Targeted Literacy Programming and Outreach for Young Single Males on Ontario Works

2013
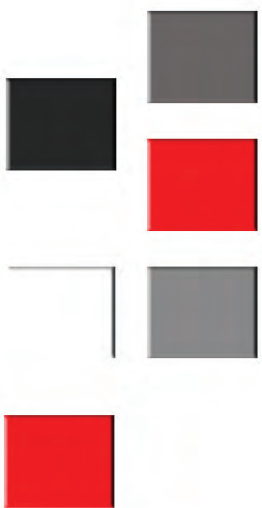
Practitioner Introduction

Workbook titles in this series include:

My Dream Career
Examining My Online Identity and Digital Media Use
How I Communicate in Different Places
My Role Models

Literacy Link South Central

Email: literacylink@bellnet.ca
Phone: 519-681-7307
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All websites links were accurate at the time of printing- March 2013.

EMPLOYMENT ONTARIO

This curriculum was developed to increase the engagement of single males (18-29 years old) in literacy programming who are also accessing Ontario Works. The modules have been specifically developed to meet the needs and expectations of this target group. In order to determine the curriculum content and delivery method, a literature scan was completed and focus groups were held with the target group. The information from the focus groups and the results of the literature scan were used to develop a curriculum that matches the content and delivery method most likely to engage and retain single male literacy learners.

Although the curriculum was designed for a specific target audience, it can be used with other clients. The topics included are current and they all have a connection to building employability skills.

The curriculum consists of four modules:

1. My Dream Career
2. Examining My Online Identity
3. How I Communicate in Different Places
4. My Role Models

Each module has a Learner Workbook and a Practitioner Overview. The materials were developed for delivery in a small group setting to facilitate discussion and working with others. However, with a little creativity, the modules can also be used in a one-on-one setting. A Learner Workbook should be copied for each learner.

The Learner Workbooks include white space and areas to capture responses. Each workbook also includes a series of badges that the learner works towards completing, as he/she completes the activities. Progression through the activities is noted throughout the workbook with a progress bar. The badges, and the progress bar are "gamification" (see in Part 3) concepts that have been integrated to engage this particular target audience.

Accessing information through digital technology is included in many of the activities. Internet access is required throughout all four of the modules.

The project was funded by the Ministry of Training, Colleges and Universities (MTCU) to develop curriculum for the Literacy and Basic Skills (LBS) Program in Ontario. The LBS Program uses the Ontario Adult Curriculum Framework (OALCF). The Practitioner Overview includes an OALCF Connection section. In this section, the relevant indicators from the six competencies of the OALCF are included to support practitioners working in agencies funded through the LBS Program. "Levels" are also indicated in this section. The levels are either beginner, intermediate, or advanced:

- Beginner is an approximate equivalent to OALCF Level 1 or Essential Skills Level 1
- Intermediate is an approximate equivalent to OALCF Level 2 or Essential Skills Level 2
- Advanced is an approximate equivalent to OALCF Level 3 or Essential Skills Level 3

The majority of activities in each module fall into the beginner to intermediate range.

Engaging Youth

One of the central themes of this curriculum is the engagement of youth in the learning process. The content and delivery methods will help build programming that will support this particular client group. There are many driving forces that support the engagement of youth in the learning process. Youth want:

- To have a vision
- To feel competent
- To have responsibilities
- To be recognized
- To have influence
- To be supported
- To be creative

Practitioners who work with this population should be mindful of the driving forces of engagement.

Be clear on what the learning outcomes are for each module. The curriculum encourages discussion and participation as often as possible. Never miss an opportunity to ask participants to share an opinion. Although the curriculum does have set activities, allow for creativity from the participants.

Adultism

Adultism is prejudice and accompanying systematic discrimination against young people.

*Source: Wikipedia, last accessed January 27, 2013*

Like many forms of discrimination, many people don't even realize they are discriminating against young people. Adultism has been identified as one of the significant barriers to youth participation and engagement.

Here are some tips to help you avoid being "adultist":

- Keep an open mind.
- Don't make assumptions based on appearances.
- Don't hold youth to a higher standard than adults.
- Don't give youth too much leeway just because they are youth. Your expectations can and should be high, but they should also be reasonable for the developmental stage of the youth. Just because learners are in an adult program, doesn't mean they are at the maturity level of an adult, yet.
- Remember that youth are individuals and do not represent the voice of all youth. Don't ask them to.
- Don't interrupt. This will shut down youth immediately. Give youth an opportunity to participate in discussions.
- Use open-ended questions to encourage discussion.
- Don't impose your opinion.
- Keep in mind that your role is that of a partner or facilitator and not of a "teacher".
- Don't move too fast. Youth are learning and you may need to take time to explain or to let youth process information.
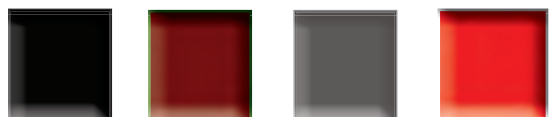
Generational Differences
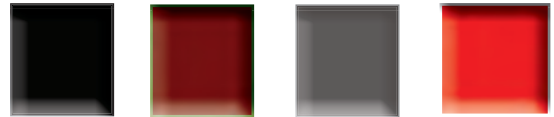
Understanding the impact of generational differences can help foster an environment of mutual respect. In Module 3, generational differences are included in the curriculum content, especially with respect to the impact on communication. Most of the research on generational differences focuses on the impact that it has in the workplace. These differences can also have a significant impact in a learning environment. Learning more about generational differences can improve a practitioner's ability to instruct youth.

Watch this great TED talk video about the generational differences between Generation X and the Millennials (Generation Y):

www.youtube.com/watch?v=P-enHH-r_FM

When you are setting up programming geared to youth, it is important to consider the learning environment.

Orientation

Providing the learners with a comprehensive orientation to the program's expectations is critical. Using a learner contract can be helpful in establishing expectations.

Recognize Prior Knowledge

Each module starts with a self-evaluation to allow learners to identify things they already know or are able to do. The next activity involves discussion to help draw out the prior knowledge of the participants. This is an important first step to help this target group feel comfortable and to want to learn. Make sure that you set aside enough time for the prior learning discussion. Using a K-W-L (know, want and learned) chart or a concept web can be an effective way to help learners think about prior learning.

Keep It Fresh

The curriculum is organized by activities. Keep in mind the attention span of the audience. The materials can be delivered over a period of time that makes sense for that learner or group. Each activity has a suggested amount of time for completion but this is really an estimate and can vary from group to group or learner to learner. Although the content is prescribed, there are many opportunities for learners to bring in their own content or to draw from their own knowledge to help keep them engaged.

Gamification

Gamification is the use of game design elements in non-gaming environments such as learning environments. Gamification isn't the same thing as "gaming". It doesn't refer to learning done through an online game.

Gamification focuses on the mechanics of online games and their application to learning content. The goal of gamification is to improve the retention and recollection of skills; and to encourage the application of skills by engaging the target group with concepts they can relate to. Digital games, especially on gaming systems such as Xbox and PS3, are very popular with the curriculum's target audience. This group tends to behave differently from other generations. They are less concerned about privacy, share openly, and are highly engaged with mobile or digital devices. This includes computers, cell phones and gaming systems. The content of Module 2, in particular, focuses on thinking about how this behaviour can affect this group of learners and their future.

Source: www.upsidelearning.com/blog/index.php/2012/11/14/gamification-in-learning/

Gamification in learning content can:

- Provide ways for learners to show or see their status
- Provide ways for learners to compare or rank their performance
- Provide clear levels of progression
- Invoke healthy competition
- Provide learners with as much digital immersion as possible

Many of these concepts have been integrated in the curriculum through the use of badges, progress bars, inclusion of videos, etc.

The target audience for this curriculum is young males who are on Ontario Works. This group is typically considered to be living below the poverty line. This can have a significant impact on this group's with a learning program. Understanding the extent of this group's lack of resources is critical.

The Bridges Out of Poverty movement provides strategies for professionals and communities to help them support individuals who fall below the poverty line. Various types of resources may be lacking when an individual is living in poverty. Being aware of the lack of resources can help foster better communication with this group in a learning environment.

This lack of resources can include:

- Financial resources
- Mental resources
- Spiritual resource
- Physical resources
- Support systems
- Relationship or role models
- Knowledge of hidden rules
- Coping strategies

Source: *Bridges Out of Poverty Strategies for Professionals and Communities* (p.17)
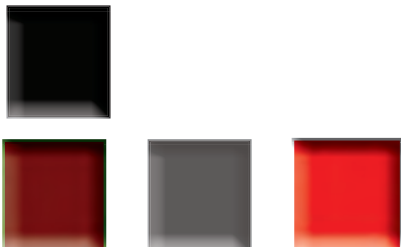
Different technologies are utilized throughout the curriculum.

- References to different websites are included
- YouTube videos are used frequently to support or reinforce learning
- Some activities suggest the use of software such as Microsoft Word or PowerPoint
- Each module has a self-reflection component that can be done in an online environment such as a wiki or blog

Practitioners should be comfortable utilizing the technology that is integrated into the curriculum. Because web links often move, change or disappear, practitioners should also be able to problem solve and provide substitutions where necessary.

- Provide ways for learners to show or see their status
- Provide ways for learners to compare or rank their performance
- Provide clear levels of progression
- Invoke healthy competition
- Provide learners with as much digital immersion as possible

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Technology	Examples	Where can you learn more about this?
Online Videos The term is usually used to describe any short video less than the length of a traditional television program. YouTube is a video-sharing website on which users can upload, share, and view videos. You can search for videos using the search feature.	YouTube www.youtube.com	YouTube has a help page where you can learn how to upload, view, troubleshoot, etc. http://support.google.com/youtube/?hl=en

Blogs	WordPress	WordPress has a great "Getting Started" page:
A website on which an individual or group of users can record opinions, information, etc.	http://wordpress.com EduBlogs http://edublogs.org	http://codex.wordpress.org/Getting_Started_with_WordPress Edublogs has a series of video tutorials: http://edublogs.org/videos/
Wikis The term wiki originated from the Hawaiian word for "quick." A wiki is a software tool that allows users to freely create and edit hyperlinked web pages using a web browser.	PBworks http://pbworks.com/education Wikispaces www.wikispaces.com	PBworks has an educational wiki-based online manual: http://usermanual.pbworks.com/w/page/11632089/Home They also have webinars that you can access on the website. Wikispaces has a wiki-based help page: http://help.wikispaces.com/home
Common Software Applications Computer software designed to help the user perform specific tasks such as creating documents or presentations.	Word PowerPoint	Learn how to use a variety of common software applications at www.gcflearnfree.org

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EMPLOYMENT ONTARIO

2013

Learner Snapshot

In this module, you will

- think about what your dream career is
- talking about what some of your barriers might be
- research your dream career

There are 12 activities and five sections in this module. As you work through the activities, the progress bar will tell you how far you have come. You can check off each activity as you complete it on the chart on page 4.

My Dream Career Progress Badges

	Overview and Introduction to My Dream Career
	
	        Activity #1
	        Activity #2
	        Activity #3
	        Activity #4

	Barriers to Employment
	
	        Activity #5
	        Activity #6
	        Activity #7

	Career Research
	
	        Activity #8
	        Activity #9
	        Activity #10

BONUS BADGE	**Career Research Extension** Activity #11

	Wrap-Up
	
	        Learner Self-Reflection
	        Activity #12

Self-assessment

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can read a paragraph, letter or email that is a few paragraphs long to find information					
I can read a flyer or brochure to find information					
I can read a story or chapter in a textbook to find information					
I can understand information when I watch a video or presentation					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can participate in a group discussion					
I can make a presentation to a group or interview someone who I don't know					
I can write a short paragraph					
I can write a few paragraphs					
I can write a short essay					
I can fill in a form					
I can create a simple document with information in it					
I can write a journal entry					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can log in to a user account on a digital device					
I can complete a form online					
I know how to post a message on a blog, gaming site or social networking site					
I can create files using software on a computer					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can monitor and evaluate how I am doing with my learning					
I can identify barriers to my goals					
I am willing to accept new challenges					
I have a positive attitude to learning					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I understand my role in the group					
I understand my responsibilities to the group and the program					
I accept the opinions of the others in the group					
I am prepared to participate in learning					
I meet deadlines					

Accept Write Identify Monitor Search Understand

In this module, you will be thinking and talking about dream careers. At the end of this module you should be able to

- understand the difference between a job and a career
- identify your current skills and knowledge
- understand barriers to employment
- know more about your dream career

The module will start and end with a self-assessment. The first activity you will complete is the self-assessment.

Activity #1   Self-assessment

Complete the "Before" part of the self-assessment on **page 5** to determine what level your skills are at now.

PROGRESS...

Activity #2   Job and Career

Think about the following questions and share your answers with the group

     a.   What types of jobs have you had in the past?

     b.   Do you think there is a difference between a job and a career?

     c.   What do you think the difference is between a job and a career?

        Use the definitions below to help you.

Definitions

Job

1. a piece of work, especially a specific task done as part of the routine of one's occupation or for an agreed price: **She gave him the job of mowing the lawn.**

2. a post of employment; full-time or part-time position: **She was seeking a job as an editor.**

Source: Dictionary.com

Career

1. an occupation or profession, especially one requiring special training, followed as one's lifework: **He sought a career as a lawyer.**

2. a person's progress or general course of action through life or through a phase of life, as in some profession or undertaking: **His career as a soldier ended with the armistice.**

Source: Dictionary.com

PROGRESS...

Activity #3   My Dream Career

Think about what your dream career would be. Brainstorm the skills you think you would need to have to do your career.

   a.   What skills do you think you need to have for your dream career?

   b.   Circle all of the skills that you think you need to work on.

My dream career is...
Skills related to reading
Skills related to writing
Skills related to communicating
Skills related to math
Skills related to organization
Other skills

After you have finished, share your dream career with the group.

PROGRESS...

One way to figure out what you might be good at is to complete an online career quiz. A career quiz will ask you to answer questions. The answers you give will be used to give you feedback on what careers might be good for you.

Activity #4   Career Quiz

a. Search for "Google" in your Internet browser.
b. From there, use the search terms "career quiz" to find two or three online quizzes.
c. Choose one quiz to complete.
d. Print out the results.
e. If you can't print the results, summarize and record them on a piece of paper.
f. Share your results with the group.

Employment Link

Understanding your dream career or goal is the first step to employment. As you consider your dream career

- try to figure out the skills you need for that career, to help you understand what skills you are missing
- complete career quizzes to help you figure out if a specific career would be a good fit for you

Completing online quizzes or surveys is a skill that is utilized frequently in the workplace.

PROGRESS... Activity1-4 Completed

Badge Awarded

Activity #5 Barriers to Employment

a.   Listen to the presentation or lecture to learn about barriers to employment.
you are completing this activity on your own, ask the instructor for a copy of
the presentation. (see appendix A

b.   Take notes on the barriers to employment. (See Appendix A)

My Notes

PROGRESS...

Activity #6   What Are the Barriers?

In this activity, you will review a case study to determine barriers to employment.

      a.   Work with a partner to read the case study.

      b.   Once you are finished, you can ask questions if you need to.

      c.   Figure out what barriers to employment that the person in the case study might have.

      d.   Record John's barriers in the spider diagram at the end of this activity.

Case Study

John is twenty-one years old. He lives with his girlfriend in a one-bedroom apartment on the south side of town. They have a two year-old daughter. His girlfriend is going to the alternative school four mornings a week.

John dropped out of school when he was sixteen and before he finished grade 10. He has four grade 10 credits in

- English
- computers
- physical education
- music

John uses the bus system to get around town. He did have his licence but it is currently suspended. He has a car but it is not working.

When John was 17 years old, he was charged with theft. He was fined and put on probation for three years. John learned his lesson and since then he has stayed out of trouble, except for the licence suspension.

Barrier:

Barrier:

Barrier:

JOHN
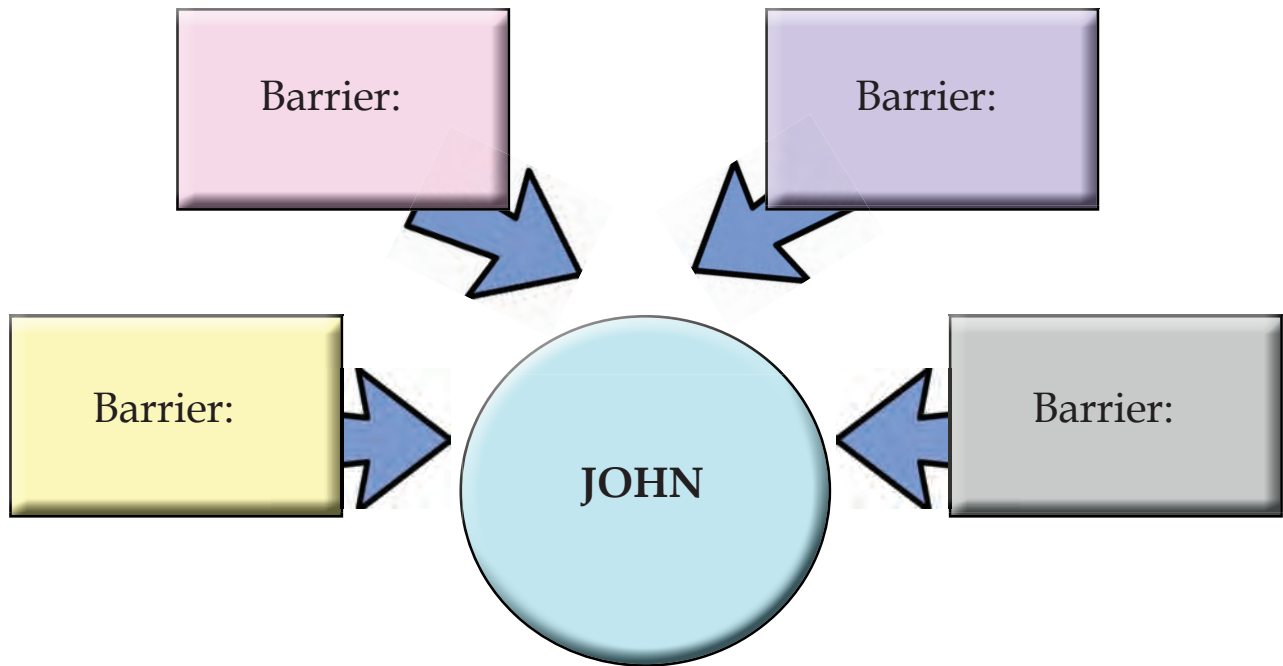
Barrier:

PROGRESS... 50%

Activity #7   What Barriers Might I have?

a. Thinking about your dream career, can you think of any barriers that you might have?

b. If you are having trouble thinking of barriers, discuss it with other members of the group.

c. How can you address these barriers?

My Barriers	How can I address it?

The Employment Link

Understanding your barriers to employment can help you narrow down suitable careers and identify barriers that need to be addressed.

Learning by watching a presentation is very common in the workplace.

PROGRESS... Activity 4-7 Completed

Badge Awarded

15

An informational interview is an interview where you collect information about a career or a company. It is different from a job interview. In an informational interview, you ask the questions.

Informational interviews can be a very valuable resource to help you understand a career. It allows you to get "first-hand" information from someone who is already doing that job.

Activity #8   Informational Interview

To understand more about what an informational interview is, watch the following YouTube videos.

What is an informational interview?

www.youtube.com/watch?v=oWyQlPLTksc

How to request an informational interview.

www.youtube.com/watch?v=JE1tqZyeWKM&feature=relmfu

What to ask in an informational interview?

www.youtube.com/watch?v=pyZ7wsF9ujc&feature=fvwrel

If you can't find the videos listed above, search for "informational interview" on YouTube. There are many different videos about informational interviews posted on YouTube.

PROGRESS...

Activity #9   Conducting an Informational Interview

a. Read the steps to conduct an informational interview.

b. Brainstorm at least ten questions that you might ask someone to find out more about your dream career.

c. Use the sample questions provided below, as a resource.

d. Write down a draft list of questions that you would ask in order to find out more information about your dream career.

Steps to Conducting an Informational Interview

Step #1   Contact the person who you would like to conduct an informational interview with.
Explain that you would like to interview him/her to learn more about what is involved in his/her career because you are interested in a similar career. If the person is willing to participate, ask him/her if he/she would like to meet in person or by telephone. Set up a time and a place for the interview.

Step #2   Write a draft list of questions that you want to ask. See the sample questions. (page 19)

Step #3   Treat the interview like a business appointment.
Make sure that you arrive or call on time.
If you are meeting face-to-face, dress properly. Don't dress too casually but don't overdress.

Step #4   Make sure that you know the name of the person who you are interrviewing and how to pronounce it.

Step #5   Use your draft list of questions to help you conduct the interview. However, if you think of other questions during the interview, make sure that you ask them! Take notes during the meeting to help you remember the information later.

Step #6   As soon as the interview is over, make sure that you expand your notes to add any important information that you don't want to forget.

Step #7   Make sure that you send a thank you note in writing or by email.

Step #8   Reflect on what you learned.

Ask yourself the following questions.

    a.   Am I still interested in this career?

    b.   What steps do I think I need to take to be able to pursue this career?

    c.   Is this a reasonable goal for me?

    d.   What was the most important thing that I learned about this career?

Sample Informational Interview Questions

1. What is your title? What are other commonly used titles for the position?

2. What are your major responsibilities and duties? (As the person describes the duties, ask what skills are needed). How much variety is there on a day-to-day basis?

3. What is a typical day like?

4. What certificate, degree or education is required for this position?

5. What kind of work experience would employers look for in an applicant?

6. How can a person obtain this work experience?

7. What steps besides meeting educational and work experience requirements are necessary to "break into" this occupation? (e.g., exam, Interview, union membership?)

8. What are the opportunities for advancement? To what position? Is further education needed to advance?

9. What are the main or most important characteristics for success in the field?

10. What are the employment prospects in this region? Where are the best employment prospects? Are there employment prospects in your company?

11. Where is the best place to find employment listings?

12. What are some related occupations?

13. What are the different salary ranges?

14. Do you have a set schedule (i.e., - 8:00 a.m. to 5:00 p.m.) or are the hours flexible? How many hours per week, do you typically work?

15. Is there a dress code?

16. Do you usually work alone or with a group of people?

17. What are the demands and frustrations that typically accompany this type of work?

18. What do you like the most about your career?

19. What types of technology are used and how are they used?

20. Do you enjoy your job?

21. Can you suggest any other sources of information for me?

22. Did I leave out any important questions that I should have asked?

Adapted from http://jobsearch.about.com/od/infointerviews/a/infointervquest.htm
Last accessed January 23, 2013

My Questions
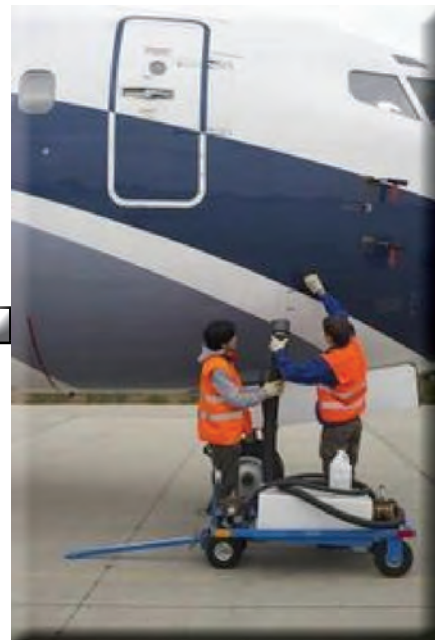
Activity #10   Meeting About My Dream Job

a. Find someone in the community who is currently working at your dream job.

b. Call or email the person to see if he/she would be willing to answer some questions for you.

c. Using the steps to conduct an informational interview and your questions, conduct an informational interview.

Badge Awarded

Activity #11 Career Research-Extension Activity

a. Think back to the dream career that you identified earlier – is that still your choice?

b. Use that career or pick another career that you are interested in and find out more about it.

c. Prepare a short report (1-2 pages typed) or a presentation (4-10 slides) on your career choice.

Include

- a general description of your career choice
- the skills and tasks required in your career
- the minimum level of education needed for your career choice
- the possible locations where you could work in your community

Suggested Resources

The *Working in Canada* website can help you find information about careers by the categories of occupation, wages and outlook, education program, or skills and knowledge:

www.workingincanada.gc.ca/content_pieces-eng.do;jsessionid=084F98659D2F4A3D449DD1DC51B04BD2.imnav2?cid=5223

You can also find the *Working in Canada* website by using the search term "Working in Canada".

Use the **Essential Skills** Profiles to find your career and to learn about the types of tasks that you will need to be able to do:

www.rhdcc-hrsdc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml

You can also find the Essential Skills Profiles by using the search term "Essential Skills Profiles".

Employment Link

Conducting an informational interview can help you build self-confidence and improve your ability to handle a job interview. Information gained from the informational interview can help you decide if a particular career is a good choice for you. Finding information and communicating with people are both important skills for employment.

PROGRESS... Activity 11 Completed

Bonus
Badge Awarded

Wrap-Up

Reflection

a. Read the reflection questions.

b. Using the questions as a guide, write a paragraph reflecting on this module.

c. Post your reflection online. Your instructor will tell you where to post it.

d. You can use the space below for your draft.

Reflection Questions

1. What is my dream career?

2. What are some of my current barriers to employment and what can I do to overcome those barriers?

3. What are some of the skills that I need to work on to be able to achieve my dream career?

My Reflection

Activity #12   Post Self-Assessment

Complete the "After" portion of the self-assessment on page 5 to determine if you think your skills have improved.

PROGRESS... **100% COMPLETE!**

Badge Awarded

★★★
MISSION COMPLETED

My Dream Career

Practitioner Overview

My Dream Career

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EMPLOYMENT ONTARIO

Examining My Dream Career

Practitioner Overview

This module focuses on helping learners identify their dream career. All of the activities have been developed to be delivered in a group setting but can be modified easily to use in a one-on-one environment. This module contains 12 task-based activities and is divided into five sections.

1. Overview and Introduction to My Dream Career

2. Barriers to Employment

3. Career Research

4. Career Research Extension

5. Wrap-Up

Prior to attempting this module, the learner will need to have the following skills and knowledge

- basic keyboarding

- basic Internet search skills

- word processing software skills

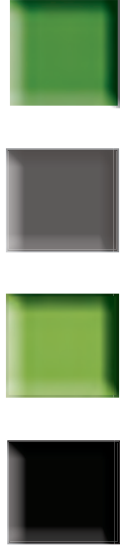- presentation software skills (extension activity only)

Learning Objectives	Materials Needed
The learning objectives are to • understand the difference between a job and a career • identify current skills and knowledge • identify the requirements of a dream career • understand barriers to employment • learn more about a dream career	The materials needed, are • Learner Workbooks for each learner • notes or PowerPoint on barriers to employment (see Appendix A) • Internet access • word processing software • presentation software • class blog or wiki

The activities and practitioner instructions are summarized in the following chart.

After each group of activities, you will have the opportunity to discuss the employment link with the learners. At the end of the modules, learners should engage in a reflection activity and post their reflections electronically on a blog or wiki. You will need to set up a forum for this activity. For ideas, refer to the **Practitioner Introduction.**

The total amount of time required to complete all of the activities in this module will vary depending on whether you are delivering instruction to an individual or to a group. The estimated amount of time required is 3-4 hours.

	Task-Based Activity Summary	Practitioner Instructions	OALCF Connection and Level
1	Complete the "Before" section of the self-assessment to determine your current skill level	a. Explain to the learners that in this module, they will be thinking and talking about dream careers. b. Review the learning outcomes with them. c. Explain that the module will start and end with a self-assessment. d. Have the learners complete the "Before" section of the self-assessment.	B3.1a Make straightforward entries to complete very simple documents E.2 Monitor own learning Level: Beginner-Intermediate
2	Discuss in a group, prior employment and the difference between a job and a career	a. Open the module with a prior knowledge discussion. b. Use the questions listed in Task #2, to help lead the discussion. c. Have the learners share what types of work they have done in the past. d. If they haven't had paid employment, discuss what types of things they have done that might be similar to work, such as volunteering, having regular duties in the home, etc. e. Record the responses (e.g., on a white board/flip chart/smart board). f. Ask the learners to discuss the difference between a job and a career. g. Use the provided definitions to help learners understand the difference.	B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions Level: Beginner-Intermediate

"EL" refers to employment link.

"LR" refers to learner reflection.

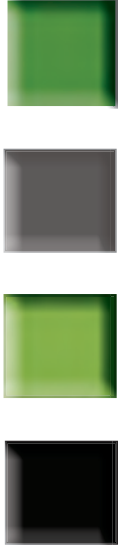| 3	Brainstorm and record a list of skills required for your dream career	a. Ask the learners to think about what their dream careers would be. b. Have the learners brainstorm the types of skills that they think they will need to have for their dream careers. c. Record their ideas on the sheet provided. d. Complete the brainstorming activity. e. Ask each group to share their dream careers with the group.	B2.1 Write brief texts to convey simple ideas and factual information Level: Beginner
EL		Discuss how the completed activities are linked to employment.	
4	Find and complete an online career quiz to determine suitable careers	a. Explain to the learners that before they make a career choice, they should really learn about themselves and what they are good at. b. Explain that interests, values and skills can make some careers more suitable than others. c. Explain that online self-assessment career quizzes or tests can help them find suitable careers. There are many free quizzes or tests available. d. Have learners search for tests online and complete a variety of tests to see what different areas or careers are identified. e. It might be helpful to find a few quizzes that are relevant for the clients you are working with, prior to having them complete this activity. If they have trouble finding appropriate quizzes, then you can share your suggestions. **Suggested link:** **www.tcu.gov.on.ca/eng/postsecondary/careerplanning/program/wizard.html**	D2 Perform well-defined, multi-step digital technology tasks Level: Intermediate

EL			
		Discuss how the completed activities are linked to employment.	
5	Listen to a presentation to learn about barriers to employment	a. Introduce the concept of barriers. b. Use the provided presentation or your own materials. c. Explain that barriers could include a lack of hard skills and education, a lack of soft skills, labour market conditions, past actions or circumstances. Note: The learners will need to have the information from the presentation prior to attempting the activity.	A3 Extract information from films, broadcasts and presentations B2.1 Write brief texts to convey simple ideas and factual information Level: Beginner
6	Read a case study to identify barriers to employment	a. Have the learners choose a partner or assign partners for the activity. b. Give the learners time to read the case study and to ask questions about it. c. Ask the learners to determine what barriers the person in the case study might have in pursing his dream career. d. Record their answers in the space provided.	A1.2 Read texts to locate and connect ideas and information B2.1 Write brief texts to convey simple ideas and factual information Level: Beginner-Intermediate
7	Identify and record your barriers to employment	a. Allow learners to complete this activity on their own. They may feel uncomfortable "sharing" their barriers with the group. b. Check in with learners individually to help them identify ways to address barriers.	B2.1 Write brief texts to convey simple ideas and factual information E.2 Set realistic goals, begin to use limited learning strategies, and monitor own learning Level: Beginner-Intermediate

#			
8	Learn about informational interviews by watching videos	a. Introduce learners to informational interviews. b. Explain that an informational interview can be a great way to understand an occupation. It allows them to get some first-hand information from someone who is in the occupation. c. Show videos to the learners to help them understand what an informational interview is.	A3 Extract information from films, broadcasts and presentations Level: Beginner
9	Review steps and questions for an informational interview Prepare a set of questions	a. Review with the learners, the steps of an informational interview. b. Have the learners brainstorm a list of questions that they would ask in an informational interview.	A1.3 Read longer texts to connect, evaluate, and integrate ideas and information B3.2 Create simple documents to sort, display and organize information Level: Intermediate-Advanced
10	Conduct an informational interview	a. Discuss how learners could find someone in the community who is already working at his/her dream job. For example, other learners may know someone. They could consult the phone book or look in a local newspaper. They could search online for someone. b. If it is not feasible for learners to conduct actual informational interviews, have them pair up and do a practice informational interview using the information they know about a current job or their dream career.	B1.3 Initiate and maintain lengthier interactions with one or more persons on a range of topics F Engage with others-collaboration Level: Advanced

11	Career research project- short report or presentation	a. Depending on the current ability of the learners, this activity can be introduced. b. For learners who are unable to conduct an Internet search of this scope on their own, the task can be modified as required. For example, the activity could also be done in pairs, matching a learner who can complete the task independently with one who requires support.	A1.2 Read texts to locate and connect ideas and information B2.2 Write texts to explain and describe information and ideas B4 Express oneself creatively D.2 Perform well-defined, multi-step digital tasks Level: Intermediate
EL		Discuss how the completed activities are linked to employment.	
LR	Reflect on your learning	a. Choose a method for learners to reflect on what they have learned in the module. b. Set up a class-based wiki, blog, etc. for use. c. See the Practitioner Introduction for guidance. d. Encourage learners to answer the provided reflection questions.	B4 Express oneself creatively D.2 Perform well-defined, multi-step digital tasks Level: Intermediate
12	Wrap-up discussion and completion of post self-assessment	a. Have learners complete their reflections b. Bring them back together as a group. c. Discuss what they have learned throughout the process. d. Remind them of the employment connection for all of the task-based activities they completed during the module. e. Have the learners complete the "After" section of the self-assessment. f. Discuss whether they feel their skills have improved.	B3.1a Make straightforward entries to complete very simple documents E.2 Monitor own learning Level: Beginner- Intermediate

Barriers to Employment

What are Barriers to Employment?

- Barriers are things that prevent you from being able to get or keep a job

- There are many different things that can be barriers to employment

10

Barriers

- Basic Needs
- Health
- Relationships
- Participation Factors

Basic Needs Barriers

- Lack of housing
- Lack of nutritious food
- Lack of appropriate clothing

11

Health Barriers

- Substance abuse
- Mental health issues
- Unhealthy lifestyle

Relationship Barriers

- Lack of family support
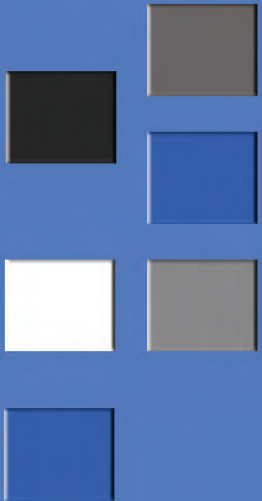- Unhealthy relationships
- Lack of childcare

12

Participation Barriers

- Lack of education
- Lack of transportation
  Lack of work experience
- Criminal record

Examining My Online Identity and Digital Media Use

Examining My Online Identity and Digital Media Use

Workbook titles in this series include:

My Dream Career
Examining My Online Identity and Digital Media Use
How I Communicate in Different Places
My Role Models

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EMPLOYMENT ONTARIO

Examining My Online Identity and Digital Media Use

Learner Snapshot

In this module, you will

- learn about your online identity

- discuss how to protect your online identity with secure passwords

- look at the uses of digital devices and media in your life

- talk about evaluating online information

There are 14 activities and six sections in this module. As you work through the activities, the progress bar will tell you how far you have come. You can check off each activity as you complete it on the chart on page 4.
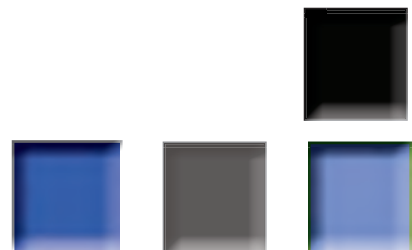
My Online Identity Progress Badges

	Overview and Understanding My Online Identity Activity #1 Activity #2 Activity #3 Activity #4 Activity #5
	Creating Secure Passwords Activity #6 Activity #7
	What Is Digital Media? Activity #8 Activity #9
BONUS BADGE	Being a Good Digital Citizen Activity #10 Activity #11 (Bonus Activity/Bonus Badge for completion)
	Evaluating Online Information Activity #12 Activity #13
	Wrap-Up Learner Self-Reflection Activity #14

Self-assessment

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can read a short paragraph, letter or email to find information					
I can understand information when I watch a video or presentation					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can write a short paragraph					
I can fill in a simple form or table					
I can write a journal entry					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can do simple addition and subtraction					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can log in to a user account on a digital device					
I can search for a website					
I know how to post a message on a blog, gaming site or social networking site					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can monitor and evaluate how I am doing with my learning					
I can identify barriers to my goals					
I am willing to accept new challenges					
I have a positive attitude to learning					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I understand my role in the group					
I can participate in a group discussion					
I understand my responsibilities to the group and the program					
I accept the opinions of the others in the group					
I am prepared to participate in learning					
I meet deadlines					

In this module, we will be discussing your online identity and how it can affect you and your choices later in life. At the end of this module, you should be able to

- understand the risks and benefits of sharing information online
- understand the difference between private and personal information
- understand how sharing private information online can put you at risk
- identify strategies to create secure passwords
- understand what it means to be a good digital citizen
- begin to evaluate online information

The module will start and end with a self-assessment.

The first activity you will complete is the self-assessment.

Activity #1   Self-assessment

Complete the "Before" part of the self-assessment on page **5** to determine what level your skills are at now.

PROGRESS...

Understanding My Online Identity

An online identity is created when you put information about yourself online. This is often done when you register on a website. Typical websites that require you to register are

- social networking sites like Facebook
- video-sharing sites like YouTube
- discussion sites
- game sites

How To Register
http://www

Activity #2   Online Identity

a. Discuss your current online identity.
b. Use the following questions to help you think about your current on line identity.
c. Share your answers with the group.

Questions

1. Have you ever registered on a website or created a username and pass word to access a website?
2. What are the names of some websites that make you register?
3. Have you ever had someone steal information about you online or pretend to be you online?
4. Have you ever created an online password? Do you know any tips to make sure that online passwords are secure?

PROGRESS...

9

Understanding the difference between personal and private information

Personal information is

- information that can't be used to actually identify you, such as your age, gender, favorite things, etc.
- usually safe to share online but can be used with private information to help identify you

Private information can be used to identify you. It could be your

- social insurance number
- address
- phone number
- email address
- credit card information, etc.

Whenever you register on a new website, you should make sure that you think about whether you are giving out information that should be kept private. If you share private information, it can put you at risk for identity theft.

Identity theft is when people use your information to do something illegal. They might

- steal money
- buy something using your information
- hide their own identity

When you register on a website you usually need to create a password.

A password is like a combination lock for information that you put online. You use a combination lock to keep belongings safe, like a bike or a locker. A good password will help keep your online identity safe.

Activity #3   Which Is It?

a. Look at the types of information listed below.

b. Check off whether you think it is personal information, private information, or if you are not sure.

Type of Information	Personal Information	Private Information	I'm Not Sure
Age			
Full name (first and last)			
First name only			
Social insurance number			
Gender			
Address			
Email address			
Date of birth			
Name of your childhood pet			
Favourite food			
Phone number			
Credit card number			
Driver's licence			
Favourite movie			
Mother's maiden name			
Number of siblings			

PROGRESS...

Activity #4   This Isn't Private

a. Work with a partner and brainstorm four pieces of information that you could share about yourself that isn't private information.

b. Record your answers below.

c. When you are finished, share your answers with the group.

1.

2.

3.

4.

PROGRESS... 25%

Activity #5   Classifying Personal and Private Information

      a.   Choose a website to create a new account.

      b.   Keep track of the information that the site needed from you to create an account.

      c.   Decide if it is personal or private.

Suggestions: YouTube, Facebook, Twitter, gaming site, classroom wiki

Name of Website	Type of information requested	Personal	Private

Employment Link

Registering on websites is a common task that you need to do when searching for jobs. Many jobs may also require you to register on websites to do some of your work. Today, more and more of what you do will be online. This means that you will most likely have an online identity.

Create Secure Passwords

Creating secure passwords is an important way to help you protect your online identity. A password is a secret word or phrase that a website requires when you login. A password is like a combination lock for the information that you put online. A good password will help keep your online identity safe.

You may use passwords for many different types of websites, such as

- social networking
- gaming
- video
- banking
- online shopping

Activity #6   Password Game-Is My Password Good?

    a.   Think of a password that you use right now. Don't tell anyone what your password is.

If you answer "yes" to a question, tick it off next to the question. Each "yes" is one point.

    b.   Be honest with your answers!

    c.   When you are finished, add up your points in Part 1 and Part 2.

    d.   Then subtract the total points in Part 2 from the total points in Part 1.

    e.   The person with the most points wins.

Part 1	
I change my password every six months	❑ **Yes**
No one else knows my password	❑ **Yes**
My password has at least 8 characters	❑ **Yes**
My password includes letters, numbers and symbols	❑ **Yes**
My password doesn't include private information	❑ **Yes**
I always remember my password	❑ **Yes**
My computer doesn't remember my password for me	❑ **Yes**
Total points in Part 1	
Part 2	
I have never changed my password	❑ **Yes**
My boyfriend or girlfriend knows my password	❑ **Yes**
My password includes private information	❑ **Yes**
I use my middle name as my password or in my password	❑ **Yes**
I use a word from the dictionary as my password	❑ **Yes**
I have trouble remembering my password	❑ **Yes**
My computer remembers my password for me	❑ **Yes**
Total points in Part 2	
Total Points (Subtract total points in Part 2 from total points in Part 1)	

PROGRESS...

Password Tips

1. Make passwords at least 8 or more characters long. A character is a letter, number or symbol. Longer passwords are harder to crack than shorter ones.

2. Don't use dictionary words as your password. There are programs that can be used to figure out your password, if it is just a word from the dictionary.

3. Don't use private identity information in your password.

4. Include different types of characters (letters, numbers, and symbols) in your password.

5. Use both upper case and lower case letters.

6. Never use your phone number as your password.

7. Change your password at least every 6 months.

8. Don't use your nickname or your middle name as your password.

9. Never share your password with your friends or family.

10. Create a password that is easy for you to remember.

11. If you are creating a new password for an account you already have, make sure it is very different.

Adapted from: www.commonsensemedia.org/sites/default/files/3-5-unit2-strong-passwords.pdf last accessed January 23, 2013

Activity #7   Create Your Own Secure Password

      a.   List one or two things in each category.

      b.   Use them in different combinations to create secure passwords that you will remember.

Favourite number(s)	Favourite character name(s)	Symbol(s)	Favourite snack(s)	Other category:

Employment Link

Job search websites may require you to create accounts using both personal and private information. Creating secure passwords to protect your online identity is important. Many jobs require employees to log in to a company network or other websites and they expect the information to remain safe. Understanding how to create secure passwords is a great skill to have in the workplace.

PROGRESS... Activity 6-7 Completed

Badge Awarded

17

What is Digital Media?

Digital media is anything with digitalized content. This includes anything that can be transmitted over the Internet or computer networks, such as

- documents
- graphics
- audio
- video

A digital device is an electronic device that you use to store, display or transmit digital media. We live in a world where we interact with digital media all of the time. Most of our communication with other people is now digital. Most workplaces use digital media in a variety of different ways. Think about all of the different things you do every day that use digital media. Digital media is everywhere!

Activity #8   Uses of Digital Devices and Media

For each type of digital device, think of how it is used or might be used in your home, at the program you are attending, in the workplace and out in the community.

Type of Digital Device	At Home	At a Program	In a Workplace	In the Community
Cell Phone				
Television				
Ipod or MP3 Player				
Ipad or Tablet				
Computer				
Gaming System				
Other				

PROGRESS...

Activity #9   Digital Media Log

a. Keep a log of your digital media use over a 24-hour period.

b. Use the table below to keep your log. You don't have to be exact with the time periods.   Just estimate how much time you spend doing the activity. A few examples have been filled in to help you get started.
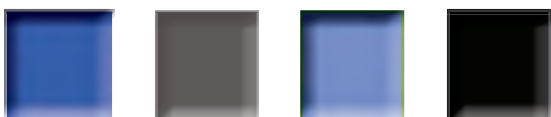
My Digital Media Use Log

Date:

Start:

Finish:

Time of Day	Device	Amount of Time	Location	Activities	My Thoughts
7:00 a.m.	Clock radio	10 seconds	Home	Alarm went off	Very annoying!
7:10 a.m.	Blackberry	5 minutes	Home	Read email	I can't believe I already have 10 emails today

Employment Link

The use of digital media is an important part of job searching and digital media is used frequently in places of employment.
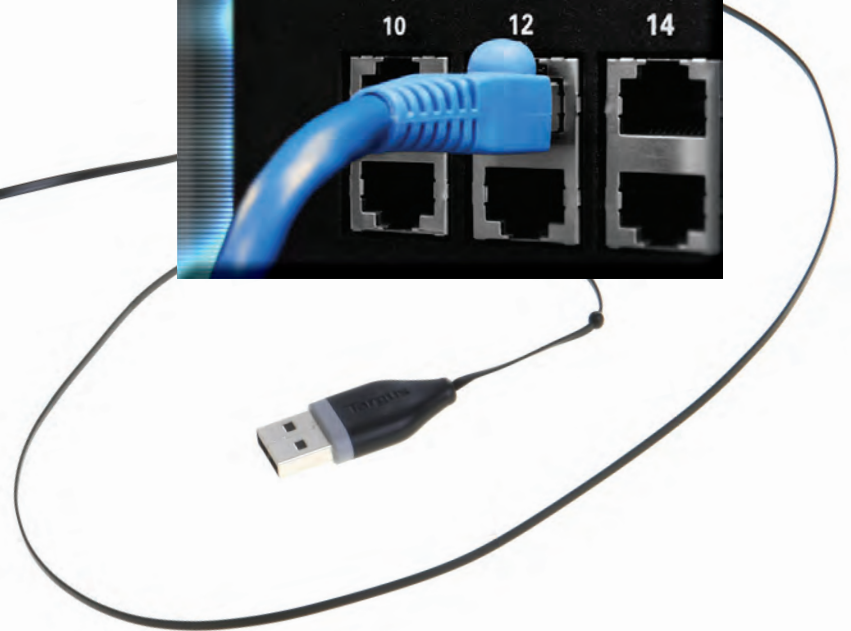
Badge Awarded

PROGRESS... Activity 8-9 Completed

Being a Good Digital Citizen

Digital citizenship is appropriate and responsible behaviour when you are using technology. There are many different ways that you use technology every day. For example, you are using technology when you are using your cell phone, posting comments on a message board or talking with the other players in an online game.

Good digital citizens

- protect private information
- respect themselves online
- respect others online
- balance the amount of time they spend online

Digital etiquette or "netiquette" are rules that you should follow in order to make sure you are treating other people with courtesy and respect when you are online. It's just as important to treat people the same way online as you do in real life. When you instant message, chat, or email someone over the Internet, you need to remember that they can't see your face to tell if you're teasing them or being serious. Netiquette is treating others the way you want to be treated. Some examples of bad netiquette are

- bullying other people online
- downloading music illegally
- using bad language
- plagiarizing information – using other people's information and taking credit for it
- posting photos of other people without permission

Remember that it is not just your friends and family who can see what you post online. Employers might also search for you!

Activity #10   Being a Good Digital Citizen

a. Watch this short video on YouTube about digital citizenship.

b. Write a short paragraph (5-8 lines) describing the different technology you use and what you can do to be a good digital citizen.

c. If you like, you can also search for some other videos on YouTube about digital citizenship.

www.youtube.com/watch?v=FdEXijFXfD8

If you can't find the video using the link, use the search term "digital citizenship" on YouTube to find a video about digital citizenship.

PROGRESS... Activity 10 Completed

23

It is important to make sure that what you post online is appropriate. If something is appropriate, it means it is something that you aren't worried about anyone else seeing or reading. Your digital footprint is created when you post things online, such as

- photos
- videos
- comments

A digital footprint is very hard to erase once it is made. What you post online today can impact your future. Employers and schools will often search online to see what information they can find about applicants. They are looking for the good and the bad.

Posting appropriate content will mean that you have a good digital footprint. Posting inappropriate content can create a bad digital footprint. The information you post online can literally be there forever! For example, if you decide to run for Prime Minister 30 years from now, inappropriate online posts could come back to haunt you.
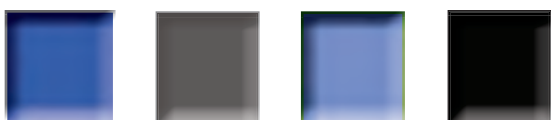
Activity #11   Five Things
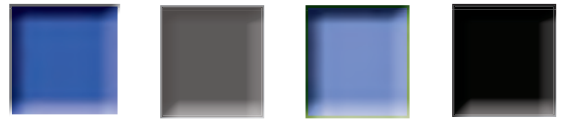
a. Think of five different things you have posted online or things your friends or family have posted online.

b. Do you think it is appropriate or not appropriate?

c. What do you think the effect of the content could be in the future?

d. Fill in the table below.

Describe what was posted	Where was it posted?	Appropriate or Inappropriate?	How could this content affect my future in a good way or a bad way?
Video of me at a wild high school party with underage drinking	YouTube	❑ Appropriate ✓ Inappropriate	Employer might not agree with underage drinking and may not hire me
		❑ Appropriate ❑ Inappropriate	
		❑ Appropriate ❑ Inappropriate	
		❑ Appropriate ❑ Inappropriate	
		❑ Appropriate ❑ Inappropriate	
		❑ Appropriate ❑ Inappropriate	

Employment Link

Maintaining a digital footprint that is appropriate may become very important when you are trying to get a job. Many employers will do an online search to see what they can find out about you. If they discover things that they consider inappropriate, it may affect your chance of getting a job.

PROGRESS... Activity 11 Completed

Evaluating Online Information

Today we have tons of online information at our fingertips. You can search for almost anything online. However, not all information you find online is good information.

Google is a web search engine on the Internet. The term "Google" is so widely recognized that it is now commonly used as a verb. You will often hear people talk about "googling" something on the Internet. Google is one of the most widely used search engines. When you search on Google, you put a search term in and the engine will give you back "hits" or pages where your search term is found.

a. If you were going to do research about something, where do you think you would look first? On the Internet? In a book?
b. Do you use any other search engines besides Google?
c. What are the advantages of researching on the Internet instead of in books?
d. What are the disadvantages?

Activity #12　Google ME!

    a.　Google yourself and see what you find. If you find anything, record what you find below.

    b.　Did you find anything that you think is inappropriate?

    c.　Did you find anything that wasn't true?

Don't worry if you didn't find anything - consider it good news! It means that you haven't created a digital footprint yet. If you are a good digital citizen, you can make sure that if you do create one in the future, that it is a positive one.
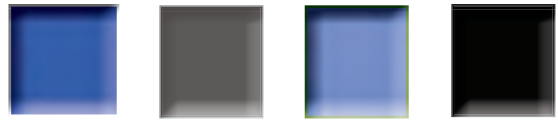
What I found

1.

2.

3.

PROGRESS...

Just because you Google something and find it on the Internet doesn't mean it is true!

How much of the information that you find on the Internet, do you think is true? When you read something on the Internet, do you ever check to see if it is true? How would you do this? It is important to make sure that the information you get from the Internet is true and comes from a reliable source.

Consider the following questions, when you are deciding if the information you are getting from the Internet is reliable.

Who?   Who wrote or posted the information?
Is it a company you are familiar with?
Is it someone you know? Is it a public figure?
Does the website have contact information or a way to contact the owner?

When?   Does the website have a date showing when it was last updated?
Is the information that you are reading new information? Or is it several years old? There is a lot of information that is on the Internet that has been there for a long time. If someone doesn't take it down, it could be there forever. That doesn't mean it is accurate or reliable.

What? What information is there?

Does the information seem like it is biased in any way?

Does it seem like it is reliable or accurate?

If you are suspicious when you read something, you should probably pay attention to your instincts and question the information that you are reading.

Where? Where is the website located?

Is it its own site or is it part of a larger site?

The URL is the address of a webpage. URL stands for Uniform (or Universal) Resource Locator. Looking at the URL can help you understand where a site is located.

http://www.website.ca	The "http" tells you that this is a hypertext document (most online documents are in this format). Some pages have "https" instead which is a security feature and means the information on that page is encrypted.
http://**www.website**.ca	"www" means world wide web
	The second part of a URL contains the domain name of the person or organization hosting the Web site -in this case, "website"
http://www.website.**ca**	The last part tells you what type of organization the site belongs to. It is called the domain extension. Some common extensions are .ca= Canadian site .gc=Government of Canada site .gov= Government site .com=commercial site (this is where the term "dot com" comes from) .edu=educational site .net=internet administrative site

Why?   Why would I use this website to get information?

Can I compare this information with the information I found from

another source to make sure it is true?

After considering all of these questions, you should have a better idea of whether a website has reliable information for you to use.

Adapted from: https://www.lib.berkeley.edu/TeachingLib/Guides/Internet/ Evaluate.html (last accessed March 20, 2013)

Conspiracy Theories

Many people are fascinated with conspiracy theories. A conspiracy theory is

1. A theory that explains an event as being the result of a plot by a covert group or organization; a belief that a particular unexplained event was caused by such a group.

2. The idea that many important political events or economic and social trends are the products of secret plots that are largely unknown to the general public.

Source: Dictionary.com

There are thousands of websites about conspiracy theories on the Internet. Have you ever looked up a conspiracy theory?

Activity #13 Conspiracy Theory Evaluation

    a. Search online for your favourite conspiracy theory or for a conspiracy theory website. If you don't have a favourite, use "conspiracy theory" as your search term.

    b. Choose one of the websites you find when you search.

    c. Using what you know about evaluating online information, decide if the website you have chosen is a reliable source of information or not.

    d. Complete the table below to help you decide. When you are finished, share your conclusions with the group.

Web Page URL	
Who?	
When?	
What?	
Where?	
Conclusion	I think the information on this page is…
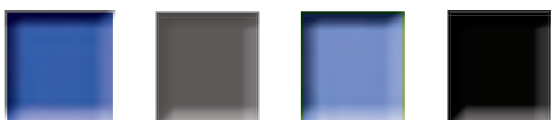
Employment Link

Being able to evaluate online information is a skill that is required by many different jobs. When you are job searching, it may also help you determine whether the job is with a reputable organization or not.

Badge Awarded

PROGRESS... Activity 12-13 Completed

Reflection

Read the reflection questions. Using the questions as a guide, write a paragraph reflecting on this module.

Post your reflection online. Your instructor will tell you where to post it. You can use the space below for your draft.

Reflection Questions

a.   Why should you be careful when you create passwords?

b.   Why is creating a good digital footprint important?

c.   What are some of the questions you can ask to help you evaluate information you find online?

My Reflection

Activity #14   Post Self-Assessment

Complete the "After" portion of the self-assessment on page 5 to determine if you think your skills have improved.

PROGRESS... 100% COMPLETE!

Badge Awarded

★★★
MISSION COMPLETED

Examining My Online Identity and Digital Media Use

Practitioner Overview

Examining My Online Identity and Digital Media Use

Workbook titles in this series include:

My Dream Career
Examining My Online Identity and Digital Media Use
How I Communicate in Different Places
My Role Models

Literacy Link South Central

Email: literacylink@bellnet.ca
Phone: 519-681-7307
Web: www.llsc.on.ca

This resource can be downloaded free of charge at **www.llsc.on.ca**. Organizations are encouraged to copy this resource; however, reproducing this resource for a profit is prohibited.

All websites links were accurate at the time of printing- March 2013.

EMPLOYMENT ONTARIO

Examining My Online Identity

Practitioner Overview

This module focuses on helping learners identify their dream career. All of the activities have been developed to be delivered in a group setting but can be modified easily to use in a one-on-one environment. This module contains 14 task-based activities and is divided into six sections.

1. Overview and Understanding My Online Identity

2. Creating Secure Passwords

3. What Is Digital Media

4. Being a Good Digital Citizen

5. Evaluating Online Information

6. Wrap-Up

Prior to attempting this module, the learner will need to have the following skills and knowledge

- basic keyboarding

- basic Internet search skills

- word processing software skills

- understand how to post on the classroom blog or wiki

3

Learning Objectives	Materials Needed
The learning objectives are to	**The materilas needed, are**
• learn about the benefits and risks of sharing information online • understand the difference between private and personal information • understand how sharing private information online can put you at risk • identify strategies to create secure passwords • understand what it means to be a good digital citizen • begin to learn how to evaluate online information	• Learner Workbooks for each learner • Internet access • word processing software • class blog or wiki

The activities and practitioner instructions are summarized in the following chart. After each group of activities, you will have the opportunity to discuss the employment link with the learners. At the end of the modules, learners should engage in a reflection activity and post their reflections electronically on a blog or wiki. You will need to set up a forum for this activity. For ideas, refer to the **Practitioner Introduction.**

The total amount of time required to complete all of the activities in this module will vary depending on whether you are delivering instruction to an individual or to a group. The estimated amount of time required is 2-3 hours.

4

Task-Based Activity Summary	Practitioner Instructions	OALCF Connection and Level
1 Complete the "Before" section of the self-assessment to determine your current skill level	a. Explain to the learners that in this module, they will be thinking and talking about their online identity. b. Review the learning outcomes with them. c. Explain that the module will start and end with a self-assessment. d. Have the learners complete the "Before" section of the self-assessment.	B3.1a Make straightforward entries to complete very simple documents E.2 Monitor own learning Level: Beginner-Intermediate
2 Discuss your current online identity	Use the questions provided to facilitate a discussion about the learner's familiarity with the concept of an online identity.	B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions. Level: Intermediate
3 Identifying private versus personal information	a. After reading the passage on personal and private information, have the learners decide whether each type of information is personal or private. b. After the learners have completed the activity review the answers. c. Discuss the instances where they were unsure of whether or not the information was personal or private.	A1.1 Read brief texts to locate specific details B3.1a Make straightforward entries into very simple documents Level: Beginner

"EL" refers to employment link.

"LR" refers to learner reflection.

4	Identifying non-private information	Have the learners work with a partner to think of at least four types of information that they could share without showing their identity.	B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions. B2.1 Write brief texts to convey simple ideas and factual information Level: Beginner
5	Classifying personal and private information	a. Have the learners create a new account on a website such as YouTube. b. If you are using a blog or wiki site for learners to do reflections (see Learner Reflection at the end of the module), you can use this website for the activity.	B3.2a Use layout to determine where to make entries into simple documents D.2 Perform well-defined, multi-step digital tasks Level: Intermediate
EL		Discuss how the completed activities are linked to employment.	
6	Determine if your password is good	This activity has been designed as a game to see who has the most secure password. A small prize for the winner (e.g., a chocolate) is always a great way to motivate participation. Feel free to play along with the learners!	A1.1 Read brief texts to locate specific details B3.1a Make straightforward entries into very simple documents C4.1 Make simple comparisons and calculations Level: Beginner
7	Create a secure password	Have the learners create a variety of secure passwords independently.	A1.2 Read texts to locate and connect ideas and information Level: Intermediate

EL		Discuss how the completed activities are linked to employment.	
8	Determine how you use digital devices/media in different settings	a. Ask the learners if they can think of any other type of digital devices that they use on a regular basis. b. Have them add their suggestions to the table. c. Ask the learners to think creatively about the different ways the devices could be used in different settings; not just how they are already used.	A1.1 Read brief texts to locate specific details B2.1 Write brief texts to convey simple ideas and factual information B3.1a Make straightforward entries into very simple documents Level: Beginner
9	Keep a digital media log	This is an extension activity and is meant to take place over a 24-hour period. a. You can modify it to take place over a shorter period of time. b. After the log is completed, discuss with the learners the value of understanding how much time you spend interacting with digital media.	B2.1 Write brief texts to convey simple ideas and factual information B3.1a Make straightforward entries into very simple documents Level: Beginner
10	Watch a short video and write a short paragraph	In this activity, the learners will need access to the Internet to be able to watch a video. a. After they have watched the video, have them write a short paragraph describing some of the different technology they use and how they can be a good digital citizen as they use that technology.	A1.2 Read texts to locate and connect ideas and information B2.2 Write brief texts to explain and describe information and ideas A3 Extract information from films, broadcasts and presentations Level: Intermediate

#	Activity	Procedure	Standards
		b. If there is time, have the learners go to YouTube to search for and watch some other interesting videos about digital citizenship.	
11	Determine inappropriate and appropriate activities that might contribute to your digital footprint	In this activity, the learners need to think about things they have actually posted online and determine if the postings are appropriate or inappropriate. a. Allow them to complete the activity privately, in case they feel uncomfortable sharing things they may think are inappropriate. b. Ask them if they had ever thought about how things they post could have an impact on the future and how they felt about the activity.	A1.1 Read brief texts to locate specific details B2.1 Write brief texts to convey simple ideas and factual information B3.1a Make straightforward entries into very simple documents Level: Beginner
12	Google yourself on the Internet	a. Have the learners review the information on Google. b. Ask them to share any other search engines they have used. c. Discuss the advantages and disadvantages of searching on the Internet versus more traditional searching in books.	B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions. B2.1 Write brief texts to convey simple ideas and factual information D.2 Perform well-defined, multi-step digital tasks Level: Beginner-Intermediate

	Advantages of the Internet for getting information is that it • is fast • can access it anywhere • may be more up to date Disadvantages • not all of the information is true • there are not any "checks" in place, such as a publisher who has verified the information, etc. The learners will need Internet access so they can "Google" themselves. a. Have them record any "hits" that they find when they "Google" themselves. b. Discuss whether or not they have created a digital footprint yet.	
13	Evaluate information found on a conspiracy theory	a. Have the learners review the information about the questions that you need to ask when you are evaluating online information. b. Stress the fact that anyone can post anything on the Internet and that you shouldn't believe something just because you can read about it online. The learners will need Internet access so that they can search for their favorite conspiracy theory or conspiracy theories in general.	A1.2 Read texts to locate and connect ideas and information A2.1 Interpret very simple documents to locate specific details B3.2a Use layout to determine where to make entries in simple documents D.2 Perform well-defined, multi-step, digital tasks Level: Intermediate

	a. Have them choose and evaluate the site, using the table provided. b. Have them share their conclusions about the site with the group.	
EL	Discuss how the completed activities are linked to employment.	
LR	Reflect on your learning	a. Choose a method for learners to reflect on what they have learned in the module. b. Set up a class-based wiki, blog, etc. for use. c. See the Practitioner Introduction for guidance. d. Encourage learners to answer the provided reflection questions.	B4 Express oneself creatively D.2 Perform well-defined, multi-step digital tasks Level: Intermediate
14	Wrap-up discussion and completion of post self-assessment	a. After the learners have completed their reflections, bring them back together as a group. b. Discuss what they have learned throughout the process. c. Remind them of the employment connection for all of the task-based activities they completed during the module. d. Have the learners complete the "After" section of the self-assessment. e. Discuss whether they feel their skills have improved.	B3.1a Make straightforward entries to complete very simple documents E.2 Monitor own learning Level: Beginner-Intermediate

How I Communicate in Different Places

How I Communicate in Different Places

Workbook titles in this series include:

My Dream Career
Examining My Online Identity and Digital Media Use
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EMPLOYMENT ONTARIO

Learner Snapshot

In this module, you will

- think and talk about how you communicate in different places
- learn about how different generations communicate
- discuss ways to become a more effective communicator

There are nine activities and four sections in this module. As you work through the activities, the progress bar will tell you how far you have come. You can check off each activity as you complete it on the chart on page 4.

	Overview and Introduction to
	How I Communicate in Different Places
	     Activity #1
	     Activity #2

	Understanding the Differences Between
	the Generations
	     Activity #3
	     Activity #4

	What Is Effective Communication?
	     Activity #5
	     Activity #6
	     Activity #7
	     Activity #8

	Wrap-Up
	     Learner Self-Reflection
	     Activity #9

Self-assessment

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can read a paragraph, letter or email that is a few paragraphs long to find information					
I can read a flyer or brochure to find information					
I can read a story or chapter in a textbook to find information					
I can understand information when I watch a video or presentation					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can write a short paragraph					
I can write a few paragraphs					
I can fill in a form					
I can write a journal entry					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can log in to a user account on a digital device					
I know how to post a message on a blog, gaming site or social networking site					
I can do a basic search on the Internet to find what I want					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can monitor and evaluate how I am doing					
I can identify barriers to my goals					
I am willing to accept new challenges					
I have a positive attitude to learning					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can participate in a group discussion					
I understand my role in the group					
I understand my responsibilities to the group and the program					
I accept the opinions of the others in the group					
I am prepared to participate in learning					
I meet deadlines					

In this module, you will be thinking and talking about how you communicate in different places.   At the end of this module, you should be able to

- understand how the different generations communicate
- understand the key factors in effective communication
- feel more comfortable communicating in a group setting
- begin to understand how to improve communication skills
- identify your current skills and the skills that you need to work on

The module will start and end with a self-assessment. The first activity you will complete is the self-assessment.

Activity #1   Self-assessment

Complete the "Before" part of the self-assessment on page 5 to determine what level your skills are at now.

PROGRESS...

Different generations communicate in different ways. The generation you belong to may affect the way that you communicate in different situations or places. Generations are often broken into four broad categories

- Traditionalists (born before 1945)
- Baby Boomers (born from 1945 to 1963)
- Generation X (born from 1964 to 1979)
- Millennials or Generation Y (born in 1980 or later)

Workplaces, especially large ones, often have people from all four generations working together. By 2020, there will be a fifth generation entering the workplace.

Understanding the differences between generations can help you be more successful in the community, in educational settings, as well as in the workplace. It is important to keep the differences between generations in mind when you are looking for a job or working. Your co-workers and your boss may not be from the same generation as you. You may need to talk to them differently than you would talk to someone from your own generation.

Activity #2 About the Generations
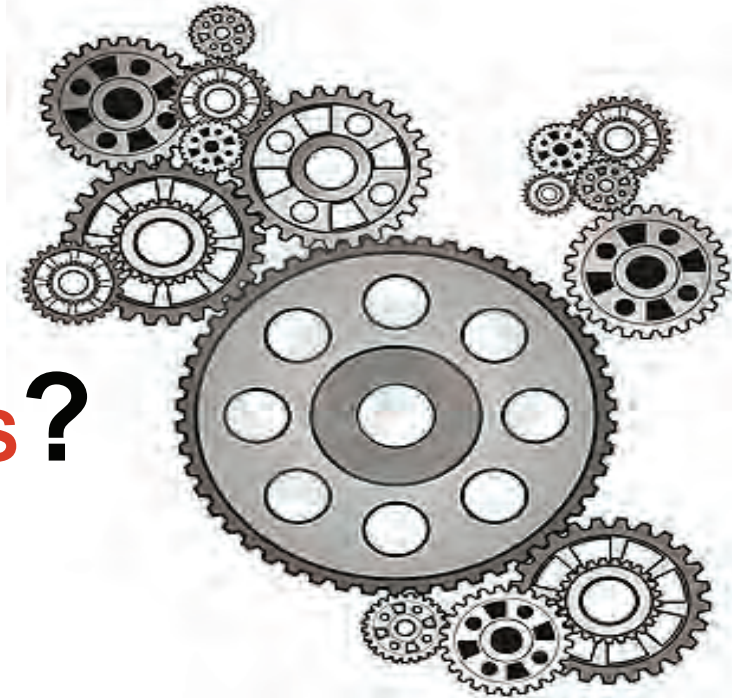
a. Read the passage and think about the following questions.

b. Share your answers with the group.

1. Which generation do you belong to?

2. Which generation do you spend most of your time with?

3. Which generation(s) do you feel the most comfortable communicating with?

4. Why do you think you are more comfortable communicating with that group of people?

GENERATIONS?

Understanding the Differences Between the Generations

This table lists some of the differences between the generations. Not all people will fit into a category just because they are a certain age. However, the information in the table gives you a general idea of the generations' traits, likes and dislikes.

Generation	Key traits	What they like	What they don't like
Traditionalists	Loyal Practical Hard working Detail oriented Budget conscious	Law and order Strong work ethic Respect for authority	Change Conflict People who don't follow the rules
Baby Boomers	Competitive Service oriented Workaholics	Optimism Teamwork Participation	Conflict Technology
Generation Xers	Self-reliant Adaptable Impatient	Diversity Work-life balance Digital literacy Change and fun Personal growth	Supervision
Millennials or Generation Yers	Tolerant Optimistic Confident	Technology Talent and ambition Multi-tasking Direction and supervision Rewards and recognition	Rules and regulations that don't impact the result (e.g., dress codes)
The next generation…	Hyper-connected Global mindset	World view Social networking	Time will tell. We don't have enough information about the next generation yet!

Activity #3   Generation Scenarios Role-Play

    a. Work with a partner. For each scenario, decide who will play which character.

    b. Review each scenario and think about how each character would communicate.

    c. Remember to think about the general differences between the generations.

    d. When you have finished the role-play, discuss with your partner.

Scenario #1

Characters: Grandfather (Traditionalist), Grandson (Millennial)

John needs to ask his grandfather for a loan so that he can purchase a new pair of pants for a job interview. John has a monthly clothing budget but has overspent this month and doesn't have enough money left.

Scenario #2

Characters: Larry the shift supervisor (Generation Xer), Brian the line worker (Millennial)

Larry needs to discuss Brian's habit of coming into work without tucking in his uniform shirt. Larry has been told by Jack, his Traditional boss, that it is a health and safety issue when shirts are worn improperly when working on the line.

Scenario #3

Characters: Andrew the graphic designer (Millennial), Mark the head of design (Baby Boomer)

The office where Andrew works currently has an "unwritten" rule in place that you can't listen to music while you work. This rule came from the previous head of design, a Traditionalist.

Andrew wants to discuss changing the rule with his new boss Mark.

PROGRESS...33%

Activity #4   Role-Play Reflection

    a. Discuss how the scenarios went in the previous activity.

    b. Record three things you learned about communicating with different generations.

I learned…

I learned…

I learned…

Reflection

The Employment Link

You will find people from different generations in almost every workplace today. Understanding the general differences between the generations will help you communicate more effectively in the workplace. The diversity between generations is just as important as other types of diversity, such as cultural diversity, and should be treated with the same importance.

Generation X

(born from 1964 to 1979)

Traditionalists

(born before 1945)

Baby Boomers

(born from 1945 to 1963

Millennials or Generation Y

(born 1980 or later)

What Is Effective Communication?

Communication may seem very simple but it is one of the most difficult things that we do. Learning how to communicate effectively will help you connect better

- at home
- in the community
- in the workplace

We communicate in different ways with different people and in different places. For example, think about the different ways that you say hello to your friends, your family, or someone you deal with in a store. You also communicate differently based on what medium you are using. When you say hello face-to-face, you may do it differently than when you say hello by text on a cell phone.

Activity #5

Say Hello! Think about how you would say hello, and introduce yourself or ask for what you want in each of the following situations. Share your "hellos" with the group.

Situation #1   You are meeting your friend's parents for the first time.

Situation #2   You haven't heard from your friend for the last three days and you text him to find out where he's been.

Situation #3   You have an unexpected appointment and will be missing class tomorrow. You need to call in and leave a message that you won't be in class.

Situation #4   You are going to buy a new game and you need help from the middle-aged female store clerk to get it out of the locked cabinet.

Situation #5   You are dropping off your resume for a job and you need to introduce yourself to the receptionist and explain what you are doing.

PROGRESS...

15

Communication Skills

When you communicate effectively there are many different skills involved. We send, receive and process hundreds of pieces of information through communication every day. But communication isn't just about sharing information back and forth. Effective communication also involves

- listening skills
- non-verbal skills
- being aware of your emotions

Listening Skills

Actively listening to the other person is one of the most important parts of effective communication. You need to pay attention to

- what is being said
- how it is being said

If you are actively listening, the person who is speaking will feel

- heard
- safe to share their ideas and opinions with you

How to be a good listener

The four parts of being a good listener are

- paying attention
- allowing people to speak without interrupting them
- listening without judging
- using your body language

1. **Pay attention** to the person who is speaking! Act like you are interested.
   Don't just listen; watch what the speaker is doing. Body language can help you
   understand what is being said. If you are checking your cellphone or
   watching the clock while you are listening to someone, you will miss the
   body language. It is also rude and will make the person who is speaking
   think you are not interested.

2. **Don't interrupt!** Let the person who is speaking finish what he/she has to say.
   Wait for your turn. If you want to interrupt, and are thinking about what you
   want to say, your body language will give you away. Active listening is
   something that you need to practice.

3. **Don't judge** someone even if you don't agree. To have effective communication,
   you don't have to agree with everything someone else says but you do have to be
   respectful of others' opinions.

4. **Use your body language** to show that you are interested. Try to gain eye contact
   with the speaker. Nod or smile at the speaker when you agree with something
   that is said. In a one-on-one conversation, depending on how formal the
   communication is, you may even make small verbal comments like "yes" so
   the speaker knows you are listening. Don't slouch if you are sitting in a chair
   and make sure you have a firm handshake when you meet someone for the first
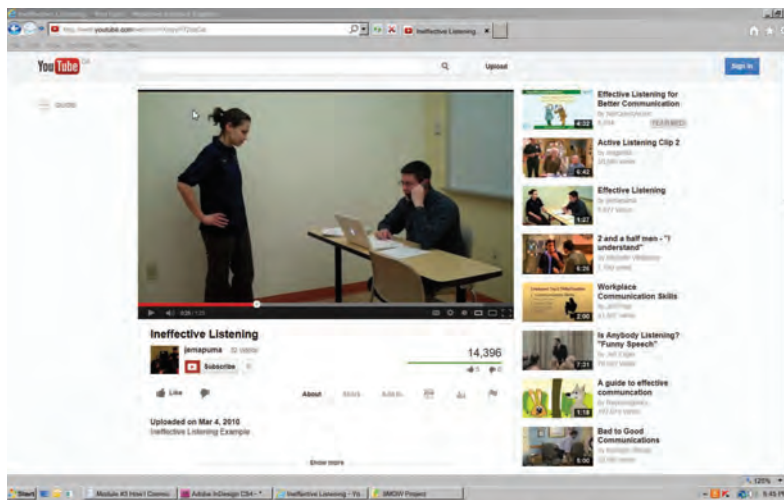   time.

Activity #6   What Is the Boss Doing Wrong?
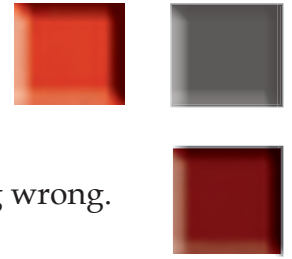
Watch this short video and with the group, discuss what the "boss" is doing wrong.

www.youtube.com/watch?v=XmyyP72soGs

Note: If this link doesn't work use the search term "ineffective listening" on YouTube to find a video about listening skills.

PROGRESS... 66%

Non-Verbal Communication

Whenever we communicate, we use non-verbal communication. Sometimes we aren't even aware that we are doing it. The way you act, look and move when you are speaking can give the listeners a lot of information along with what you are actually saying. Non-verbal communication includes things such as

- facial expressions
- body movement and gestures
- eye contact
- posture
- muscle tenseness
- breathing rate

Understanding and controlling non-verbal communication can help you express what you really mean and help you to connect with your audience. You make a first impression within the first few seconds and your non-verbal communication is a big part of that first impression.

How to Understand and Improve Your Non-Verbal Communication

Watch people communicating with each other when you are in different places, to see how they use non-verbal communication.

Keep your body language open. This means keeping your arms uncrossed, keeping your feet apart if you are standing and keeping eye contact with your audience.

Pay attention to how people from different cultures and generations use different non-verbal communication methods.

Make sure your body language matches what you are saying. If you are saying no to something but shaking your head yes, you are going to confuse your audience.

Use your body language to help you feel more confident. Even if you are nervous (e.g., to make a presentation or go into a job interview), stand up straight and maintain eye contact. This will send a signal that you are confident, even if you feel nervous.

Be aware of when you are feeling stressed. Do you clench your hands, do you start to sweat or breathe quickly? Stress can have a big impact on how well you communicate. If you are feeling stressed, try to take a moment to calm down or de-stress before you continue.

Activity #7   Studying Non-Verbal Communication

a. Find a video or television show on the Internet, that you are interested in.
b. Make sure it has people in it who are communicating.
c. Watch the video or television show for a few minutes with the sound muted.

As you are watching, make point-form notes on how the non-verbal communication helped you understand what was happening.

-
-
-
-

PROGRESS...

Be Aware of Your Emotions

Our day-to-day emotions play a big part in how we communicate.

You need to

- understand your own emotions before you can communicate them to some one else

- be aware of your emotions so that they don't impact the way you are communicating about something that is unrelated to the way you feel

Understanding your emotions can help you

- manage your feelings appropriately when you communicate with other people
- understand what others are trying to communicate to you

Emotions such as anger, fear, sadness, surprise and happiness all have an immediate impact on us. When you recognize these emotions and are able to control them, you can communicate more effectively. Learning how to recognize and control your emotions takes hard work and practice!

Activity #8   My Current Communication Skills

   a.   Think about your current communication skills.

   b.   Fill in the table with the skills that you think you have and the skills
       that you think you need to work on.

Communication Skills I Have	Communication Skills I Need to Work On
Skills related to good listening…	Skills related to good listening…
Skills related to non-verbal communication…	Skills related to non-verbal communication…
Skills related to emotional awareness…	Skills related to emotional awareness…

The Employment Link

Communication is key to getting and keeping any job. By

- listening actively, you better understand what is required in the workplace
- using effective and appropriate non-verbal communication, you will have a better job interview
- trying to figure out the skills you need to communicate effectively and working on those skills, you will become a better workplace communicator

Reflection

    a.   Read the reflection questions.

    b.   Use the reflection questions to write a paragraph reflecting on this module.

    c.   Post your reflection online. Your instructor will tell you where to post it.

    d.   Use the space below for your draft.

Reflection Questions

    1.   Which generation do I belong to?

    2.   How can I communicate effectively with other generations?

    3.   What skills do I need to work on to become a more effective communicator?

My Reflection

Activity #9   Post Self-Assessment

Complete the "After" portion of the self-assessment on page 5 to determine if you think your skills have improved.

PROGRESS... 100% COMPLETE!

Badge Awarded

★★★
MISSION COMPLETED

How I Communicate
in Different Places

Practitioner Overview

How I Communicate in Different Places

Workbook titles in this series include:

My Dream Career
Examining My Online Identity and Digital Media Use
How I Communicate in Different Places
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How I Communicate in Different Places

Practitioner Overview

This module focuses on helping learners understand how they communicate in different places. All of the activities have been developed to be delivered in a group setting but can be modified easily to use in a one-on-one environment.

This module contains nine task-based activities and is divided into four sections.

1. Overview and Introduction to How I Communicate in Different Places

2. Understanding the Differences Between the Generations

3. What Is Effective Communication?

4. Wrap-Up

Prior to attempting this module, the learner will need to have the following skills and knowledge

- basic keyboarding

- basic Internet search skills

- word processing software skills

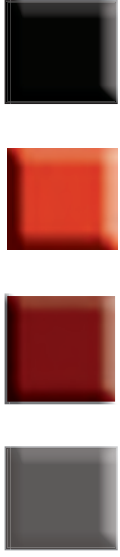| Learning Objectives	Materials Needed
The learning objectives are to • learn about how different generations communicate • understand the key factors in effective communication • have an opportunity to practice communication skills in a "safe" setting • begin to understand how to improve communication skills • identify current communication skills and communication skills that require work	The learning materials needed, are • Learner Workbooks for each learner • Internet access • class blog or wiki

The activities and practitioner instructions are summarized in the following chart.

After each group of activities, you will have the opportunity to discuss the employment link with the learners. At the end of the modules, learners should engage in a reflection activity and post their reflections electronically on a blog or wiki.

You will need to set up a forum for this activity. For ideas, refer to the **Practitioner Introduction.**

The total amount of time required to complete all of the activities in this module will vary depending on whether you are delivering instruction to an individual or to a group. The estimated amount of time required is 2-2 ½ hours.

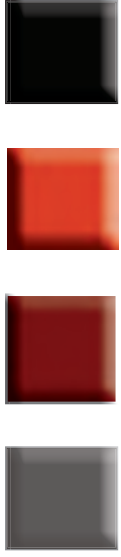|	Task-Based Activity Summary	Practitioner Instructions	OALCF Connection and Level
1	Complete the "Before" section of the self-assessment to determine your current skill level	a. Explain to the learners that in this module, they will be thinking and talking about how they communicate with other people. b. Review the learning outcomes with them. c. Explain that the module will start and end with a self-assessment. Have the learners complete the "Before" section of the self-assessment.	B3.1a Make straightforward entries to complete very simple documents E.2 Monitor own learning Level: Beginner-Intermediate
2	Decide which generation you belong to	a. Introduce the learners to the concept of generational differences. b. Point out that most of the differences are about how each generation relates to the workplace. Videos on intergenerational differences that you may want to review: www.youtube.com/watch?v=P-enHH-r_FM www.youtube.com/watch?v=SEZM6nUhKW8 c. Have the learners identify the generation that they belong to and who they think they communicate with the best. d. Use the questions provided to guide the discussion.	A1.1 Read brief texts to locate specific details B1.1 Participate in brief exchanges with one other person Level: Beginner

5

"EL" refers to employment link.

"LR" refers to learner reflection.

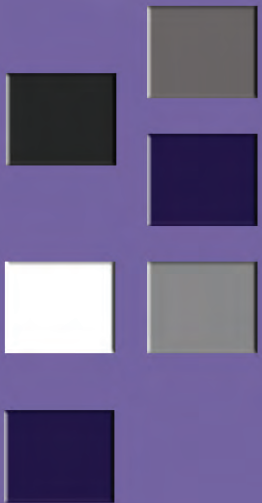| #	Activity	Steps	Outcomes
3	Role-play scenarios involving different generations	a. Review the role-play scenarios with the learners. b. Have the learners choose a partner to work with. c. Allow the learners to work through the scenarios and discuss what happened.	B2.1 Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions Level: Intermediate
4	Discuss role-play with the group and record three things you learned	a. Have the learners share their experiences from the previous activity with the group. b. After they have had an opportunity to share, ask them to record at least three things that they learned about communicating with different generations.	B2.1 Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions B2.1 Write brief texts to convey simple ideas and factual information Level: Beginner-Intermediate
EL		Discuss how the completed activities are linked to employment.	
5	Say hello to different people in different places	a. Introduce the topic of effective communication to the learners. b. Discuss different ways people communicate in different contexts or environments. c. Have the learners practice their "hellos" based on the scenarios provided. d. Suggest additional scenarios relevant to the client group.	B1.1 Participate in brief interactions to exchange information with one other person Level: Beginner

| 6 | Watch a video about listening skills | a. Explain that there are different skills involved in effective communication, which are

   • listening skills
   • body language
   • emotional awareness

b. Have the learners read the passage about being a good listener.

You will need Internet access for the next part of the task so that they can watch the video.

c. After they have watched the video, have them discuss what the boss in the video did wrong.

Note: If the video link does not work, have the learners use the search term "ineffective listening" on YouTube to find an appropriate video for the activity. | A2.1 Read texts to locate and connect ideas and information

A3. Extract information from films, broadcasts, and presentations

Level: Intermediate |
| 7 | Watch a video to learn about non-verbal communication | a. Discuss the different ways we communicate non-verbally and stress the importance of this type of communication.

b. Demonstrate different examples of non-verbal communication as you talk, such as using an "open" body.

The learners will need Internet access to complete the activity.

c. Have the learners search for a YouTube video on a topic that they are interested in or a television show that they enjoy. | A2.1 Read texts to locate and connect ideas and information

A3. Extract information from films, broadcasts, and presentations

B2.1 Write brief texts to convey simple ideas and factual information

D2. Perform well-defined multi-step digital tasks

Level: Intermediate |

		d. Ask them to watch the video or show for 3-4 minutes with the sound muted. e. Have the learners make point-form notes on the non-verbal cues as they watch the video or show.	
8	Record your current skills and gaps	Now that the learners have completed the section on effective communication, ask them to think about and record their current skills and gaps.	B2.1 Write brief texts to convey simple ideas and factual information B3.1a Make straightforward entries to complete very simple documents Level: Beginner
EL		Discuss how the completed activities are linked to employment.	Level:
LR	Reflect on your learning	a. Choose a method for learners to reflect on what they have learned in the module. b. Set up a class-based wiki, blog, etc. for use. See the Practitioner Introduction for guidance. c. Encourage learners to answer address the provided reflection questions.	B4 Express oneself creatively D.2 Perform well-defined, multi-step digital tasks Level: Intermediate
9	Wrap-up discussion and completion of post self-assessment	a. After the learners have completed their reflections, bring them back together as a group. b. Discuss what they have learned throughout the process. c. Remind them of the employment connection for all of the task-based activities that they completed during the module. d. Have the learners complete the "After" section of the self-assessment. e. Discuss whether they feel their skills have improved.	B3.1a Make straightforward entries to complete very simple documents E.2 Monitor own learning Level: Beginner-Intermediate

My Role Models

Workbook titles in this series include:

My Dream Career
Examining My Online Identity and Digital Media Use
How I Communicate in Different Places
My Role Models

Literacy Link South Central

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All websites links were accurate at the time of printing- March 2013.

EMPLOYMENT ONTARIO

Learner Snapshot

In this module, you will

- talk about the qualities of a good role model

- explore the qualities you have that would make you a good role model

- explore the qualities that you can work on to be a good role model

There are 11 activities and five sections in this module. As you work through the activities, the progress bar will tell you how far you have come. You can check off each activity as you complete it on the chart on page 4.

LAUNCH

My Role Model Progress Badges

	Overview and Introduction to My Role Models
	
	     Activity #1
	
	     Activity #2
	
	     Activity #3 (Optional)

	Qualities of a Good Role Model
	
	     Activity #4
	
	     Activity #5
	
	     Activity #6
	
	     Activity #7 (Optional)

	You as the Role Model
	
	     Activity #8
	
	     Activity #9

BONUS BADGE	**Famous Role Model - Rxtension** **Activity #10**

	Wrap-Up
	
	     Learner Self-Reflection
	
	     Activity #11

Self-assessment

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can read a paragraph, letter or email that is a few paragraphs long to find information					
I can read a flyer or brochure to find information					
I can read a story or chapter in a textbook to find information					
I can understand information when I watch a video or presentation					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can make a presentation to a group or interview someone who I don't know					
I can write a short paragraph					
I can write a few paragraphs					
I can fill in a form					
I can write a journal entry					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can log in to a user account on a digital device					
I can complete a form online					
I know how to post a message on a blog, gaming site or social networking site					
I can create files using software on a computer					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can monitor and evaluate how I am doing					
I can identify barriers to my goals					
I am willing to accept new challenges					
I have a positive attitude to learning					

Skills	Before I do this module, my skills are			After I finished this module, my skills were better	
	Good	Average	Needing Improvement	Yes	No
I can participate in a group discussion					
I understand my role in the group					
I understand my responsibilities to the group and the program					
I accept the opinions of the others in the group					
I am prepared to participate in learning					
I meet deadlines					

Monitor

Identify

Accept

Search

Write

Understand

In this module, you will be thinking and talking about good role models. At the end of this module, you should be able to

- understand what a role model and a mentor are
- understand the difference between a public figure and a good role model
- know some of the qualities of a good role model
- begin to understand how you can become a role model

The module will start and end with a self-assessment. The first activity you will complete is the self-assessment.

ROLE MODEL

Activity #1   Self-assessment

Complete the "Before" part of the self-assessment on **page 5** to determine what level your skills are at now.

PROGRESS...

A role model is someone who provides you with an example to follow.   A role model might be someone you

- know
- have never met but look up to

A mentor is someone who helps you by sharing his/her knowledge and experience with you. There are many different ways that you could interact with a mentor.

A mentor might

- teach you something new (e.g., in a class)
- coach you (e.g., in a sport)
- motivate you to start something or to finish something (e.g., your education)
- guide you (e.g., help you set goals)
- help you solve a problem (e.g., how to finish a project)

A good mentor must also be a good role model.

Activity #2 Role Models and Mentors

Think about the following questions and share your answers with the group.

1. Can you think of someone who you would consider as a role model to you?

2. Can you think of a time when someone acted as a mentor to you?

PROGRESS...

Activity #3 Role Model and Mentor Word Search
(Optional)

Complete the word search.

```
R O L E M O D E L X T K J G C
Z T P N W K G W X D E N I O O
V S Q U C F X M F P A O U A A
S G Q D P L L U F W C W I L C
E P B G X R S B O R H L E S H
O X M O T I V A T E C E I G W
W V P H Z U M U K G S D J I W
O G G E Z E L L N H D G L B U
F U T U R S V L O T X E L Q F
B G V G U I I W L F N D G M Z
T B U H D R E E E T O O V B N
I W H I E Y K N G X C X B B B
G J J D D L G O C Z R G C F L
R C H U H E P Y M E N T O R C
L I J J M B X B T F L T L U Y
```

COACH	TEACH	MOTIVATE
GUIDE	EXPERIENCE	GOALS
MENTOR	HELP	KNOWLEDGE
		ROLEMODEL

PROGRESS... Activity1-3 Completed

Badge Awarded

11

Qualities of a Good My Role Models

Role models can be just about anyone. Sometimes role models are people who we know. Sometimes role models are public figures. Public figures are people who are generally well known, such as

- politicians
- celebrities
- athletes
- historical figures

However just because someone is a public figure or well known doesn't make him/her a good role model. What qualities do you think are demonstrated by a good role model?

Good role models are often good leaders. They bring out the best qualities in people and provide inspiration or guidance. Read the following statements about good role models. Good role models

- always treat others the way they want to be treated
- never take advantage of other people
- are happy "in their own skin" or with who they are
- are independent
- know how to handle stress
- are honest
- are good listeners
- don't give up- they set goals and work towards then until they achieve them
- admit their mistakes
- are passionate and dedicated to what they do
- are focused on the community, not just themselves
- assertive without being aggressive

Many role models are public figures but not all public figures are good role models. We see public figures or characters every day in the media. Examples of poor role models are

- politicians who are caught in scandals
- athletes who are caught taking performance-enhancing drugs

Think about the different types of media you watch and who the role models are that you see all the time.

Good Role Model?

Bad Role Model?

Activity #4 Media-Based Role Models

Think of an example of a role model in each category. Then think about why this person or character has become a role model. Do you think that they are good role models?

| Media	Example of a Role Model	Why is this person or character a role model?	Good or Bad?
Television Shows			❑ Good ❑ Bad
Reality TV Shows			❑ Good ❑ Bad
Comics			❑ Good ❑ Bad
Movies			❑ Good ❑ Bad
Sports			❑ Good ❑ Bad

PROGRESS...

Activity #5   Who Are My Role Models?

a. Think of three different people who you would consider as your role models. They can be people you know, or public figures (such as athletes, historical figures).

b. Complete the table.

Role Model	Why is this person a good role model for me?
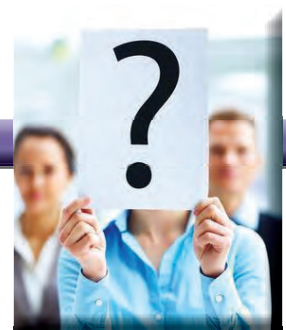
PROGRESS...

Have you ever thought about how many different role models there might be in your community?   Local role models are often involved in the community where they live. The best place to learn about who they are is to read the local newspaper. Many local newspapers also publish an online version of the newspaper that is even more up-to-date than the print version.
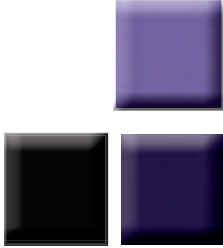
Activity #6   Identifying Role Models in My Community

    a. Skim through the local newspaper (paper-based or online) to try and find stories with local role models.

    b. Look for people who you think possess the qualities of a good role model.

    c. Record your findings below. You can use point form notes.

    d. When you are finished, present your information to the rest of the group.

PROGRESS...50%

Activity #7   Group Project (Optional)

a. Based on the presentations made in Activity #6

- pick a local role model from your community
- invite this person to come and speak about what he/she does.

b. Assign tasks to different group members, such as

- contact the speaker and invite him/her to come and speak at a mutually convenient date and time
- prepare a list of questions that you might want to ask the speaker
- greet and introduce the speaker
- thank the speaker at the end of the presentation
- send a formal thank-you letter

The Employment Link

Role models demonstrate qualities that you should have to be successful in the workplace. Following good role models will mean that you are developing skills, knowledge and attitudes that you will be able to use when you are looking for work, as well as on the job.

Completing tables is a transferable skill used in many workplaces. Using a newspaper to find local role models helps you to develop your skills at finding information which is also necessary in most workplaces.

PROGRESS... Activity4-7 Completed

Badge Awarded

You as the Role Model

You don't have to be famous or be a public figure to be a role model! Being a good role model for others is something you can work on every day. A good role model has similar qualities to a good leader.

Being a good role model and leader will help you in all aspects of your life. It will help you in your relationships, when you are looking for a job, and when you are working.

You probably already have more qualities of a good role model than you think you do! Look at the statements about good role models on page 12. These are all things you can work on, if you aren't already doing them.

Activity #8   When I Have Shown Role Model Qualities

a. For each quality, think of when you have shown this quality.

b. Then think about how you can improve on it to become an even better role model.

| Qualities of a good role model	An example of something I have done	How can I improve on the quality?
They treat others the way they want to be treated		
They are happy "in their own skin" or with who they are- they have good self-esteem		
They are independent		
They know how to handle stress		
They are honest		
They are good listeners		
They don't give up- they set goals and work towards them until they achieve them		
They admit their mistakes		
They are passionate and dedicated to what they do		
They are focused on the community, not just on themselves		
They are assertive without being aggressive		

PROGRESS...

Tips on Becoming a Good Role Model

1. Being a good listener is a great quality to have as a role model. Practice good listening by paying attention to what people are saying and to their body language.

2. A great way to focus on the community is to volunteer somewhere. It is also a great way to build skills that you can use for employment.

3. When you make a mistake, don't be afraid to admit it. Nobody is perfect. It will show people that you are human and that you are honest. If your mistake affected someone else negatively, make sure you apologize.

4. If you say that you are going to do something, do it. Don't leave a project incomplete.

5. Focus on activities that you really enjoy so that you can show your passion.

6. Be confident in yourself. Stand up for yourself but make sure you keep your anger in check!

7. Research ways to help you handle your stress.

8. Make positive choices. If you are in a situation where you aren't sure what to do, think about how your role model would handle it and follow his/her example.

9. You might have some bad habits but you can always work on them!

Activity #9   Role Model Role-Play
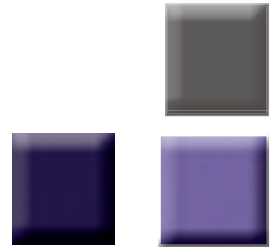
a.   Think about someone famous who you look up to as a role model.

b.   If you could ask them five questions, what would they be? Prepare five questions
that you would ask and record them below.

c.   Work with a partner. Each person will take a turn being the famous role model and
the interviewer.

d. Ask your five questions as if you are interviewing your famous role model.

My Questions

1.

2.

3.

4.

5.

The Employment Link

The skills you develop to become a better role model are transferable to any workplace. Interview skills are key to getting a job - practicing them will help you be more successful in an actual interview situation.

PROGRESS... Activity 8-9 Completed

Badge Awarded

Activity #10   Role Model Research-Extension Activity

a.   Choose a famous role model (sports figure, comic book character, etc.).
     The person doesn't have to be your role model, but it should be someone
     who has the qualities of a good role model.

b.   Research that role model on the Internet. Use a variety of sources
     (websites, YouTube videos, blogs, etc.).

c.   Prepare a short report (1-2 pages typed) or a presentation (4-10 slides) about
     that role model.

d.   When you are finished, do a short presentation (5-10 minutes) about your
     famous role model to the group.

Include

●   an introduction to who the role model is

●   the qualities you think a good role model should have

●   the reasons this person or character is a good role model

BONUS
Badge Awarded

PROGRESS... Activity 10 Completed

23

Reflection

a. Read the reflection questions.

b. Use the reflection questions to write a paragraph reflecting on this module.

c. Post your reflection online. Your instructor will tell you where to post it.

d. Use the space below for your draft.

1. Who are my role models?

2. What qualities do my role models have?

3. How can I become a good role model?

My Reflection

Activity #11 Post Self-Assessment

Complete the "After" portion of the self-assessment on page 5 to determine if you think your skills have improved.
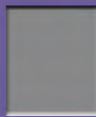
PROGRESS... 100% COMPLETE!

Badge Awarded

☆☆☆
MISSION COMPLETED
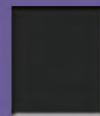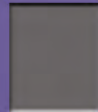
My Role Models

Practitioner Overview

My Role Models

Workbook titles in this series include:

My Dream Career
Examining My Online Identity and Digital Media Use
How I Communicate in Different Places
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My Role Models

Practitioner Overview

This module focuses on helping learners discuss good role models. All of the activities have been developed to be delivered in a group setting but can be modified easily to use in a one-on-one environment. This module contains 11 task-based activities and is divided into five sections:

1. Overview and Introduction to My Role Models

2. Qualities of a Good Role Model

3. You as the Role Model

4. Famous Role Model Research

5. Wrap-Up

Prior to attempting this module, the learner will need to have the following skills and knowledge

- basic keyboarding

- basic Internet search skills

- word processing software skills

- presentation software skills

  (extension activity only)

Learning Objectives

The learning objectives are to

- learn about role models and mentors
- understand the difference between being a public figure and being a role model
- understand the qualities of a good role model
- learn how you can be a role model

Materials Needed

The learning materials needed, are

- Learner Workbooks for each learner
- local newspaper
- Internet access
- word processing software
- presentation software
- class blog or wiki

The activities and practitioner instructions are summarized in the following chart.

After each group of activities, you will have the opportunity to discuss the employment link with the learners. At the end of the modules, learners should engage in a reflection activity and post their reflections electronically on a blog or wiki. You will need to set up a forum for this activity. For ideas, refer to the Practitioner Introduction.

The total amount of time required to complete all of the activities in this module will vary depending on whether you are delivering instruction to an individual or to a group. The estimated amount of time required is 2-3 hours.

	Task-Based Activity Summary	Practitioner Instructions	OALCF Connection and Level
1	Complete the "Before" section of the self-assessment to determine your current skill level	a. Explain to the learners that in this module, they will be thinking and talking about role models. b. Review the learning outcomes with them. c. Explain that the module will start and end with a self-assessment. d. Have the learners complete the "Before" section of the self-assessment.	B3.1a Make straightforward entries to complete very simple documents E.2 Monitor own learning Level: Beginner-Intermediate
2	Share an example of a role model and mentor with the group	a. Explain to the learners that role models are everywhere. Mentors are more hands-on and are actually involved in helping you in some way. Role models are people who you look up to. Mentors can also be role models. b. Have the learners share examples of people who have been mentors and role models in their lives.	A1.1 Read brief texts to locate specific details B1.1 Participate in brief interactions to exchange information with one other person Level: Beginner
3	Complete a word search	This is an optional activity for learners to complete. If you use the activity, you could have the learners compete to finish it and offer a small prize as an incentive.	A2.1 Interpret very simple documents to locate specific details Level: Beginner

"EL" refers to employment link.

"LR" refers to learner reflection.

#	Topic	Activities	Standards
4	Identify media-based role models	a. Discuss the qualities of a good role model with the learners. b. Read the statements about good role models. For each statement, ask the learners to share examples of how a good role model would do this. c. Discuss the difference between being a public figure and a good role model. d. Ask the learners to think about examples of role models for each category of media and have them complete the table.	A1.1 Read brief texts to locate specific details B2.1 Write brief texts to convey simple ideas and factual information B3.2a Use layout to determine where to make entries in simple documents Level: Beginner-Intermediate
5	Identify my role models	Ask the learners to think about who their role models are and why these people are good role models.	B2.1 Write brief texts to convey simple ideas and factual information B3.1a Make straightforward entries to complete very simple documents Level: Beginner
6	Identifying local role models	a. Discuss the fact that there are role models right in our own communities. b. Have the learners look through a local newspaper to try and find some examples of local role models. If you don't have a copy of a local newspaper, use an online one on the Internet.	A1.2 Read brief texts to locate and connect ideas and information B2.2 Write texts to explain and describe information and ideas D.2 Perform well-defined, multi-step digital tasks (if using the Internet for the activity) Level: Intermediate

7	Invite a local role model to speak	This is an optional group activity. If there is a local role model who would be a good candidate and if time permits, have the learners invite the role model to come and speak. This activity will require different members to do different tasks and will provide many learning opportunities.	B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions B2.2 Write texts to explain and describe information and ideas C2. Measure time and make simple comparisons and calculations Level: Intermediate
EL		Discuss how the completed activities are linked to employment.	
8	Identify and record ways to support you being a role model	a. Discuss with the learners that anyone can be a good role model and that we should all strive to be good role models. b. Review the statements about good role models used in Activity 4. c. Have the learners brainstorm different examples of when they think they have shown qualities of a good role model and ways that they can improve.	B2.1 Write brief texts to convey simple ideas and factual information B3.1a Make straightforward entries into very simple documents E.1 Set short-term goals Level: Beginner

9	Role play interview	a. Ask the learners to prepare at least 5 questions that they would ask a role model. b. Pair the learners up and have them interview each other. c. Have them take turns answering as the role model.	B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions B2.1 Write brief texts to convey simple ideas and factual information Level: Beginner- Intermediate
EL		Discuss how the completed activities are linked to employment.	
10	Research, prepare and present report on a famous role model	Depending on the current ability of the learners, this activity can be introduced. For learners who are unable to conduct an Internet search of this scope on their own, the task can be modified as required. For example, the activity could also be done in pairs, matching a learner who can complete the task independently with one who requires support.	A1.2 Read texts to locate and connect ideas and information B2.2 Write texts to explain and describe information and ideas B4 Express oneself creatively D.2 Perform well-defined, multi-step digital tasks Level: Intermediate
LR	Reflect on your learning	a. Choose a method for learners to reflect on what they have learned in the module. b. Set up a class-based wiki, blog, etc. for use. See the Practitioner Introduction for guidance. c. Encourage learners to answer the provided reflection questions.	B4 Express oneself creatively D.2 Perform well-defined, multi-step digital tasks Level: Intermediate

| 11 | Wrap-up discussion and completion of post self-assessment | a. After the learners have completed their reflection, bring them back together as a group.
 b. Discuss what they have learned throughout the process.
 c. Remind them of the employment connection for all of the task-based activities they completed during the module.
 d. Have the learners complete the "After" section of the self-assessment.
 e. Discuss whether they feel their skills have improved. | B3.1a Make straightforward entries to complete very simple documents
 E.2 Monitor own learning

 Level: Beginner-Intermediate |