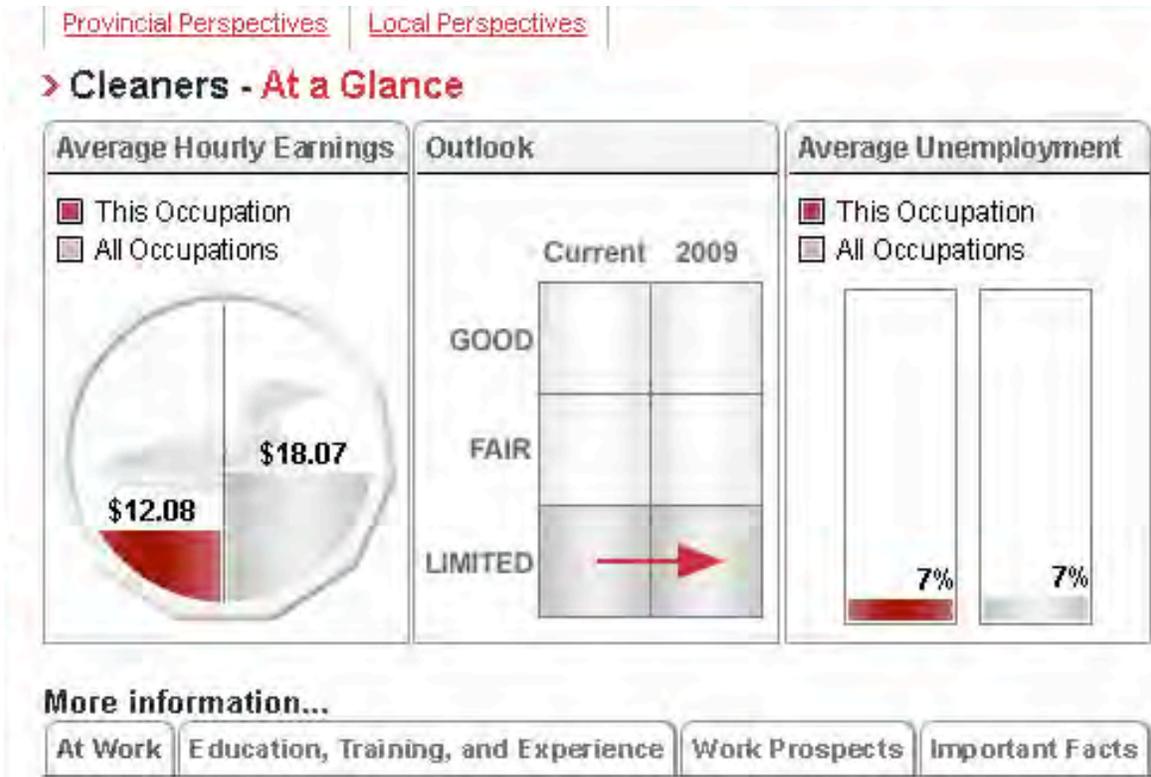
<b>Skill Descriptors</b>	
<b>Canadian Language Benchmarks Skill(s)</b>	<b>Essential Skill(s)</b>
<p><b>Reading</b></p> <p>What the Person Can Do (Informational texts)</p> <ul style="list-style-type: none"> <li>■ Use standard reference texts: dictionary, maps and diagrams, graphs. (CLB 4)</li> <li>■ Demonstrate comprehension of standard maps, basic diagrams, basic graphs. (CLB 5)</li> </ul> <p>Examples of Tasks and Texts (Informational texts)</p> <ul style="list-style-type: none"> <li>■ Compare information in two pie or bar graphs. (CLB 5)</li> </ul> <p>Performance Indicators (Business/service texts)</p> <ul style="list-style-type: none"> <li>■ Identifies layout of forms; finds specific information. (CLB 4)</li> <li>■ Gets key information and specific details from verbal text and graphics or a simple graph. (CLB 4)</li> <li>■ Compares facts to make choices (CLB 4)</li> <li>■ Predicts, guesses meaning (CLB 4)</li> </ul>	<p><b>Reading Text</b></p> <ul style="list-style-type: none"> <li>■ Reads more complex texts to locate a single piece of information or reads simpler texts to locate multiple pieces of information. (ES 2)</li> </ul>
<p><b>Writing</b></p> <p>Global Performance Descriptor</p> <ul style="list-style-type: none"> <li>■ Can effectively convey an idea, opinion, feeling or experience in a simple paragraph. (CLB 5)</li> </ul> <p>Performance Indicators (Presenting Information)</p> <ul style="list-style-type: none"> <li>■ Uses adequate vocabulary for the topic. (CLB 4)</li> </ul> <p>Performance Indicators (Reproducing information)</p> <ul style="list-style-type: none"> <li>■ Writes down messages or reduces written information to important points with accurate details. (CLB 5)</li> <li>■ Records names, addresses, numbers, dates, times, directions and other details with correct spelling and in legible handwriting or print. (CLB 5)</li> </ul>	<p><b>Document Use</b></p> <p>Complexity of the Document</p> <ul style="list-style-type: none"> <li>■ Document is simple. Multiple pieces of information (e.g. simple tables: small amount of information, no subparts. (ES 2)</li> </ul> <p>Complexity of Finding Information</p> <ul style="list-style-type: none"> <li>■ Locating one or more pieces of information using one or two search criteria (e.g. using menu headings to find vegetarian choices. (ES 2)</li> <li>■ Low level inference is required. Information found or entered in the document/s is a synonymous match (i.e. obviously related) to the information required. (ES 2)</li> </ul> <p><b>Numeracy</b></p> <p>Data Analysis Math</p> <ul style="list-style-type: none"> <li>■ Make simple comparisons such as identifying what is higher or lower, bigger or smaller. E.g. Gas utility maintenance workers determine locations of leaks by comparing variations in gas readings at different points. (ES 1)</li> </ul>



Skill Descriptors	
Canadian Language Benchmarks Skill(s)	Essential Skill(s)
	<p><b>Computer Use</b></p> <ul style="list-style-type: none"> <li>■ Tasks which require only a basic interaction with computer-controlled equipment. (ES I)</li> <li>■ Computer use that is limited to a few basic commands with no knowledge of software required (ES I)</li> </ul>

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**Centre for Canadian Language Benchmarks 803 – 200 Elgin Street Ottawa, ON K2P 1L5**  
**Ph. (613) 230-7729 Fax: (613) 230-9305 [info@language.ca](mailto:info@language.ca)**



Occupation 1: **Cleaners**

Name: \_\_\_\_\_

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

Average Hourly Earnings	National Average All Occupations
Average Unemployment	National unemployment all Occupations
Outlook	

Occupation 2: \_\_\_\_\_

Average Hourly Earnings	National Average All Occupations
Average Unemployment	National unemployment all Occupations
Outlook	

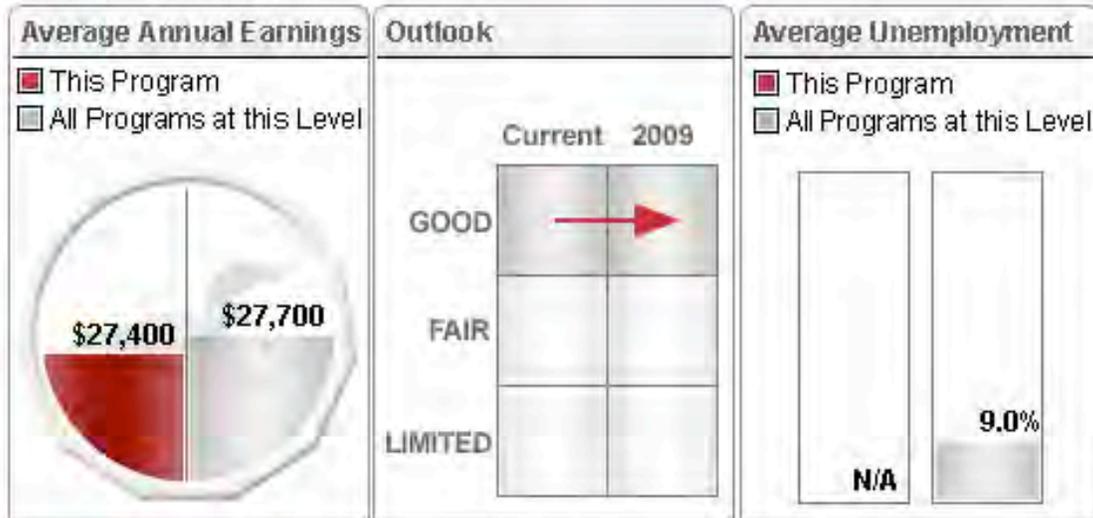
Occupation 3: \_\_\_\_\_

Average Hourly Earnings	National Average All Occupations
Average Unemployment	National unemployment all Occupations
Outlook	

Activity 1: Getting Information from Charts and Graphs Appendix 1.3

> **Nursing Aide/Orderly (T562) - At a Glance**

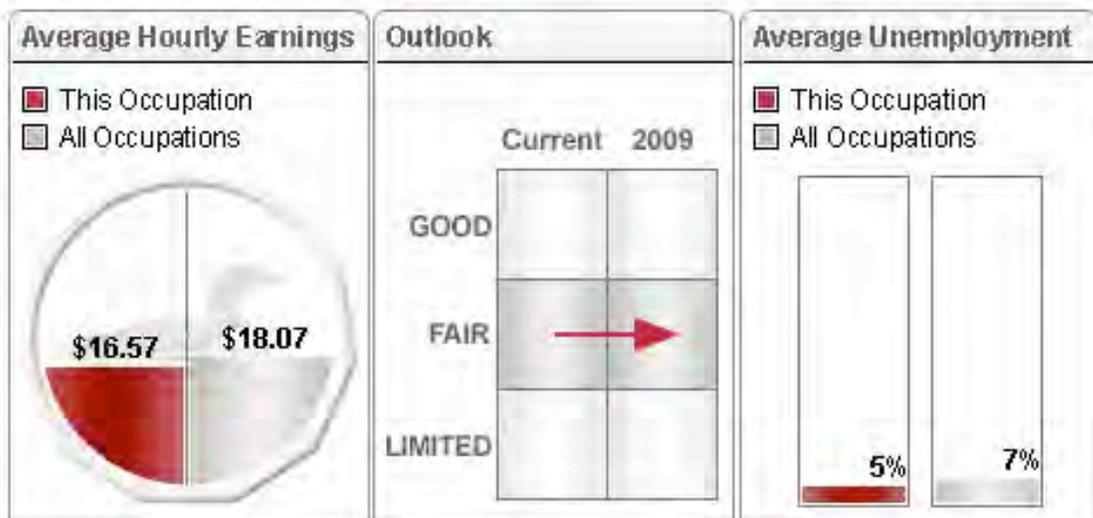
Trade/Vocational (6 months)



More information...

- Program of Study
- Occupations of Graduates
- Work Prospects
- Work Facts

> **Truck Drivers - At a Glance**

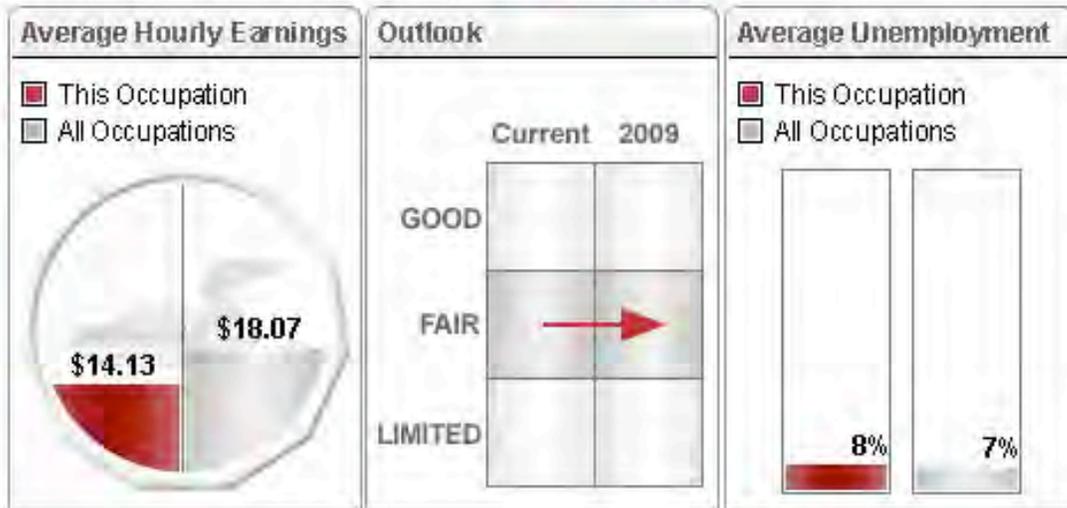


More information...

- At Work
- Education, Training, and Experience
- Work Prospects
- Important Facts

Activity 1: Getting Information from Charts and Graphs Appendix 1.3

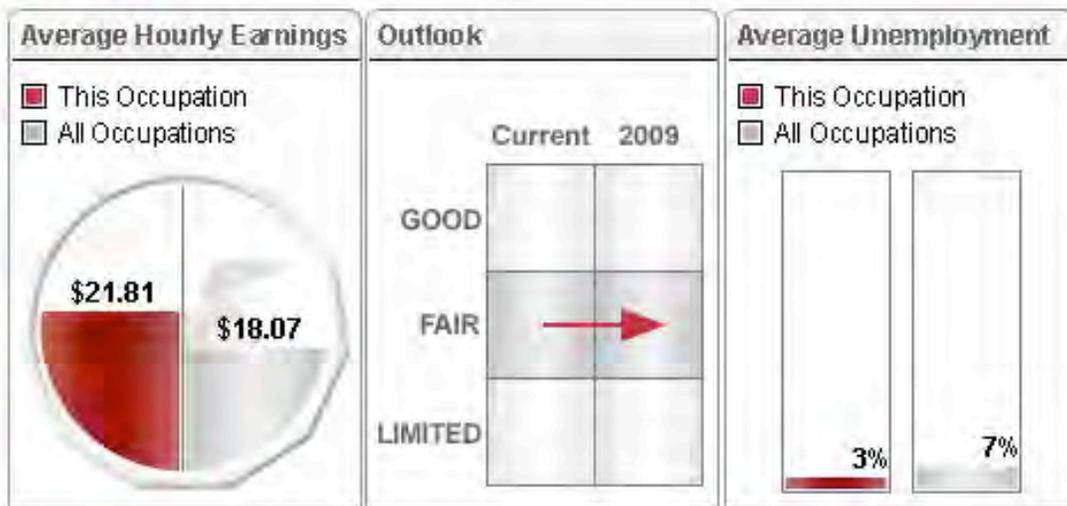
> **Machine Operators and Related Workers in Food, Beverage and Tobacco Processing - At a Glance**



More information...

- [At Work](#)  
 [Education, Training, and Experience](#)  
 [Work Prospects](#)  
 [Important Facts](#)

> **Civil Engineering Technologists and Technicians - At a Glance**

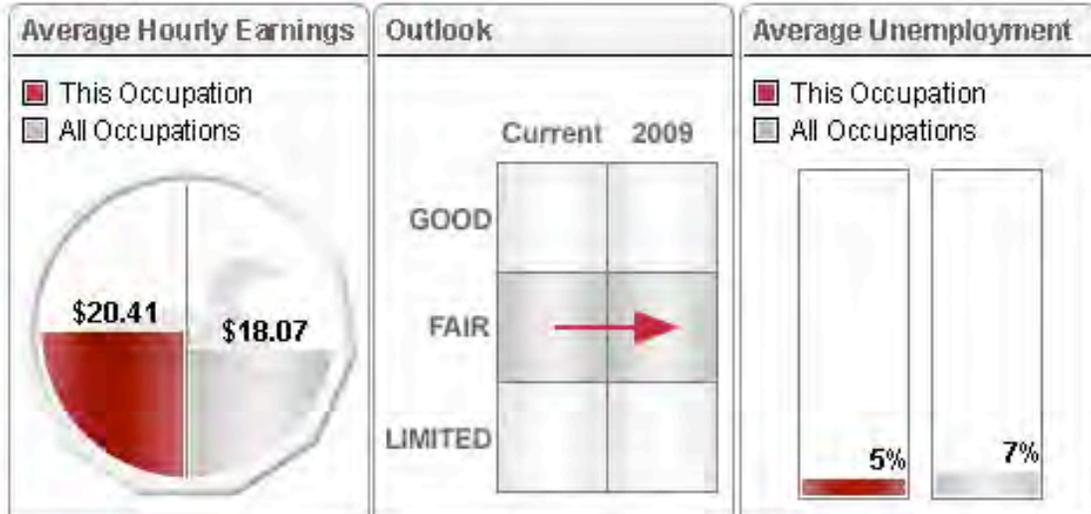


More information...

- [At Work](#)  
 [Education, Training, and Experience](#)  
 [Work Prospects](#)  
 [Important Facts](#)

Activity 1: Getting Information from Charts and Graphs Appendix 1.3

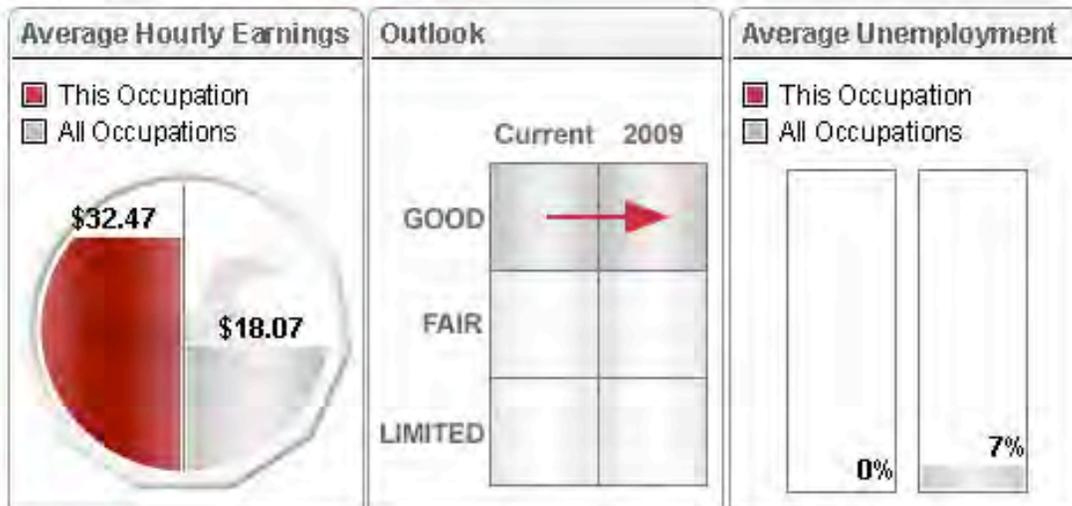
> Plumbers - At a Glance



More information...

- [At Work](#)  
 [Education, Training, and Experience](#)  
 [Work Prospects](#)  
 [Important Facts](#)

> Pharmacists - At a Glance

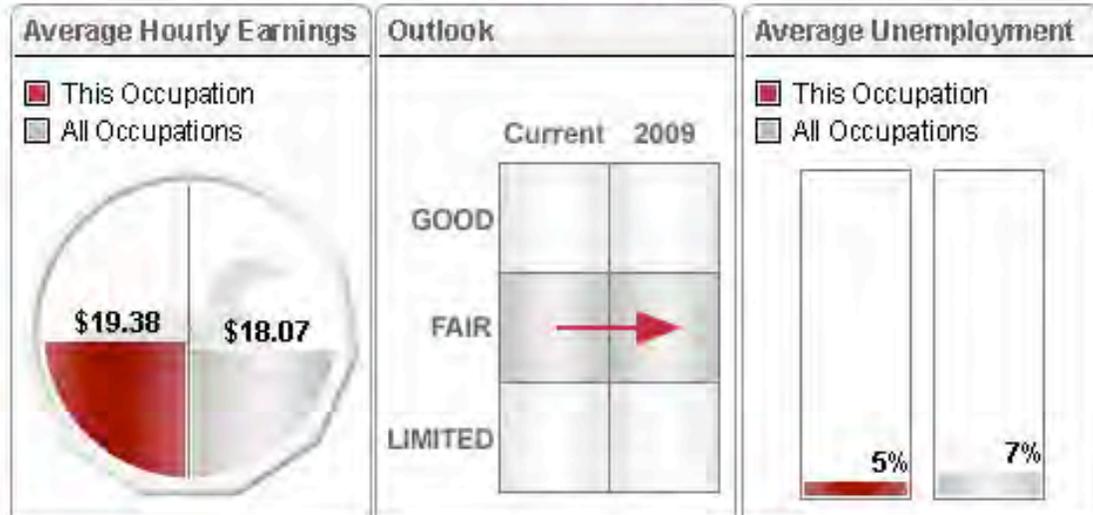


More information...

- [At Work](#)  
 [Education, Training, and Experience](#)  
 [Work Prospects](#)  
 [Important Facts](#)

Activity 1: Getting Information from Charts and Graphs Appendix 1.3

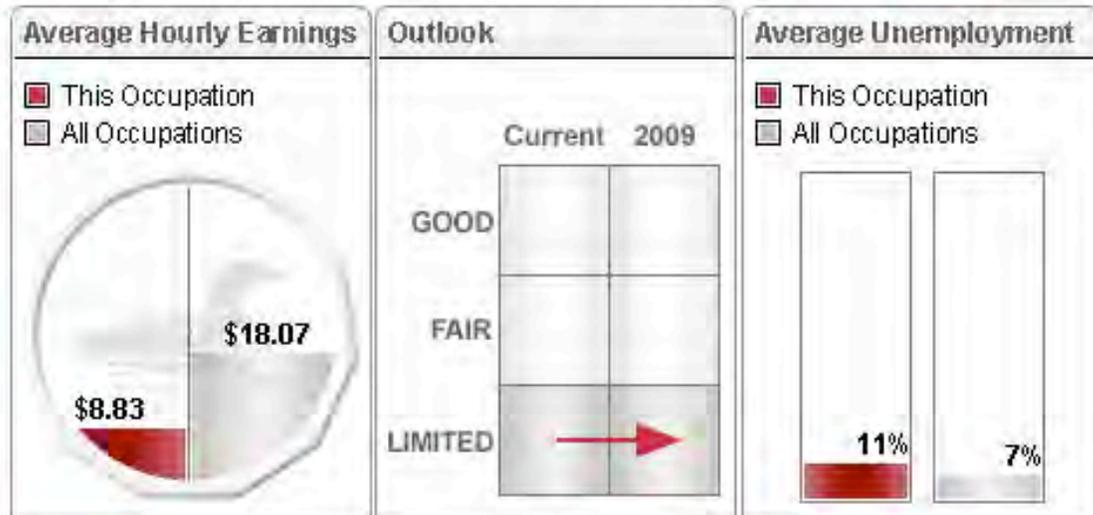
> Musicians and Singers - **At a Glance**



More information...

- |         |                                     |                |                 |
|---------|-------------------------------------|----------------|-----------------|
| At Work | Education, Training, and Experience | Work Prospects | Important Facts |
|---------|-------------------------------------|----------------|-----------------|

> Babysitters, Nannies and Parents' Helpers - **At a Glance**



More information...

- |         |                                     |                |                 |
|---------|-------------------------------------|----------------|-----------------|
| At Work | Education, Training, and Experience | Work Prospects | Important Facts |
|---------|-------------------------------------|----------------|-----------------|

Website Printout

> **Cleaners**

<b>At Work</b>	Education, Training, and Experience	Work Prospects	Important Facts
<a href="#">What They Do</a>   <a href="#">Where They Find Work</a>   <a href="#">Related Occupation(s)</a>   <a href="#">Something to Think About</a>			

> **What They Do**

- > **Light duty cleaners** clean hotels, motels, schools, and private residences. They make beds, change linen, clean/disinfect kitchens, bathrooms, operating rooms, and other hospital areas.
- > **Chimney cleaners** operate industrial vacuum cleaners and use hand tools to clean chimneys/fireplaces.
- > **Furnace and ventilation system cleaners** clean furnace filters, ducts, and vents.
- > **Sandblasters** operate sandblasting, pressurized steam, and hydroblasting equipment to clean building exteriors, tanks, and industrial equipment.

> **Where They Find Work – Top Occupational Areas**

Administrative and support waste management and remediation services	<b>32.0%</b>
Health care and social assistance	<b>12.0%</b>
Accommodation and food services	<b>12.0%</b>
Educational services	<b>10.0%</b>
Other services (except public administration)	<b>7.0%</b>
Real estate and rental and leasing	<b>6.0%</b>
Retail trade	<b>4.0%</b>



- > **Vehicle cleaners** operate equipment, or work by hand, to clean the interiors/exterior of railway cars, buses, street cars, subway cars, and automobiles.
- > **Janitors, caretakers, and building superintendents** clean and maintain the interiors/exterior of buildings/surrounding grounds. Building superintendents are usually responsible for the operation of the establishment and may supervise others. They may advertise vacancies, show apartments/offices to prospective tenants, and collect rents.

#### Cleaners work for:

- > Hotels, motels, resorts, and recreational facilities
  - > Hospitals and other health care institutions
  - > School boards
  - > Office/apartment building management and cleaning service companies
  - > Recreational/shopping facilities
  - > Private residences
- > The unionization rate (38%) is close to the average (32%) for all occupations.
  - > The highest concentrations (per 10,000 people) of are found in Alberta and Prince Edward Island while the lowest concentrations are in New Brunswick and Newfoundland.

#### > Some Related Occupation(s)

- > [Visiting Homemakers, Housekeepers and Related Occupations](#)

#### More related [Job Titles](#) in these occupations

#### > Something to Think About

To enhance your professional knowledge and broaden your opportunities, consider:

- > Retraining regularly in the newest techniques
- > Improving interpersonal skills
- > Setting standards and guidelines for safety/operations
- > Learning how to build and maintain customer relations

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Name: \_\_\_\_\_

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

Worksheet

Respond to the following statements using the information available in the 'At Work' tab or Appendix 2.1.

1. List five jobs cleaners do.

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2. List the top three occupational areas where cleaners find work.

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3. List one related occupation and describe what you think this job is.

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4. In your words, explain how the information in the category 'Something to Think About' could be useful to someone looking for work.

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Additional Activities: Comparing Cleaning to Other Jobs

Name: \_\_\_\_\_

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

**Exercise 1**

**Circle the word that best completes the sentence. Refer to Appendix 1.1 and 1.3 for the answers.**

**Remember, we say:**

**bigger than**  
**more interesting than**  
**as good as**  
**the same as**

1. Cleaners make (more, less) per hour than the average hourly earnings.
2. The unemployment rate for cleaners is (higher than, lower than, the same as) other occupations in Canada.
3. The outlook for cleaners is (poorer than, as good as, better than) the outlook for the other professions in Appendix 1.3.
4. Unemployment rates for cleaners are (lower than, the same as, higher than) other occupations.

**Exercise 2.**

**Choose two jobs that interest you. Use your creativity and imagination to write a paragraph comparing the two jobs.**

JOB 1: \_\_\_\_\_ JOB 2: \_\_\_\_\_

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