

Section 3 – WLES Program Model

Curriculum Modules Overview

Reading Document Use Writing Numeracy Oral Communication Thinking Working with Others Computer Use Continuous Learning

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Contents

Curriculum Module Overview	1
Curriculum Activities Summary	2
Module 1 Activities - Personal Goals	3
Module 2 Activities - Workplace Success	5
Module 3 Activities - Health and Safety	7
Module 4 Activities - Communications Skills	9
Module 5 Activities - Numeracy Skills	12
Module 6 Activities - Information Technology	14
Module 7 Activities - Sector Specific Skills	16
Module 8 Activities - Job Seeking Skills	18



WLES Program Model

Curriculum Modules Overview

Curriculum Aims:

All modules have the following aims in common:

- Participants recognize that a wide range of skills are required for success in the workplace.
- Participants build self confidence in the use of terms and vocabulary through group discussion.
- Participants examine their preferred learning styles and preferred work environments.
- Participants explore which Essential Skills and Employability Skills are required for job roles in a number of employment sectors.
- Participants examine their own skills and recognize where they have gaps in their abilities.
- Participants engage in group learning sessions to explore personal competencies.
- Participants set goals to meet specific learning and employment targets appropriate to their level of competence (Individual Action Plan).
- Participants work towards Individual Action Plan targets with tutor support.

Best Practice Notes:

Adult learners with Level 1 and low Level 2 skills (IALSS Levels) find low engagement activities challenging. While facilitators will be required to present topics and lead discussions, few if any module activities call for a 'lecture' approach. All modules contain activities presented in short blocks, and feature high engagement group and individual work.

Adult learners with Level 1 and low Level 2 skills (IALSS Levels) are able to engage in oral discussions and gain insights into concepts whether or not they possess the specific skills to complete tasks. The WLES Program curriculum includes Oral Communication and Continuous Learning in every module.

As part of the process of supporting self-directed learning, participants use tracking documents designed to encourage ongoing self-assessment and prioritizing of learning and employment goals. Document Use skills are therefore included in every module.



Curriculum Activities Summary

IALSS Levels	Learner Engagement Levels	Essential Skills
Low Level 1 ✓ Level 1 ✓ Level 2 ✓ Level 3 ✓	Low ✓ Medium ✓ High ✓	 READING TEXT ✓  DOCUMENT USE ✓  WRITING ✓  NUMERACY ✓  COMPUTER USE ✓  ORAL COMMUNICATION ✓  THINKING ✓  WORKING WITH OTHERS ✓  CONTINUOUS LEARNING ✓
<p>Learning activities focus on skills at IALSS levels 1 and 2.</p> <p>All modules contain some learning activities accessible to participants working on skills at low level 1 and at level 3.</p>	<p>Learning activities may include tasks with a range of learner engagement levels.</p> <p>All modules contain learning activities which include high learner engagement tasks.</p>	<p>Learning activities may encompass one or more Essential Skill.</p> <p>All modules contain learning activities that include: Oral Communication, Document Use and Continuous Learning.</p> <p>Essential Skills icons adapted with permission from: <i>Literacy Link South Central, London, Ontario</i> http://www.llsc.on.ca/ e-mail: literacylink@bellnet.ca</p>



Module 1 Activities – Personal Goals

- What is a personal goal?
- How do my personal goals impact my learning and employment goals?
- What are my work, life and learning experiences?
- What do they tell me about my preferred work settings and learning styles?
- What are my current skills and strengths?
- How do my skills match up with my employment goals?
- Which skills do I need to focus on? (Individual Action Plan)

Introduction to Qualities for Success (Initial Session) / Qualities for Success

The initial session introduces and provides a general overview of the concept of qualities for success. Participants also agree on basic rules for engagement in future group learning activities. Participants make connections between personal attitudes towards these qualities and experiences of success in a variety of contexts. A number of qualities are explored in detail throughout the program.

SUGGESTED RESOURCES:

Character Building Cards, ‘The Business of Kindness’, **Olivia McIvor**

The Virtues Project International, Linda Kavelin Popov, **PRO-ED Inc., 2002**

Qualities for Success leaflets, **Literacy Victoria**

Introduction to Plan and Review (Initial Session) / Plan and Review

The purpose of this activity is two-fold: to consolidate organizational skills and introduce the concept of feedback. In the initial session, facilitators encourage participants to take ownership of their portfolios and introduce simple feedback documents. In subsequent sessions learners organize materials in appropriate sections, record attendance and provide feedback on learning activities.

SUGGESTED RESOURCES:

Attendance and feedback checklist, **Literacy Victoria**

Snapshot G (GENERAL)

General skills self-assessment

This activity explores common competencies acquired and used in everyday life. Its focus is participation by all learners and building confidence around their day to day use of literacy, numeracy and technology skills. Using the ‘Snapshot’ tool, participants recognize the learning they have already accomplished and the competencies they already possess and build on this positive list.



SUGGESTED RESOURCES:

Snapshot leaflet, **Literacy Victoria**

‘A Dream That Walks’ 1 – 6

These activities explore the ways in which learners can plan to achieve their goals. At the end of each session participants reflect on different aspects of their lives and use this information to inform their learning and employment decisions. The aim of these activities is to support participants in identifying barriers and prioritizing changes that must be addressed if their goals are to be achieved. Workbooks other than those suggested can be used but it is recommended that one resource is used for all participants in order to promote confidence and create clarity in developing organizational skills.

SUGGESTED RESOURCES:

‘A Dream That Walks’ workbook / ‘A Dream That Walks II’ workbook, **Action Read Community Literacy Centre, 2005**

Snapshot I (INDIVIDUAL SUMMARY)

Preparation for Individual Action Plan

This activity introduces the Individual Action Plan tracking document and seeks to create an initial Individual Action Plan for each participant. In subsequent learning sessions participants review these plans to target specific learning and employment goals. It is assumed in this curriculum model that each participant who attends group learning will receive support from a tutor or workplace mentor on a one-to-one basis outside of group learning sessions.

SUGGESTED RESOURCES:

Snapshot leaflet, **Literacy Victoria**

Individual Action Plan tracking document,

Literacy Victoria

“Sometimes I have to take doors off first to make sure big stuff will fit.” And who decides what to do if there was a problem?
 “Well, if I go to an apartment and see there’s a tight corner, or the stairs are really narrow, I’ll go down and we’ll talk about it...I suppose we’re making a plan. Yeah, actually, I’m making a plan!”

Module 1 Tip for Practitioners:
 Participants may need to explore concrete examples in order to appreciate that they do use planning skills in their daily lives.
Example from the Literacy Victoria Pilot:
 During a session discussing planning skills, the only non-reader in the group, who worked part-time for a furniture delivery company, insisted that he did no planning at work. The driver did all the planning; found addresses, decided on the best route, and called clients to agree delivery times. The facilitator pressed for more details. Who checked the access? Finally admitting that the driver stayed with the vehicle while he checked the width of doorways and hallways, he was forced to take credit for an element of planning.



Module 2 Activities – Workplace Success

- What are Employability Skills?
- What are my current Employability Skills?
- Why is confidence so important?
- Why are communication choices so important?
- What do rights and responsibilities in the workplace look like?

SkillSet E (EMPLOYABILITY)

Self-assessment of Employability Skills

This activity seeks to discover participants' perception of their own Employability Skills. Facilitators and individual tutors are encouraged to complete the same questionnaire and differences in perception form the basis for discussions with participants. It is recommended that a self-assessment occurs near the start of the program, and again at the conclusion, to facilitate discussions of distance travelled by participants.

SUGGESTED RESOURCES:

Employability Skills Assessment Tool (adapted), **FutureWorx, Nova Scotia**

Catching Confidence

Self-assessment of factors influencing confidence

This is an activity linked to the Qualities for Success introduced in Module 1. It focuses on what confidence looks like, sounds like and feels like in different situations. Participants examine what impacts their personal levels of confidence and make positive plans to build on this knowledge to boost their own confidence.

SUGGESTED RESOURCES:

Catching Confidence tool (adapted), **NIACE**, <http://shop.niace.org.uk/catching-confidence.html>

Catching Confidence -Guidance For Tutors, **NIACE**, <http://shop.niace.org.uk/catching-confidence.html>

Non-violent Communication

Exploration of personal communication choices

It is recommended that this activity be led by a certified Non-Violent Communication facilitator. Following the guidelines laid down by Marshall Rosenberg, the learning activities may take a number of different forms. The activities encourage participants to recognise when their communication choices are the result of internal feelings being influenced by external circumstances and the impact of these choices on working relationships.



SUGGESTED RESOURCES:

Non-violent Communication -A Language of Life, **Marshall Rosenberg, Puddledancer Press, 2003**

Non-violent Communication Companion Workbook -A Practical Guide for Individual, Group or Classroom Study, **Lucy Leu, 2003**

We Can Work It Out -Resolving Conflicts Peacefully and Powerfully, **Marshall Rosenberg, Puddledancer Press, 2005**

VC Toolkit for Facilitators, **Lucy Leu, Booksurge, 2009**

Rights and Responsibilities 3**Transition skills for new employees****Rights and Responsibilities 4****Integration skills for successful employees**

These activities explore rights and responsibilities with regard to successful transition and integration as an employee in a new workplace. Participants explore how to establish and maintain healthy working relationships. Facilitators introduce a number of documents typically utilized to meet employee responsibilities in the workplace. Participants consider their own responsibilities with regard to their communication and behaviour choices.

SUGGESTED RESOURCES:

Workplace Oral Communication Curriculum, **Workplace Education Manitoba Steering Committee, 1995**

Day by Day -English for Employment Communication, **Prentice Hall Regents, 1994**

Workability: What You Need to Get & Keep a Job, **Alberta Employment Immigration & Industry, 2007**

Have Your Say! Intermediate Communication Activities, **Oxford University Press, 1999**

“WLES taught me that. I probably wouldn’t have gone to see the Manager if it had happened on my last job. I would have known something was wrong, but had no idea what to say, so I most likely wouldn’t have bothered. On the WLES we learned that your pay is your responsibility. You have to know what your pay should be, otherwise how can you check if it’s right?”

Module 2 Tip for Practitioners:

Adult learners with low levels of confidence in their own administrative abilities are reluctant to self-advocate. Simple exercises in record keeping, coupled with clear guidelines regarding personal responsibilities, can have a profound effect on learners’ independence.

Example from the Literacy Victoria Pilot:

One learner explained that he had just received his second monthly pay-cheque from his new employer. “I knew right away something was wrong, because it was exactly the same as my first pay-cheque but I worked way more hours this month. I showed my manager my notebook. He was fine with it. He remembered that I’d been called in to cover for someone on the weekend.”



Module 3 Activities – Health and Safety

- What do Essential Skills look like in the workplace?
- How do skills impact job performance and safety in the workplace?
- Who is responsible for what? (Employer v Employee responsibilities)
- What can I do if I don't feel safe at work?

Essential Skills Investigation 1

Impact on the job

Essential Skills Investigation 2

Implications for employer and employee responsibilities

Participants discuss their reactions to videos in the context of prior experiences and potential workplace scenarios. It is recommended that tutors are invited to attend at least one of these activities as they afford facilitators the opportunity to introduce Essential Skills terminology, and ensure that tutors can respond to learners' questions about essential skills in the workplace.

SUGGESTED RESOURCES:

Essential Skills Investigation I, II –Videos and Facilitator Guides, **Canadian Automotive Repair & Service (CARS) Council**

Rights and Responsibilities 1

Safe choices

Rights and Responsibilities 2

Healthy choices

These activities explore rights and responsibilities in the workplace with regard to health and safety issues. Participants discuss some of the implications for everyone in the workplace when employees and employers are operating with different preconceived ideas. Facilitators introduce a number of documents typically utilized to meet employer responsibilities. Participants explore health and safety issues in terms of the Essential Skills required to address them; they also research particular regulations associated with their individual employment goals, including requirements for certificates such as 'FoodSafe' and WHIMS. Participants consider their personal responsibilities with regard to their own health and well being, including nutrition, exercise and other lifestyle choices.

SUGGESTED RESOURCES:

Workplace Oral Communication Curriculum, **Workplace Education Manitoba Steering Committee, 1995**

Day by Day -English for Employment Communication, **Prentice Hall Regents, 1994**

Workplace Reader: Reading at Work, **SkillPlan, 2005**

Effective Presentations & Safety Talks, **Alberta Workforce Essential Skills**



Hazards 1**New employee - Real choices****Hazards 2****Toxic workplace - Choices matter**

Participants discuss health and safety issues commonly encountered by new employees, including inadequate work space or equipment, unrealistic physical demands or time constraints, and inaccurate record keeping. The overarching aim of these activities is to support participants in identifying hazards that they may encounter as a new employee and provide them with strategies for avoiding them, or addressing them successfully. Participants explore the concept of a hazardous workplace in its broadest sense, including stressful environments that may be psychologically rather than physically damaging.

SUGGESTED RESOURCES:

Day by Day -English for Employment Communication, **Prentice Hall Regents, 1994**

Bridging the Employment Gap: Ready for Work, <http://www.WorkSmartOntario.gov.on.ca>, **2008**

Bridging the Employment Gap: Kitchen Help*, <http://www.WorkSmartOntario.gov.on.ca>, **2008**

Conversations for Work, **New Readers Press, 2007**

'Employee' : "But the handle is so loose I won't do a good job. The vegetables will come out all different sizes."

'Supervisor': "It doesn't matter."

'Employee' : "I've tried using it a couple of times and it keeps slipping and the blade ended up on the floor."

'Supervisor' : "Just rinse it under the faucet."

'Employee' : "What if it slips and I cut myself?"

'Supervisor' : "That's what the First Aid box is for."

'Employee' : "But if I get blood on the food I'll have to throw it away. It will cost a lot more than a new knife if that keeps happening."

'Supervisor' : "You're right. I'll get one today."

Module 3 Tip for Practitioners:

Adult learners with low levels of confidence require specific strategies and guidance with regard to situations where their health and safety may be compromised. They may believe that if they question instructions they will be labelled as a trouble-maker or lose their job.

Example from the Literacy Victoria Pilot:

During a Hazards 1 activity, participants acted out unscripted supervisor-employee scenarios in kitchen environments. One that caused particular problems was: *The handle on the knife you are using is loose. In fact, the blade came out once and is now just taped together. You do not feel you can use it safely. What do you do?** As those playing the role of supervisor kept insisting there was no problem, a truly creative solution was required....



Module 4 Activities – Communication Skills

- What is my current level of vocabulary knowledge with regard to communication?
- Why are oral communication skills so important in the workplace?
- What are my current speaking and listening skills?
- What are my current reading, writing and text document skills?
- How do my communication skills match up with my employment goals?
- Which communication skills do I need to focus on? (Individual Action Plan)

As the number of group learning sessions devoted to communication skills is limited, several communication skill areas have been combined in each activity. At the end of each learning session participants reflect on which skills were most challenging and use this information to inform their Individual Action Plans. The aim of these activities is to support participants in prioritizing communication skills gaps to be addressed.

Snapshot O (ORAL COMMUNICATION)

Self assessment - knowledge of listening / speaking vocabulary

Snapshot W (WRITTEN COMMUNICATION)

Self assessment - knowledge of reading / writing vocabulary

In this activity participants explore vocabulary commonly used in discussing oral and written communication. Its focus is participation by all learners and building confidence in appropriate usage through group discussion. Participants confirm their understanding of specific vocabulary and reflect upon the communication skills discussed. Using the Snapshot self-assessment tool, participants recognize the vocabulary skills they already possess and build on this positive list.

SUGGESTED RESOURCES:

Snapshot leaflet, **Literacy Victoria**

SkillSet C (COMMUNICATION)

Skills inventory check for communicating with text

This activity establishes an initial ‘communications skills inventory’ for each participant. Participants complete assessment activities and consider the gaps in their communication and text document use skills. This activity may be conducted prior to or outside of group learning session. In subsequent sessions, participants set goals to meet specific communications skills targets appropriate to each person’s identified level of competence (Individual Action Plan) and continue to update their personal skills inventory checklist as they explore specific competencies in greater depth.



SUGGESTED RESOURCES:

Communication ('SkillSet C') Inventory Checklist, **Literacy Victoria**

Communication SkillSet C assessment: See Module 4 for list of suggested assessment tools

Sort and Predict

Vocabulary exercise - creation of categories

Explanation Planner

Vocabulary exercise - creation of a linear sequence

Word Cycle

Vocabulary exercise - creation of a cyclical sequence

These activities seek to review and enhance vocabulary knowledge and skills. They are deliberately short in nature (15 minutes) and designed to be repeated. As participants become familiar with the format of these activities facilitators can encourage greater oral participation and self-assessment. Participants discuss a list of vocabulary items linked to any module theme and linked to a specific organizational type: categories, linear sequence or cyclical sequence. These activities are designed to focus on active listening skills and group learning. Groups explore vocabulary usage in various contexts and compare the strategies used by different groups. Participants make personal notes of the vocabulary and strategies they find useful.

SUGGESTED RESOURCES:

Vocabulary Building Workbook, **HRSDC (Office of Literacy and Essential Skills), 2009**

Success for All Learners, A Handbook on Differentiating Instruction, **Manitoba Education, 2007**

Say It So It Works 1

Barriers to communication, functional communication between co-workers

Say It So It Works 2

Social communication between co-workers

Say It So It Works 3

Communication between workers and supervisors

These activities explore a variety of listening and speaking skills with particular reference to workplace communications in functional and social contexts. Many of these activities link with the content of Modules 2 and 3 (Rights and Responsibilities).

SUGGESTED RESOURCES:

Workplace Oral Communication Curriculum, **Workplace Education Manitoba Steering Committee, 1994**

Success for All Learners, A Handbook on Differentiating Instruction, **Manitoba Education, 2007**

Day by Day -English for Employment Communication, **Prentice Hall Regents, 1994**

Have Your Say! Intermediate Communication Activities, **Oxford University Press, 1999**



Send Me A Memo 1

Recognizing formal communication, workplace notices and memoranda

Send Me A Memo 2

Workplace information and forms

Send Me A Memo 3

Business faxes, e-mails and letters

These activities explore a variety of reading and writing skills with particular reference to workplace communications and document use. Work in some communication skill areas may be challenging for participants working at low IALSS Level 1; facilitators should ensure that optional materials based on each person’s identified level of competence (Individual Action Plan) are available.

SUGGESTED RESOURCES:

ReadWritePlus –Literacy, <http://rwp.excellencegateway.org.uk/>

WorkWrite Books 1-3, Book 4, **PTP Adult Learning and Employment Programs, 2008**

Vocabulary Building Workbook, **HRSDC (Office of Literacy and Essential Skills), 2009**

Following his interview, in which he had spoken thoughtfully and with composure to a complete stranger, he just shrugged and stated, “I would never have done that last year. No way. I just wouldn’t have had the confidence.”

Module 4 Tip for Practitioners:
 Adult learners with low levels of confidence require constant support to engage in situations in which they feel they are being judged. This applies equally to oral activities where negative feedback may be received from peers or staff.
Example from the Literacy Victoria Pilot:
 One learner was most reluctant to participate in ‘mock job interviews’ and agreed only with a great deal of reassurance that feedback would be constructive and the interview panel composed of Literacy Victoria staff members he already knew. Several months later, Halloween activities were taking place, and a newspaper reporter interviewing staff asked if they might also speak to a learner. Guess who volunteered!



Module 5 Activities - Numeracy Skills

- What is my current level of vocabulary knowledge with regard to numeracy?
- Why are document use skills so important?
- What are my current numeracy and document use skills?
- How do my numeracy skills match up with my employment goals?
- Which numeracy skills do I need to focus on? (Individual Action Plan)

As the number of group learning sessions devoted to numeracy skills is limited, several numeracy skill areas have been combined in each activity. At the end of each learning session participants reflect on which skills were most challenging and use this information to inform their Individual Action Plans. The aim of these activities is to support participants in prioritizing numeracy skills gaps to be addressed.

Snapshot N (NUMERACY)

Self assessment - knowledge of numeracy vocabulary

In this activity participants explore vocabulary commonly used in discussing numerical information. Its focus is participation by all learners and building confidence in appropriate usage through group discussion. Participants confirm their understanding of specific vocabulary and reflect upon the numeracy skills discussed. Using the Snapshot self-assessment tool, participants recognize the vocabulary skills they already possess and build on this positive list.

SUGGESTED RESOURCES:

Snapshot leaflet, **Literacy Victoria**

SkillSet N (NUMERACY)

Skills inventory check for working with numbers

This activity establishes an initial 'numeracy skills inventory' for each participant. Participants complete assessment activities and consider the gaps in their number and document use skills. This activity may be conducted prior to or outside of group learning session. In subsequent sessions, participants set goals to meet specific numeracy skills targets appropriate to each person's identified level of competence (Individual Action Plan) and continue to update their personal skills inventory checklist as they explore specific competencies in greater depth.

SUGGESTED RESOURCES:

Numeracy ('SkillSet N') Inventory Checklist, **Literacy Victoria**

Numeracy SkillSet N assessment: See Module 5 for list of suggested assessment tools



Module 6 Activities- Information Technology Skills

- What is my current level of vocabulary knowledge with regard to technology?
- Why are computer use skills so important?
- What are my current technology and computer use skills?
- How do my technology skills match up with my employment goals?
- Which technology skills do I need to focus on? (Individual Action Plan)

As the number of group learning sessions devoted to technology skills is limited, several technology skill areas have been combined in each activity. At the end of each learning session participants reflect on which skills were most challenging and use this information to inform their Individual Action Plans. The aim of these activities is to support participants in prioritizing technology skills gaps to be addressed.

Snapshot T (TECHNOLOGY / COMPUTERS) Self assessment - knowledge of technology vocabulary

In this activity participants explore vocabulary commonly used in discussing technological information. Its focus is participation by all learners and building confidence in appropriate usage through group discussion. Participants confirm their understanding of specific vocabulary and reflect upon the technology and computer use skills discussed. Using the Snapshot self-assessment tool, participants recognize the vocabulary skills they already possess and build on this positive list.

SUGGESTED RESOURCES:

Snapshot leaflet, **Literacy Victoria**

SkillSet T (TECHNOLOGY) Skills inventory check for working with technology

This activity establishes an initial 'technology skills inventory' for each participant. Participants complete assessment activities and consider the gaps in their technology and computer use skills. This activity may be conducted prior to, or outside of, group learning sessions. In subsequent sessions, participants set goals to meet specific technology skills targets appropriate to each person's identified level of competence (Individual Action Plan) and continue to update their personal skills inventory checklist as they explore specific competencies in greater depth.

SUGGESTED RESOURCES:

Technology Skills Inventory Checklist, **Literacy Victoria**

Technology SkillSet T assessment: See Module 6 for list of suggested assessment tools



Module 7 Activities - Sector Specific Skills

- Which job sectors do I want to focus my learning on?
- What are the skill sets required in my target job roles? (Essential Skills Profiles)
- Are there specific certificates or qualifications required for these job roles?
- What are my current skills and strengths?
- How do my skills match up with my employment goals?
- Which skills do I need to focus on? (Individual Action Plan)

It is anticipated that module content will vary depending upon the job sectors and employment opportunities prevalent in the region. Activities in this module focus on the requirements of specific job roles. Facilitators provide guidance and direct participants to relevant skills information based on the National Occupational Classifications and Essential Skills Profiles. Employer partners provide authentic documents in relation to skills and expectations for roles within their organizations. Guest speakers may also include representatives from professional organizations, unions and workforce mentors.

Hospitality 1-3

Hotels, restaurants

Job roles discussed may include hosts/hostesses, food and beverage servers, kitchen assistants, bussers, room attendant.

SUGGESTED RESOURCES:

Bridging the Employment Gap: Kitchen Help, <http://www.WorkSmartOntario.gov.on.ca>, 2008

Essential Skills for Success, HRSDC, <http://hrsdc.gc.ca/publications>

Authentic documents from employer partners -examples of employee manuals

Customer Service 1-3

Retail stores, grocery stores

Job roles discussed may include cashier, sales assistant, telephone sales associate, customer service assistant, stock clerk, delivery clerks.

SUGGESTED RESOURCES:

Conversations for Work, **New Readers Press**

Bridging the Employment Gap: Retail, <http://www.WorkSmartOntario.gov.on.ca>, 2008

Authentic documents from employer partners -examples of employee manuals



Janitorial 1-3**Cleaning, maintenance, gardening**

Job roles discussed may include cleaner, building maintenance operative, landscape and garden maintenance worker.

SUGGESTED RESOURCES:

Workplace Reader, Reading at Work, **SkillPlan, 2005**

Bridging the Employment Gap: Janitorial, <http://www.WorkSmartOntario.gov.on.ca>, 2008

Bridging the Employment Gap: Grounds Maintenance, <http://www.WorkSmartOntario.gov.on.ca>, 2008

Authentic documents from employer partners -examples of employee manuals

Clerical**Office administration staff**

Job roles discussed may include receptionist, telephonist, clerical assistant, bookkeeper.

SUGGESTED RESOURCES:

Adding To My Skills: Numeracy Curriculum for Essential Skills Levels 1 and 2, **Project READ Literacy Network**

Bridging the Employment Gap: Clerical, <http://www.WorkSmartOntario.gov.on.ca>, 2008

Essential Skills for Success, **HRSDC**, <http://hrsd.gc.ca/publications>

Authentic documents from employer partners -examples of employee manuals

Tour of facilities/workplace**Employer Partners**

Employment opportunities and workplace expectations are explored on site.

As the clock ticked down to noon, one learner looked up hopefully and said, “Ah well, time to pack up I guess.” His partner for this activity, a much younger learner with considerably lower numeracy skills, immediately spoke up. “No we’re not! We’ve only got one more page to go. We’re going to finish it.” Everyone in the room looked at her in surprise, then at her partner who just shrugged. No-one left the room; the group finished working through the last task at 12:10 and every learner left with a grin on their face – after a hard morning of work!

Module 7 Tip for Practitioners:

Adult learners will be motivated to complete tasks they find challenging if they see them as relevant. Activities that practise skills that have a concrete application in a specific job sector are particularly well received.

Example from the Literacy Victoria Pilot:

One morning the group was working on a series of numeracy tasks in the context of janitorial work. They had reviewed some authentic cleaning product labels and had set tasks in pairs to calculate correct procedures for diluting these according to the ratios and measurements given. For many participants the math component of the session, calculating measurements based on ratios, had demanded a great deal of focus.



Module 8 Activities - Job Seeking Skills

- What are the ways that employers in my target sectors typically hire new employees?
- What are the skill sets required to meet these expectations?
- What are my current skills and strengths in terms of the job seeking process?
- Do I feel confident about my performance in interviews?
- Which skills do I need to focus on? (Individual Action Plan)

Applications 1-3

Resumes, forms, e-mails, cover letters

These activities focus on the requirements of the job application process. Representatives of employer partners provide specific guidance in relation to expectations and suggestions for successful applications for employment in their respective sectors. Guest speakers may also include representatives from professional organizations, unions and workforce mentors.

SUGGESTED RESOURCES:

Teaching Employment Groups –Discovering Life Skills Volume 7, **YWCA Toronto, 2nd Edition, 2006**

Interviews 1-4

Interview preparation, telephone interviews, interview feedback

These activities focus on the requirements of the job interview process, including practice through mock interviews and feedback, and building confidence in personal presentation skills. Representatives of employer partners provide specific guidance in relation to expectations and suggestions for successful interview preparation in their respective sectors. Guest speakers may also include tips and perspectives from program participants who have been successful job applicants. Activities include discussions on handling feedback and rejection.

SUGGESTED RESOURCES:

Teaching Employment Groups –Discovering Life Skills Volume 7, **YWCA Toronto, 2nd Edition, 2006**

Have Your Say! Intermediate Communication Activities, **Oxford University Press, 1999**

Dress for Success

Practical guidance for interview preparation

These activities encompass advice on selection of appropriate clothing, standards of personal hygiene and grooming, and presentation tips for particular employment sectors. Participants may be accompanied when shopping for interview clothing if they request this support, and program staff or volunteers are available.



Job Seeker Support 1-2

Review, ongoing support

These activities provide an overview to participants at the end of the WLES program group learning sessions. They provide a review of the job seeking process and the ongoing support mechanisms available to participants. It is recommended that activities include a presentation by at least one local community organization who can offer additional job seeker support services following the WLES program.

SUGGESTED RESOURCES:

Teaching Employment Groups –Discovering Life Skills Volume 7, **YWCA Toronto, 2nd Edition, 2006**

“I didn’t even know you had to dress up for a job interview. I used to wear sweat pants all the time, including to work. Now I know how important it is to look neat –for the public and for the hotel. And I enjoy feeling like I’m looking good.”

Module 8 Tip for Practitioners:

Participants whose goal is to enter the workforce in service sector roles may have a poor perception of expected standards for dress, grooming and oral communication skills. A guest speaker from a local employer’s perspective will have a significant impact and lend credibility to discussions.

Example from the Literacy Victoria Pilot:

The HR Director of a prestigious local hotel supplied the project with their Colleague Handbook, which laid out in detail expectations regarding hair, jewellery, cosmetics, hygiene, etiquette and discretion. One learner who expressed amazement at the huge significance placed on employee appearance, secured a position as a room attendant with that very hotel.

