

TITLE**Document Use****Length**

1 Week

Essential Skill**Prerequisites**

None

Course Description

We are regularly faced with documents that provide us with information that's essential to the use of something—an appliance, a tool, electronics, vehicles, a prescription drug, and so on and on. This information may be in the form of text, tables, diagrams and graphs.

The workplace expects employees to read performance reports, technical forms, short reports, lists of items or events, and perhaps manage inventories. There may be a requirement to prepare diagrams and illustrations with the aid of various means like computer software or other technical devices.

The objective of this course is to help learners acquire the skills and knowledge to interpret different types of documents in life and the workplace. Participants will engage in various activities to:

1. Describe the different types of information in everyday activity,
2. Describe the different ways information is presented.
3. Explore the process of interpreting information.

Skill Statement

Analyze the information contained in workplace and everyday documents, and use various means to present information.

Implementing Environment**Skill Component 1: Describe the different types of information in everyday activity.****Performance Criteria**

- 1.1 Describe the information contained in dictionaries.
- 1.2 Identify various documents encountered in daily life (e.g., drug information inserts, school report cards, lists of ingredients in packaged food).
- 1.3 Adopt strategies for understanding information in documents (refer to dictionaries, encyclopedia, online search, etc.).
- 1.4 Interpret, accurately, the information in various document encountered in daily life.

Skill Component 2: Explore the different ways information is presented.**Performance Criteria**

- 2.1 Explain information presented in graph, graphic, table, list, numerical ways.
- 2.2 Demonstrate ability to present information in graph, graphic, table, list, numerical forms.
- 2.3 Demonstrate ability to convert information from one form into another.
- 2.4 Describe the reasons information is presented in one form rather than another.

Skill Component 3: Explore the process of interpreting information.

Performance Criteria

- 1.1 Demonstrate understanding that information requires a context for accurate comprehension.
- 1.2 Demonstrate understanding that information can be readily misinterpreted because of omissions or bias.
- 1.3 Demonstrate ability to understand relationships and make conclusions from the different ways information is presented.

Course 8 Resources/Content:

1. Acquire local and relevant drug information inserts, school report cards, school communications, labels on food, nutrition and additives, dictionaries, etc.

Notes

Times of general calamity and confusion have ever been productive of the greatest minds.

The purest ore is produced from the hottest furnace, and the brightest thunderbolt is elicited from the darkest storm.
Charles Caleb Colton