Brighter Futures Project

Building on Family Literacy Programs by Incorporating Essential Skills

Project of Taber and District Community Adult Learning Association

Funded by Office of Literacy and Essential Skills
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Background

Taber and District Community Adult Learning Association applied to the Office of Literacy and Essential Skills (OLES, Canadian Federal Government) for funding to research:

• A method to enhance and expand upon already existing Family Literacy programs.
• Methods that build on the strengths of ADULT LEARNERS and improve their essential skills offering them greater success at work, in the community and life in general.
• To build capacity of literacy practitioners providing them with tools and strategies to support adult learners to build their Essential Skills.

The project focused on two of the essential skills – Computer Use and Numeracy.

Literacy for Life Foundation was contracted to develop a curriculum. A system was set up to acquire ongoing feedback and input from learners, instructors, project managers and evaluators to ensure relevancy and ease of use. A pilot was undertaken in three distinct rural communities in 2011 using the first draft of the curriculum.

• Taber, Alberta (English Language Learners)
• Okotoks, Alberta
• Vulcan, Alberta

A major component of the project was undertaking an evaluation process to determine if the approach worked for adult learners living in rural communities. Assessment and evaluation forms used in the pilot are located on Pages 97-98 and 122-127 in the Supplemental Resources. After the pilots, participants and instructors provided input and the curriculum was revised to reflect the changes. Information on the evaluation process can be found in the final report of the project. (Contact Taber and District Community Adult Learning Association – P.2)

Criteria for Participants for the Computer Use and Numeracy program:

• Basic computer and numeracy skills – based on the learner’s perceived need.
• Courses were not designed to teach the English language however, with instructor support the activities could be modified or adapted for English as a Second Language Learners (ESL). Based on the pilot findings it is recommended the learners be at a CLB 4/5 level.
• Adult learners were required to be currently registered in a family literacy program.

Structure of the Classes:

• 4 two hour sessions consisting of hands on activities, group discussions and review.
• Scheduled for weekly sessions.
• Child care and transportation support was provided for all participants if required.
• Each student qualified for a refurbished computer for their home to allow the learner to continue with their skill building.
Key Elements of Program Delivery:

- Flexible instructors who have an understanding that participants will enter at various skill levels and sessions may need to be adapted accordingly.
- Use of up to date materials and technology that will be applicable in the lives of learners.
- Instructors need to link context to content and facilitate the problem solving process.
- The classroom must be a welcoming, comfortable learning environment.
Computer Use

How to Use the Power Tool in Your Tool Box
Intro to the Computer Use Curriculum

Program Goals:
1. To increase the basic computer use skill of participants
2. To provide essential skill activities and strategies which are relevant and useful in day-to-day life and can be connected to home, community and work.
3. To provide a safe, learner centered opportunity for adults in family literacy programs to increase their essential skills.

It is important when teaching to adults to remember that for successful learning to occur the instructor must focus on context, content and problem solving.

**Context + Content = Problem Solving**

**CONTEXT** – the possible reason(s) why an adult completes computer related tasks include: family or personal, workplace, further learning and community responsibilities.

**CONTENT** – how familiar is the learner with the computer, software, hardware and uses.

**COGNITIVE AND AFFECTIVE**—the processes that enable an individual to solve problems and, thereby, link the content and the context.

- **Conceptual Understanding**—a functional grasp of how a computer works, the software and capabilities of technology.
- **Adaptive Reasoning**—capacity to think logically about relationships between concepts and situations.
- **Strategic Competence**—the ability to understand computer strategies and solve problems.
- **Procedural Fluency**—the ability to use the computer – keyboarding, installing, protecting, searching and using software.
- **Productive Disposition**—the beliefs, attitudes, and emotions that contribute to a person’s ability and willingness to engage and use computers and technology.
Legend: Computer Use Manual Icon

Throughout this manual, you will see the following symbols – this is what they mean:

**Discussion question**
Ideas are provided but instructor is welcome to adapt.

**Handout**
This activity requires a handout. Handouts for each section are located after session activity explanation.

**Group**
Can work in groups, pairs or have classroom discussion.

**Favourites**
This link can be found in participant’s favourite’s folder.

**Here is an Idea**
The idea is a suggestion you can use it, expand on it, or be creative.

**Indicates time factors**
Flexible to meet the needs and levels of participants.
Instructors

Instructors: please familiarize yourself with ALL of the tools and activities in this Curriculum before starting the program.

An Instructor Checklist is located on Page 11. Instructor should read it before starting the course. It provides information for set up and pre work preparation. Page 12 provides a list of websites to set up in favourites for each of the computers for computer use and numeracy.

Included in the curriculum are four two-hour sessions. They provide a framework for the instructor. Due to the possible range of skill levels in the class instructors may have to provide background information and do some preliminary instruction to fill in gaps in the learning of the participants.

Instructors may find that they use only parts of the lesson or bring in additional resources. It is important in an adult learning environment to respond to the specific learning needs of the class and the individual as well as apply the current best practices in adult education.

Learning and teaching skills in “context”, has often been interpreted as first practicing skills in isolation and then applying those skills to scenarios or word problems. As a result, the contexts are often stripped of the messiness of reality, include no opportunities to consider and decide on alternatives, and thus carry little instructional value.

The intent of this curriculum is to begin with context and then teach problem solving and procedures in service of solving real or realistic problems; (2) draw upon contexts that are important to adults and are part of their experience and, at the same time, provide a variety of tasks that emerge from contexts that are less familiar to the learners, but are worthwhile to know.

The focus is on teaching skills needed to manage the demands of family, workplace, community, and further education.

Hand Out Section:
This symbol indicates this activity requires a handout. Handouts for each section are located after each section.

Supplemental Resource Section: (Pages 96 – 128)
- Other resources researched for original pilot project are located in Supplemental Resource Section. (Pages 111-119)
- Background information for some of the handouts.
- Before and After Program Evaluation. (Pages 97-98)
- Included in the supplementary section (Pages 122-127) is the assessment and evaluation questionnaires used in the pilot.
Instructor Checklist

1. Familiarize yourself with all of the resources laid out in the curriculum. This will allow you to manage the length of time for each activity as well as allow you to adapt curriculum as needed depending on skill and needs of participant. It is also important to ensure that the internet links in the lessons are available and current.

2. Familiarize yourself with the location of the class and the classroom layout.
   a) Type of internet connection (strength).
   b) Layout of computer keyboards – are they all the same or do they differ.
   c) Internet password of location to access the internet.
   d) Available power bars, extension cords, chairs, tables.
   e) Projector for Instructor's computer and screen for projector and/or smart board.

3. Ensure location has a good internet connection. Participants are on the same site throughout the course and a good connection is critical. The instructor’s computer and a projector can be used to present a number of the lessons; however, the best learning is when the learners can use their own computers and follow along.

4. Updates of software need to be done on computers before each lesson in particular if the computers are not used on a regular basis.

5. Set up favourite folders on the computer before classes start. See page 12. This allows the learner to manoeuvre to the site the instructor requires them to be on to do the activity. An assumption is made that the learners have very little computer skills at the beginning.

6. Other equipment needed for course: Each lesson has an Instructor’s Materials list.
   a) Earphones
   b) Webcam on computer as well as a microphone – Skype
   c) Disc for all participants with the web sites and tools used in the lessons.

7. Prepare a short PowerPoint for demonstration purposes for Session 3 and 4.

8. Administer the program before evaluation of the learners.

Remember that the purpose of the course is to increase adults’ essential skills in computer use, which includes other forms of technology. The skill level of adults varies and usually they come with gaps in knowledge. The course has a natural progression that builds skills. Depending on the level and needs of the learners; activities may need to be added, modified and adapted.
Add the following website links to the favourite’s folders on participant’s computers prior to Session 1:

Computer Use

Session 1 Activity 1 – Computer Tutor
http://www.crickweb.co.uk/links-ict.html

Session 1 Activity 1A – (optional)
http://www.myguide.gov.uk/myguide/MyguideHome.do

Session 1 Activity 2
http://www.crickweb.co.uk/

* Further website links are used throughout the session however they will not be added to favourites in order to have learners become familiar with this process

Numeracy

Session 1 Intro
http://www.youtube.com/watch?v=rLprXHbn19I

Session 1 Activity 1 and 5
www.smartcanucks.ca

Session 1 Activity 2 – Using a Calculator
http://www.crickweb.co.uk/ks2numeracy.html

Session 1 Activity 2 - Practical Money Skills
http://www.practicalmoneyskills.com/calculators

Session 2 Activity
www.practicalmoneyskills.com
(See directions in curriculum for directing students to the Game of Life).

Session 2 Activity 4

TELUS
https://www.telus.com/order/bundles/order.do?execution=e1s1

SHAW
http://www.shaw.ca/en-ca/ProductsServices/BundlesAndPricing/default.htm
Factors that Impact Adult Learners

- Numerous factors impact learner success rates (see Learning Styles Model below).
- Instructors should familiarize themselves with learning styles, get to know their own and encourage others to pay attention to how they learn. Understanding one’s own learning style can be a valuable tool for adults to gain power and control over their own learning (autonomy).

HANDOUTS: Korr Modality Inventory and Learning Styles & Classroom Strategies

![Learning Style Model](image)

**Best Practice Statements working with Adult Learners:**

**Autonomous and self-directed** - Adults have accumulated a foundation of life experiences and knowledge; they need to connect learning to this knowledge/experience base.

**Goal-oriented** - Upon enrolling in a course, they usually know what goal they want to attain.

**Relevancy-oriented** - They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them.

**Practical** - Focus on the aspects of a lesson most useful to them in their work.

**Respect** - Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom.
Introduction to Essential Skills

Essential Skills are the skills that people need for work, learning and life. They are the foundation for learning all other skills. They help people to grow with their jobs and adapt to workplace change.

The Government of Canada did research to find out which skills are of use in nearly every occupation and in daily life. They found there are nine Essential skills. They are:

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

Everyone has all of these skills and uses them in their work and life but they use them differently and at different levels of complexity, depending upon the situation. Even though you already have essential skills you can still improve upon them. The more you improve your skills, the better able you are to succeed at new situations.

Definitions of the Essential Skills

**Reading Text** means reading material that is in sentences or paragraphs. It usually means notes, letters, memos, manuals, specifications, regulations, books, reports or journals. Did you use this skill at all today?

**Document Use** refers to getting information from displays or documents, which use words, numbers, icons, lines, colour, and shape to give meaning. For example, graphs, lists, tables, blueprints, schematics, drawings, signs and labels are documents. If a document includes a paragraph of text, then the essential skill you would use is Reading Text. Have you used the skill of Document Use today? You probably have! Documents are all around us. Try to find three.

**Numeracy** refers to numbers and thinking in quantitative terms. This includes things like telling time, estimating, scheduling, rounding up and rounding down, measuring, counting, using money and calculating. When have you used your numeracy skills today?

**Writing** means writing sentences and paragraphs. This refers to the thinking behind the writing not the handwriting. So you can write on paper or on a computer. If you fill in a document with one or two words that is Document Use. Have you written any sentences or paragraphs today?
Oral Communication means speaking to exchange thoughts and ideas with other people. How often do you use this skill in a day? Think about how the complexity level changes when speaking with different people or groups.

Working with Others is the skill of working with others to carry out tasks and get things done. This takes skill.

Continuous Learning is important in our life and our work. Things are always changing and we need to learn to keep up. Part of continuous learning is knowing how to learn, understanding your style of learning and knowing how to find materials, resources and learning opportunities. You are using your skill of continuous learning by taking this course.

Thinking Skills refer to problem solving, decision-making, critical thinking, planning and organizing, using your memory, and knowing how to find information. Give an example of each of these skills.

Computer Use means knowing how to use a computer effectively in your life and your work. It is the ability to use computer applications and other related tools that include but are not limited to cell phones, ATM, cash registers such as self serve check outs and calculators.

For further information on the essential skills visit http://www.hrsdc.gc.ca/eng/workplaceskills/oles/olesindex_en.shtml

The Nine Essential Skills

The purpose of the course is to improve the essential skills of the adults enrolled in the course. It is important the instructor use the language of essential skills throughout the instruction to provide a connection to what the learner is doing and how it influences their work, learning and life.
SESSION ONE – Let’s Cover the Basics

Session 1 consists of three activities. It may take more or less time to complete this session based on a variety of factors (participants, discussions, technology).

Prior to the start of session one turn on all computers, ensure internet is working, updates are completed and click on – CU Lesson 1 Activity 1 found in the favourites folder of each participant’s computer. This will be the start point for Activity 1. Ensure your computer is on the same page and able to project onto the screen provided.

LEARNING OBJECTIVES – SESSION ONE:

1. Learners will develop a basic computer use vocabulary.
2. Learners will acquire a basic understanding of the operation of a computer, which will include the mouse, keyboard and screen.
3. Learners will learn techniques for trouble shooting and maintenance of the computer.
4. Learners will connect essential skills to home, community and work.

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<th>Instructors Materials</th>
<th>Participants Materials</th>
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<tr>
<td>Computer w/internet access</td>
<td>Binder, folder or duo tang</td>
</tr>
<tr>
<td>Smart board or projector</td>
<td>Computer w/internet access</td>
</tr>
<tr>
<td>Printer</td>
<td>CD with links &amp; resources</td>
</tr>
<tr>
<td>Participant manuals</td>
<td>Pen, pencil and/or highlighter</td>
</tr>
<tr>
<td>Pens, pencils &amp; highlighters</td>
<td>Earphones</td>
</tr>
<tr>
<td>Flip chart and markers</td>
<td></td>
</tr>
</tbody>
</table>

Introductions and Icebreaker Activity

- Introduce yourself and the program briefly and then move into an icebreaker activity.

Example of icebreaker to use:
Have each student write a question they want answered about computer use on a Post-it note. Have them introduce themselves and their question. Post all questions on a wall or flip chart. Instructor can reflect back to the questions and ensure they are addressed by the end of the course.
Session 1 Activity 1: Computer Tutor

The first site is set up in the Favourite Folder and labelled Session 1 Activity 1 – Computer Tutor. This ensures that all participants are starting in the same location.

INSTRUCTOR INTRO: The first activity is an Interactive Computer Tutor (ICT) that will cover the BASICS of computer use. It is recommended that you walk the learners through the first part of this course together (see FIGURE A). Depending on their skill level you may want to direct some/all to continue on their own. There is a “skip feature” however it is not recommended this early because there may be gaps that the learner and/or instructor are not aware of yet and it is good review of what they already know.

1. Instruct learners that they will progress through a basic computer tutorial found at: http://www.crickweb.co.uk/links-ict.html

Figure A: This is the first screen that the learners will see.

Please provide a brief explanation of each category as you walk them through this page:
- Connection – the speed that your internet is operating at.
- Sub titles – would they like to see the words visually in addition to hearing them.
- Skip ability – this program has ability to skip forward, instructor can decide to activate.
- Start button – once all categories are complete START begins.
Need More Help with the Basics?

- If learners require more instruction on basic skills this is an easy to use, plain language website: [http://www.myguide.gov.uk/myguide/MyguideHome.do](http://www.myguide.gov.uk/myguide/MyguideHome.do)
- 5 Basic Modules - learners can sign up and have access to courses and an email program
- To register learners need a British postal code – They can use: M60 1NW

Another great resource is [www.gcflearnfree.org](http://www.gcflearnfree.org) (Computer Basics, Word, Excel, Facebook and internet use). It also has a reading and basic math component.
Session 1 Activity 2: Favourites & Fun

1. Have a brief discussion about the Favourites Folder found on the Tool Bar because that is where they will be accessing links for the lessons. How and why people use favourites.
2. Ask participants to find the link in favourites labelled: CU Lesson 1 Activity 2.
3. Once the page has loaded, find the Key Stage 2 tab and scroll down to ICT.
4. Part one of this activity is the Understanding Icons Game and part two is the ICT Word Search.

http://www.crick.northants.sch.uk/Flash%20Studio/cfsmaths/cfsmaths.htm

Introduce the concept that just like anything else if you understand the language it makes the learning of the skill easier. Example: If you don’t know what the word “flash drive” means and you are told to bring one to class next week you will not be able to do it because you don’t know what it is.

The following two activities introduce some of the vocabulary used when using a computer. Give the students time to play both games. Time given for this is dependent on the skill level and interest of the learner.

After games, hand out vocabulary list and discuss. Let learners know that as they progress through the lessons they can refer back to the list or, if they come across words they do not understand, to ask for clarification and add to their list.
One or both of these activities can be done in pairs or small groups.
Session 1 Activity 3: Trouble Shooting and Maintenance:

Handout **CU Troubleshooting** to participants and yourself

With your computer screen on projector mode, walk participants through each of these scenarios and have them practice on their own computer.

1. **Shut down computer** – do not use on/off switch how to shut down properly.
2. **Task Manager** – show how to do CTRL-ALT-DELETE – brings up task manager – best way to shut down programs that are not responding.
3. **Help Button** – where is the help icon – how do we search for help about a program. This help will vary between software but they are similar.
4. **Free Programs** - talk about what free really means (usually a trial period then you pay). However, some programs are free, it is VERY important to read all the terms and conditions prior to downloading. AVG virus protection is an example of a free program that is legitimate.
5. **Disc Clean Up** – helps you clean up files and free up disc space.
   Find Clean Up under- All Programs - Accessories – System Tools - Clean Disc
6. **Eject Jump Drive** – how to safely remove the jump/flash drive from computer.

**End of Session One - Time to Review**

What topics did we cover this session?

- Favourite folders
- The Computer Tutor: mouse, keyboard and screen which included activities that taught skills working with desktop, windows, scrolling, resizing, zoom in and out, drop down menus, minimize, full screen
- Computer Icons Game – Word, USB, Internet Explorer (IE), Bluetooth, HDD, Windows,
- Vocabulary from word search and vocabulary worksheet – new, exit, print, help, find, attach, font, field, record, sort, copy, paste, open, edit, search, close, save, window, view
- Troubleshooting topics – how do you shut down, sleep, what is ctrl-alt-delete used for, help, disk cleanup, virus protection, eject jump drive
- How can you use what you learned in work, family and community?

- Do participants have questions or comments from session one?
- Were the Learner’s questions on the sticky notes answered in this lesson, and if not, will they be answered in any of the remaining three classes?
- Can the concepts be introduced into the remaining three sessions?
SESSION 1 ACTIVITY 2 – Computer Vocabulary

SESSION 1 ACTIVITY 3 - Computer Use Trouble Shooting
(Includes web sites used in Session 1)
Computer Use - Session 1 - Activity 2
Computer Vocabulary

Most programs have a “help” component often represented by a 📚 mark.
http://www.techterms.com/list/a - can search for terms. Web site is easy to use. Do not download the trials etc. found on this site unless you know their purpose and know they are safe.

1. **Font** - style and size of letters and symbols used when typing. The font size and type can be changed depending on purpose and desired look.

2. **Icon** - picture used to represent an object.

3. **Bluetooth, wireless, LAN line connections** – these are methods of connecting to the internet or other devices. Bluetooth is a wireless method designed to be used by devices that are close to each other. LAN line is a direct connection using cable.

4. **USB connection** - "Universal Serial Bus." USB is the most common type of computer port used in today's computers - a place on the computer that allows you to plug in wireless mouse, data storing devices, cords to synchronize phones and download pictures from cameras.

5. **Jump drive/flash drive** – device used to store data.

6. **Copy and paste** – method of copying information and moving to another document or space in the computer.

7. **Save and save as** – to folders – when you do work on a document or in a program, you need to save the document. Important to know where you are saving the file. “Save As” allows you to change the name and save in the same folder or another folder of your choice.

8. **Link** - When you are browsing the Web and you see a highlighted and underlined word or phrase on a page, there is a good chance you are looking at a link. By clicking on a link, you can "jump" to a new webpage or a completely different website. While text links are typically blue and underlined, they can be any color and do not have to be underlined. Images can also serve as links to other webpages. When you move the cursor over a link in a webpage, the arrow will turn into a little hand, letting you know that it is a link. The term "hypertext" comes from the way links can quickly send you to another web destination.

9. **Download and upload** - While downloading is receiving a file from another computer, uploading is the exact opposite. It is sending a file from your computer to another system.

10. **Software** - is a general term that describes computer programs.
11. **Freeware** - is software you can download, pass around, and distribute without any initial payment. However, the great part about freeware is that you never have to pay for it. No 30 day limit, no demo versions, no disabled features -- it is totally free. Things like minor program updates and small games are commonly distributed as freeware. Though freeware does not cost anything, it is still copyrighted, so other people cannot market the software as their own.

12. **Shareware** – is a computer program that you can use for a trial period and then decide if you want to keep it. If you want to keep the software after the trial period is up, you are supposed to (and should) register the product and pay the shareware fee. As an extra incentive to pay for the software, many shareware programs disable certain features in the non-registered version and some will keep bugging you to register the program after the trial period has expired.

13. **Window** - a rectangle portion of the display, which is being used for a specific program. Each program has its own window. It is possible to have more than one window on the screen at one time. The word windows with a lower case 'w', refers to more than one window; with an upper case 'W', it refers to [Microsoft Windows], the operating system for most personal computer.

14. **Desktop** - This is what you see on your computer screen when you have no windows open. It may be a solid color, or it may be graphics. On the desktop, there will be [icons], including one called “My Computer” and one called “Recycle Bin.”

15. **The Web** is one part of the [Internet]. The Web consists of [webpages] that are hosted on [server] computers. If you are connected to the Internet, you can view web pages with a [web browser] program.

16. **Web Browser** - is a [program] that you use to view [webpages]. The two most popular web browsers are [Microsoft Internet Explorer] and [Netscape Navigator].
17. **Document endings:** A file extension is simply the little letters, preceded by a period (or "dot"), that are at the end of a file name. May not seem important however, they are very important. They tell us what sort of document it is — namely its format — and if we have access to it.

- **.docx** - Word document created by Word 2007 and must be opened by Word 2007
- **.doc** - Created by Word 97 – 07 and can be opened by Word 97-2007 (doc tries to be everyone’s friend)
- **.dotx** - is a Word 2007 template, while **.dot** (also known as dot-dot) is Word 97-2003 template.
- **.pdf** - document converted by Adobe – usually cannot be changed, easier to email
- **.jpg, .bmp, .gif, .png** – image file extensions
- **.doc** – Word documents
- **.xls** – Excel documents
- **.pps** – PowerPoint
- **.mp3, .wav, .wmp** – music file extensions
- **.wmv** – video (more than one format for videos)

18. __________________________________________________________________________

19. __________________________________________________________________________

20. __________________________________________________________________________

21. __________________________________________________________________________

22. __________________________________________________________________________
Computer Use - Session 1 - Activity 3
Computer Troubleshooting Tip Sheet

1. **Shut Down** - not recommended to shut the computer down with the on and off button. It is recommended you go to the click the **Start** button in the lower left corner of your screen.

   ![Task Manager](image1)

   - **Re-start** – closes everything down, turns your computer off and then back on again
   - **Sleep** - is on standby mode, saves data where you left off and starts up quickly- still using power
   - **Hibernate** - saves data where you left off, does not use power to hibernate but takes longer than sleep to start
   - **Shutdown** - shuts down operating system and powers down computer

2. **Computer Freezes** – try **CTRL key, Alt Key and Delete key**. Press all three at same time. This will bring up the Task Manager. Click on Task Manager and a window similar to this should appear.

   ![Task Manager](image2)

   - Select the programs you want to close.
   - Then click: **End Task**

   If your computer is frozen and not responding sometimes turning it on and off or removing the battery (lap top) are the last resort.
3. **Help** - every computer should have a help and support button. It is often on your start up menu. Most software programs have a help button. Microsoft programs often show help by a question mark.

4. **Virus Protection** – must have a virus protection and firewall on your computer. A good one that is free is AVG. Many of the software programs that are advertised as free are not. You need to search carefully for the free version and not just the free 30-day trial version. The free version of AVG is free; however, you need to read carefully when downloading the program to make sure you have not said yes to the trial version. Windows has a firewall as well as many of the providers like Shaw and TELUS.

5. **Disc Clean Up** – if you want to reduce the number of unnecessary files on your hard drive to free up disk space and help your computer run faster, use Disk Cleanup. It removes temporary files, empties the Recycle Bin, and removes a variety of system files and other items that you no longer need.
   a) Go to Start button
   b) All programs
   c) Accessories
   d) System tools
   e) Disc Cleanup – C is usually the hard drive
Usually you can check off all the boxes – click on ok. It will ask you if you are sure.

6. **Eject jump drive** – find Safely Remove Hardware Icon with green check mark. Right click this icon and click the safely remove hardware bar.

**Session One Websites**

1. Computer Tutor
   [http://www.crickweb.co.uk/links-ict.html](http://www.crickweb.co.uk/links-ict.html)

2. Basic computer lessons
   [http://www.myguide.gov.uk/myguide/MyguideHome.do](http://www.myguide.gov.uk/myguide/MyguideHome.do)

3. Icons and word search
   [http://www.crick.northants.sch.uk/Flash%2020Studio/cfsmaths/cfsmaths.htm](http://www.crick.northants.sch.uk/Flash%2020Studio/cfsmaths/cfsmaths.htm)

4. [http://www.techterms.com/list/a](http://www.techterms.com/list/a)
   Can search for terms. Easy to use. Do not download the trials etc. they ask you to download unless you know what they are.

5. Basic computer, Word, Excel, Facebook, Internet
   [www.gcflearnfree.org](http://www.gcflearnfree.org)
SESSION TWO – Introduction to the World Wide Web

Session 2 consists of three activities. It may take more or less time to complete this session based on a variety of factors (participants, discussions, technology).

LEARNING OBJECTIVES – SESSION TWO:
1. Learners will practice the basic operation of a computer and explore more vocabulary.
2. Learners will learn basic personal and family internet security.
3. Learners will learn basic internet search and practise skills through relevant searches.
4. Learners will connect essential skills to home, community and work.

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<td></td>
<td>Computer w/internet access, earphones</td>
</tr>
<tr>
<td>Flip chart and markers</td>
<td></td>
<td>CD with links &amp; resources</td>
</tr>
<tr>
<td>Participant manuals</td>
<td></td>
<td>Pen, pencil and/or highlighter</td>
</tr>
</tbody>
</table>

WELCOME participants to Session Two!
Did any questions come up since the last session?
Session 2 Activity 1: What is a Reputable Website?

INSTRUCTOR INTRODUCTION: Finding reputable websites among the billions out there can be challenging. Employees and students are told to "use reputable websites" for their work. Consumers shop online hoping to get great deals, but what if they are not legitimate?

Handout Internet Security

Ask learners if they currently use the internet, if so what for:
- communication
- banking
- research
- entertainment
- community resources
- job searches

How do you know the website you are using is reputable?
- Show the learner the difference between an email and a web site.
- Depending on level of learner – may have to show where to type the web site.
- checking domain names - .gov and .edu are reputable domain names.
- researching credentials – we can’t trust all sources of info.
- surveying the advertisements - is there too many or are they inappropriate.
- secure sites have “s” in their address https:// they are secure for transactions.
- another secure icon is the VeriSign Trust Seal, which businesses can purchase.

Walk the learners through visiting a few reputable websites

Use projector and then have participants practice on their own computers.
Show where the cursor is and briefly introduce the Internet Tool & Address Bars.

Red Cross guidelines for parents
http://www.redcross.ca/article.asp?id=19625&tid=001

Practice using Site Map, Help, Search
http://www.media-awareness.ca/english/index.cfm

Example of a secure website
https://www.verisign.com/trust-seal/index.html?sl=UW71V-0000-01-00
Session 2 Activity 2 – Internet Search Basics

INSTRUCTOR INFO: An Internet browser is a software application for retrieving and presenting information resources on the internet. Hyperlinks present in resources, enable users to easily navigate their browsers to related resources. A web search engine is designed to search for information on the internet and File Transfer Protocol servers. (FTP – need password and user name) The search results may consist of web pages, images, information and other types of files.

Three common Internet Browsers are:
- Internet Explorer
- Mozilla Firefox
- Netscape Navigator

Three common Web Search Engines are: (found on handout for participants)
- Google  http://www.google.ca/
- Ask Jeeves http://www.ask.com/
- Yahoo http://ca.yahoo.com/

*Most computers already have an internet browser and search engine set up as a default. For the purpose of this lesson we will use Google.

1. Lead participants in a Google Search
   - Type “Internet Safety” into the search box. (figure, step 1)
   - Find the hit titled: How to Stay Safe Online helping keep your children safe online. (figure, step 2)
   - Click this title – it will bring you to Google’s Family Safety Center.
   - There is a short (two minute) YouTube video that learners can watch about managing their children’s internet use.

http://www.media-awareness.ca/english/index.cfm

Step 1

Step 2
2. Favourites
   • Save this link in favourites.
   • Create a folder and show how to organize favourites.

3. Next demonstrate how to save this link as your home page by:
   • Going to the home icon on the top right of the screen.
   • There you will see a black drop down arrow.
   • Click - add or change home page.
   • Follow prompt box from there.

4. Finally show learners how to Delete Temporary files. Go to:
   • Tools.
   • Internet Options.
   • General Tab – Browsing History.
   • Delete temporary files, history, cookies, saved passwords and web form information.
   • This is especially important when using public computers.

End of Session Two - Time to Review
What topics did we cover this session?

- Finding reputable websites
- Internet Browsers and Internet Search Engines
- How to conduct an internet search
- How to save links on your computer
- How to change your home page and delete recent file history
- How can you use what you learned in this session with work, family and community

- Do participants have questions or comments from session two?
- Essential Skills are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.
COMPUTER USE
HANDOUTS
SESSION 2

ACTIVITY 2 – Internet Security

ACTIVITY 3 – Websites Used in Session, as well as the web site source for:

- Are you Web Aware? – For parents
- Authenticating Online Information
- Website for Google Guide
Red Cross – guidelines for parents on internet safety.
http://www.redcross.ca/article.asp?id=19625&tid=001

1. Ways to determine if the site has security measures:
   a) https:// - the s in the http:// indicates a secure site
   b) Verisign

   Another clue for secure is the “verisign” trusted logo. Businesses purchase this
   service to increase online safety.
   https://www.verisign.com/trust-seal/index.html?sl=UW71V-0000-01-00

2. Passwords: A very strong password has letters, numbers and a symbol or character. It
   is suggested that you use different ones for different accounts and change them
   occasionally. Example: $?bear3

Cookie:

This is a message given to a web browser by a web server. The browser stores the message
in a text file. The message is then sent back to the server each time the browser requests a
page from the server.
Also see: session cookie and persistent cookie.

The main purpose of cookies is to identify users and possibly prepare customized
webpages for them. When you enter a website using cookies, you may have to fill out a
form providing such information as your name and interests. This information is packaged
into a cookie and sent to your web browser which stores it for later use. The next time you
go to the same website, your browser will send the cookie to the web server. The server
can use this information to present you with custom webpages. For example, instead of
seeing just a generic welcome page you might see a welcome page with your name on it.
The name *cookie* derives from UNIX objects called *magic cookies.* These are tokens that are attached to a user or program and change depending on the areas entered by the user or program.

**What are Malicious Cookies?**
Cookies normally do not compromise security, but there is a growing trend of malicious cookies. These types of cookies can be used to store and track your activity online. Cookies that watch your online activity are called malicious or tracking cookies. Watch for these bad cookies because they track you and your surfing habits, and over time, build a profile of your interests. Once that profile contains enough information, there is a good chance that your information can be sold to an advertising company who then uses this profile information to target you with interest specific adverts. Many antivirus programs today will flag suspicious spyware or adware cookies when scanning your system for viruses. Taken from [http://www.webopedia.com/TERM/C/cookie.html](http://www.webopedia.com/TERM/C/cookie.html)

**Internet Searches - Search Engines:**
- Google [http://www.google.ca/](http://www.google.ca/)
- Yahoo [http://ca.yahoo.com/](http://ca.yahoo.com/)

Most computers have a search engine that has been set as default for the computer.

**CHOOSING SEARCH TERMS AND SYNTAX**

1. Enter synonyms, alternate spellings and alternate forms (*e.g.* *dance, dancing, dances*) for your search terms.
2. Enter all the singular or unique terms that are likely to be included in the document or site you are seeking.
3. Avoid using very common terms (*e.g.* *Internet, people*) which may lead to a lot of irrelevant search results.
4. Determine how your search engine uses capitals and plurals, and enter capitalized or plural forms of your search words if appropriate.
5. Use a phrase or proper name if possible to narrow your search and therefore retrieve more results that are relevant (unless you want a large number of results)
6. Use multiple operators (*e.g.* AND, NOT) if a search engine allows you to do so.
7. If you receive too many results, refine and improve your search. (After perusing the results, you may become aware of how to use NOT - *e.g.* Boston AND hockey AND NOT Bruins)
8. Pay attention to proper spacing and punctuation in your search syntax (i.e. no space when using + means +term not + term).
WHICH SEARCH ENGINE OR DIRECTORY?

Do you want to:

- browse a subject area?
  USE Yahoo, Lookmart or the Open Directory
- search Newsgroups?
  USE Yahoo, Google Newsgroups, AltaVista, HotBot
- include older gopher files in your search? (see below for definition)
  USE Webcrawler or Altavista
- search as much as the Web as possible?
  USE Google or AlltheWeb.com
- search every word on a site or in a document?
  USE AltaVista, or HotBot
- locate an obscure or hard-to-find document?
  USE AltaVista,
- locate a fairly popular site or easy-to-find document?
  USE Webcrawler or Yahoo
- retrieve a large number of results?
  USE AltaVista or a metasearch engine such as Savvy Search or Metacrawler
- retrieve few but relevant results?
  USE Webcrawler
- search only titles, urls or keywords?
  USE Webcrawler, Yahoo OR Alta Vista
- specify in what part of a site your search terms will occur (including titles, urls and summaries)?
  USE AltaVista (adv) or InfoSeek
- search reviewed and evaluated sites?
  USE Looksmart’s select directory

Information is take from:  http://www.windweaver.com/index.htm
Also on this site is a Windows Manual.

The Gopher protocol is a TCP/IP Application layer protocol designed for distributing, searching, and retrieving documents over the Internet. It is strongly oriented towards a menu-document design, the Gopher protocol was a predecessor of (and later, an alternative to) the World Wide Web. Although largely supplanted by the Web in the years following, the Gopher protocol is still in use by enthusiasts, and a small population of actively-maintained servers remains.
Session 2 – Activity 2
Websites and Resources for Participants

Websites used in Session 2 – Computer Use:

- Red Cross guidelines for parents
  http://www.redcross.ca/article.asp?id=19625&tid=001

- Practice using Site Map, Help, Search, web awareness in advertising, student tutorial for internet use, Current Research on media and children
  http://www.media-awareness.ca/english/index.cfm

- Explains the verisign seal
  https://www.verisign.com/trust-seal/index.html?sl=UW71V-0000-01-00

Search Engines:

- Google
  http://www.google.ca/
- Ask Jeeves
  http://www.ask.com/
- Yahoo
  http://ca.yahoo.com/

Supporting Resources for Participants:

1. Are You Web Aware – A Checklist for Parents
   www.media-awareness.ca

2. Authenticating Online Information
   http://www.media-awareness.ca/english/teachers/wa_teachers/fact_or_folly_teachers/index.cfm

3. Internet Glossary of terms – electronic copy available at
   http://www.media-awareness.ca/english/teachers/wa_teachers/fact_or_folly_teachers/index.cfm

4. Google Guide – more information on how to search online
   http://www.googleguide.com/advanced_operators.html
SESSION THREE - Communication Tools

Session three consists of 3 activities. It may take more or less time to complete this session based on a variety of factors (participants, discussions, technology).

LEARNING OBJECTIVES – SESSION THREE:

1. Learners will practice the basic operation of a computer as additional skills are introduced in SESSION THREE.
2. Learners will review and add to computer vocabulary.
3. Learners will set up computer communication tools and learn appropriate etiquette.
4. Learners will begin set up of a PowerPoint presentation based on a personal theme.
5. Learners will connect essential skills to their home, community, and work.

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<tr>
<td>Flip chart and markers</td>
<td></td>
<td>Earphones, ear buds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Microphones for Skype</td>
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</tbody>
</table>
Session 3 Activity 1: Setting Up Accounts

1. EMAIL - Who has an Email Account?
   - Have the participants make up an email account specific for coupons if they are going to be part of the Numeracy Course. Individuals are encouraged to keep coupon use separate from personal email. If they wish to use a personal email account, set up a folder for coupons and teach them to move email to coupon folder.
   - The answers to this question will determine what you will cover in Activity 1.
   - If the majority of participants do not have an email address, walk them through signing up for a GMAIL account.
   - If everyone has an email – give learners time to ask questions and check email.
   - For extension instructor can introduce the concept of electronic pen pals (key pals) there are a number of sites available for adults and children. It is important to follow security and do research on the sites especially if setting up for children. Extension activity – do research on safety tips as well as safe sites.

Hand out the **CU Email Etiquette** and discuss as a group

2. SKYPE – Does anyone have a Skype account?
   - Skype is a software application that allows members to chat via video or audio with other members.
   - Skype is downloaded on all computers.
   - If participants are willing to create an account they can practice calling one another or friends they have on Skype.

3. Talk about other useful sites that require creating an account – browse them and add ones to favourites that are of interest to participants. Give learners handout. Example: banking, eBay, Kijiji.

Hand out **Websites used in SESSION THREE**

These two web sites will be useful in the next exercise in developing the PowerPoint presentation. In SESSION 3 activity 2 instructor will demonstrate Microsoft Online Clip Art and pictures.

http://picasa.google.com/ - picture editing and sharing
http://www.shutterfly.com/learn/member_ben.jsp - picture storage and sharing
Session 3 – Activity 2: The Power of PowerPoint

1. What is PowerPoint?

- PowerPoint is a method of presenting information in a visually pleasing way. It is often used for work and school projects and photograph slide shows.
- Free source of software - [http://www.openoffice.org/](http://www.openoffice.org/) will provide a program that is similar to Microsoft products – no cost.
- In this activity learners will be creating their own “story” project in PowerPoint.
- Ask participants to select a topic they would like to create a story about for example: family, a hobby, an instruction manual, a pet, travel.

2. Step-by-step instructions on creating a PowerPoint presentation

It is helpful for the instructor to have created a sample presentation to show the learner the final product.
Instructor Example: Create a Family Recipe book.

- How to open program – start a new presentation/file.
- Add and delete a slide – using templates or just blank.
- Views – slide sorter, hand out, notes, slide show.
- Insert text - adjust size, position on slide, tool bar changes – compare to Word.
- Insert graphics – (show Microsoft Online Clip Art).
- Save document/Save as/ – show files, folders.
- Show them fn/alt/print screen – copy screen and paste to slide.
Session 3 - Activity 3: Create Your Story:

*This activity will start in Session 3 & continue onto Lesson 4; participants can bring pictures from home on a disc, jump drive or access them online

1. Have participants identify a story topic for a presentation. If participants are not sure of a topic provide examples:
   - An instruction manual – for a sport, hobby or piece of equipment
   - Family Recipe Book or Family Story
   - My Baby’s First Year – or My Child’s Hockey Career

Handout **CU Planning Your Story** – this will help plan out the presentation

2. The handout contains websites the learners could use to map out their story or hard copies of charts that are available.

3. Participants are encouraged to add in their own pictures from home by saving to a disc, jump drive or online photo site.

---

**End of Session Three - Time to Review**

What topics did we cover this session?

- Online Communication tools: email, Skype and a variety of others
- Email etiquette
- The pros of using PowerPoint as a software program over a word processing program.
- Programs that can be used to store pictures
- How to map out a story line for creating a PowerPoint presentation
- How to use PowerPoint
- How can I use what I learned in work, family and community?

- Do participants have questions or comments from session three?
- Good time to check if all the questions, submitted by learners at Session One, have been answered. If not, plan to answer in Session 4 if possible.
ACTIVITY 1 – Email Etiquette
ACTIVITY 2 – Planning your Story

Web site sources for Session 3
BEFORE YOU HIT SEND

15 tips for better workplace email

People treat email very casually, says corporate trainer Paula Goebel, but in the workplace, “your credibility, professionalism and competence will be judged based on how you communicate online.” Be perceived as a professional by following these tips from Goebel.—Kris ten Vernon

1. Be concise. Longer messages are difficult to read, and most people will put them aside.
2. Avoid sarcasm and too much humour. It can come across as rude or abrupt because the recipient can’t gauge your body language.
3. Use a descriptive subject line that’s no more than four to five words. Avoid important and urgent.
4. Don’t send an email when emotional or angry. Sit on it for 24 hours.
5. Avoid emoticons or textisms. This should be reserved for personal email.
6. Remember, email is not private. Don’t put anything in email that you wouldn’t want the whole world to know about.
7. Think twice before hitting reply all. Ask yourself, “Do all these other people really need to hear my reply?” If not, reply only to the original writer.
8. Don’t send a thank-you email in reply to a thank-you email. “What I find is people are thanking someone for a thank you, and it just doesn’t make sense.”
10. Respond within 24 hours. If you require more time, let the sender know you’re reviewing the email and when you’ll get back to that person.
11. Never use all caps or all lowercase.
12. Start with hi, hello, good afternoon or good morning. Avoid dear; it’s too formal.
13. The proper closing would be thanks or regards. Sign your full name when emailing clients; your first name is fine with colleagues. After multiple email exchanges initials are fine.
14. The ideal font is Arial.
15. The ideal font size is 12.

WEB EXTRA
Goebel on cellphone etiquette in the workplace.
techlifemag.ca/cellphone-etiquette.htm

ABOUT OUR EXPERT
Paula Goebel, founder of Goebel Communications Group, is a professional speaker and corporate trainer specializing in business communications and leadership. She graduated with a Marketing Management diploma from NAIT in 1985 and a Bachelor of Commerce from the University of Alberta in 1987. She has worked in human resources and taught at NAIT and, currently, Grant MacEwan University.
Session 3 – Activity 3 - Planning Your Story

1. Some online web sites for mapping story:
   http://www.readwritethink.org/files/resources/interactives/storymap/
   http://www.mindmeister.com/

2. Online site for graphic organizers for mapping a story:
   http://www.eduplace.com/graphicorganizer/
   One chart found on this site is shown below. Other samples are found in the supplementary resources.

Different people organize in different ways. Some need to start with the big picture and work down into the details. Others need to start with details and work to the big picture.

**PLANNING CHART**

**Topic:** ______________________________

**Purpose:**

Circle one or write your own purpose under other:

- To tell a real story
- To tell a made up story
- To describe a place, person or thing
- To explain how to do something
- To find something out
- To give an opinion
- To ask something
- Other ____________________________

**Answer these questions:**

1. Who will read this?
   
   _______________________________________________________

2. What do they already know about my topic?
   
   _______________________________________________________

3. What do I want them to know?
   
   _______________________________________________________

4. What part of my topic would interest them the most?
   
   _______________________________________________________
**Websites for Session 3**

1. [http://www2.bankone.com/presents/banking/demonew/demo_introduction.html](http://www2.bankone.com/presents/banking/demonew/demo_introduction.html) - online banking demo for ATB  
   [http://www.tdcanadatrust.com/ebanking/cheque_imaging.jsp](http://www.tdcanadatrust.com/ebanking/cheque_imaging.jsp) - TD bank online tour  
   [http://cookit.e2bn.org/activities/](http://cookit.e2bn.org/activities/) - Great site for organizing recipes  
   [http://calgary.kijiji.ca/](http://calgary.kijiji.ca/) - Kiji – site for all kinds of classifieds - used items, jobs, etc.  
   [http://pages.ebay.ca/sitemap.html](http://pages.ebay.ca/sitemap.html) - eBay - Canada – shop for new and used items

   These two web sites will be useful in the next exercise in developing the PowerPoint presentation.  
   [http://picasa.google.com/](http://picasa.google.com/) - picture editing and sharing  
   [http://www.shutterfly.com/learn/member_ben.jsp](http://www.shutterfly.com/learn/member_ben.jsp) - picture storage and sharing


2. Session 3 – Activity Online Reference Guide for PowerPoint:

3. Skype:  

4. Free Email Accounts:  
   a. Windows Live/Hotmail  
   b. Google Gmail – go to [www.google.com](http://www.google.com) and click on Gmail at the top.

5. Free source of software - [http://www.openoffice.org/](http://www.openoffice.org/) will provide a program that is similar to Microsoft products – no cost.

6. Some online web sites for mapping story:  

7. Online site for graphic organizers for mapping a story:  
   One chart found on this site is shown below. Other samples are found in the supplementary resources.
SESSION FOUR – Show and Tell

Session 4 consists of two activities. It may take more or less time to complete this session based on a variety of factors (participants’ projects, discussions and technology). If you require more activities for this session visit [http://www.eallessons4essentialskills.ca/Home/Welcome.html](http://www.eallessons4essentialskills.ca/Home/Welcome.html) - there are several activities for all essential skills.

LEARNING OBJECTIVES – SESSION FOUR:

1. Learners will produce a PowerPoint presentation that is relevant to their needs.
2. Learners will present their PowerPoint presentation to the class.
3. Learners will practise keyboarding skills (supplementary).
4. Learners will review skills and knowledge acquired in previous lessons.
5. Learners will connect the essential skills to their work, family and community.

Session 4 - Activity 1 – Complete & Share Presentations

1. Participants will continue to work on completing their PowerPoint projects with help from instructor as needed.

2. Next, the instructor will show participants how to share their presentation (via projector) to the group. If there is time and if participants volunteer, have them show their presentation to the group.

3. Ensure learners understand how PowerPoint will be used in work, community and family.

*This activity is dependent time and class size - instructors please use your discretion.

Session 4 – Activity 2 – Practices, Review & Evaluations

Practice
As learners complete their presentations see if there were specific computer skills they would like some time to practice. For example:

Handout Websites used in Computer Use Session 4

1. Typing - Practice Typing Speed and Accuracy
   - [www.freertypinggame.net](http://www.freertypinggame.net)
   - [www.nimblefingers.com/index.html](http://www.nimblefingers.com/index.html)

2. Spelling - Hangman games
   - [www.manythings.org/hm/](http://www.manythings.org/hm/)
Once ALL learners have completed presentations - start a closing group discussion.

Review

Some questions you might ask are:

- Would you like to review any specific topics covered in the course?
- Did the course meet your expectations?
- How will these computer use skills help you with work, family and community?

Handout Program Evaluation forms found on Page 98 and discs with websites and tools used in the course.

Final Evaluation Comments and Notes for Computer Use

___________________________________________________________________________

___________________________________________________________________________

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___________________________________________________________________________

___________________________________________________________________________
COMPUTER USE
HANDOUTS
SESSION 4

ACTIVITY 3 – Websites used in Session 4
Websites Used in the Computer Use Program - Session 4

1. Typing - Practice Typing Speed and Accuracy
   www.freetypinggame.net
   www.nimblefingers.com/index.html

2. Spelling - Hangman games
   www.manythings.org/hm/
Save More, Buy More

Essential Skills - Tools for Your Tool Box
Intro to the Numeracy Curriculum

Program Goals:
1. To increase the basic numeracy skill of participants.
2. To provide essential skill activities and strategies which are relevant and useful in day-to-day life and are connected to home, community and work.
3. To provide a safe, learner centered opportunity for adults in family literacy programs to increase their essential skills.

It is important when teaching to adults to remember for successful learning to occur the instructor must focus on context, content and problem solving.

Components and Subcomponents of Numeracy

Refer to Page 107 in Supplemental Resources for full explanation of components and subcomponents of numeracy.

CONTEXT – the use and purpose for which an adult takes on a task with mathematical demands

- Family or Personal, Workplace, for Further Learning and Community

CONTENT – the mathematical knowledge that is necessary for the tasks confronted

- Number and Operation Sense
- Patterns, Functions and Algebra
- Measurement and Shape
- Data, Statistics and Probability

COGNITIVE AND AFFECTIVE—the processes that enable an individual to solve problems and, thereby, link the content and the context

- Conceptual Understanding—an integrated and functional grasp of mathematical ideas
- Adaptive Reasoning—the capacity to think logically about the relationships
- Strategic Competence—the ability to form math problems, represent them, and solve them
- Procedural Fluency—the ability to perform calculations efficiently and accurately by using paper and pencil procedures, mental mathematics, estimation techniques, and technological aids
- Productive Disposition—the beliefs, attitudes, and emotions that contribute to a person’s ability and willingness to engage, use, and persevere in mathematical learning and activities
Legend: Numeracy Manual Icon

Throughout this manual, you will see the following symbols – this is what they mean:

**Discussion question**
Ideas are provided but instructor is welcome to adapt.

**Handout**
This activity requires a handout. Handouts for each section are located after session activity explanation.

**Group**
Can work in groups, pairs or have classroom discussion.

**Favourites**
This link can be found in participant’s favourite’s folder.

**Here is an Idea**
The idea is a suggestion you can use it, expand on it, or be creative.

**Indicates time factors**
Flexible to meet the needs and levels of participants.
Instructors:

Instructors: please familiarize yourself with ALL of the tools and activities in this curriculum before starting the program.

An Instructor Checklist is located on Pages 54-55. It is strongly recommended instructors read before starting the course. It provides information for set up and pre work preparation. Page 56 provides a list of websites to set up in favourites on each of the computers for computer use and numeracy.

Included in the curriculum are four two-hour sessions. They provide a framework for the instructor. Due to the possible range of skill levels in the class instructors may have to provide background information and do some preliminary instruction to fill in gaps in the learning of the participants.

Instructors may find they use only parts of the lesson or bring in additional resources. It is important in an adult learning environment to respond to the specific learning needs of the class and the individual as well as apply current the best practices in adult education.

Learning and teaching skills in “context” has often been interpreted as first practicing skills in isolation and then applying those skills to scenarios or word problems. As a result, the contexts are often stripped of the messiness of reality, include no opportunities to consider and decide on alternatives, and thus carry little instructional value.

The intent of this curriculum is to begin with context and then teach problem solving and procedures for solving real or realistic problems; draw upon contexts that are important to adults and that are a part of their experience. At the same time, provide a variety of tasks that emerge from contexts that are less familiar to the learners, but are worthwhile to know.

The focus is on teaching skills needed to manage the demands of family, workplace, community, and further education.

Hand Out Section:
This symbol indicates this activity requires a handout. Handouts for each section are located at the end of each session.

Supplemental Resource Section: (Pages 96 – 128)
- Other resources researched for original pilot project are located in Supplemental Resource Section. (Pages 111-119)
- Background information for some of the handouts.
- Before and After Program Evaluation. (Pages 97-98)
- Included in the supplementary section (Pages 122-127) is the assessment and evaluation questionnaires used in the pilot.
Instructor Checklist

1. Familiarize yourself with all of the resources laid out in the curriculum. This will allow you to manage length of time for each activity as well as allow you to adapt curriculum as needed depending on skill and needs of participant. It is also important to ensure that the internet links in the lessons are available and current.

2. Teach numeracy skills within context. Depending on criteria for participating in this course, the instructor may want to administer a short quiz that measures the participant’s basic skills. The assessments included in the supplementary section provide a method of tracking changes for evaluation of program but may not be sufficient to determine basic skill level. The basic operations that are included in this course are:
   a) Addition
   b) Subtraction
   c) Division
   d) Multiplication
   e) Estimating
   f) Rounding up and down
   g) Ratios
   h) Percentage
   i) Square root
   j) Fractions to percent and percent to fractions
   k) Dates
   l) Units of measurement

3. Familiarize yourself with classroom layout and location of class.
   a) Type of internet connection (strength)
   b) Layout of computer keyboards
   c) Internet password to access the internet
   d) Available power bars, extension cords
   e) Projector for instructor’s computer and screen for projector and/or smart board

4. Ensure location has a good internet connection. Participants can be on the same site at different times throughout the course and a good connection is critical. The instructor’s computer and a projector can present a number of the lessons however, the best learning is when the learners can use their own computers and follow along.

5. Update computers before each lesson, in particular if the computers are not used on a regular basis.
6. Other equipment needed for course: Each lesson has an Instructors Materials list.
   a) Earphones
   b) Calculators
   c) Variety of hard copies of coupons
   d) Stretch you Dollars – can order from Money Mentors or can download at www.moneymentors.ca/home/learning-centre.html
   e) Another great resource is a plain language lower literacy book available at Grass Roots Press, Easy Money, ISBN # 978-1-926583-27-3, Gail Vaz-Oxlade,
   f) Disc for participants with all the web sites and tools used in the course.

7. Set up favourite folders on the computer before classes start. See page 43. This allows the learner to manoeuvre to the site the instructor requires them to be on to do the activity. Instructors need to assume that the learners may have minimal computer skills. Instructor may want to direct learners to programs listed in Lesson one, Activity one of the Computer course and ask them to work through the programs at home to gain skill on the computer.

Remember, the purpose of the course is to increase adult’s essential skills in numeracy, which includes problem solving. The skill level of adults varies and usually they come with gaps in knowledge.

The course has a natural progression that builds skills. However, depending on the level and needs of the learners, instructors can add, modify, and/or adapt activities throughout the sessions.
Add the following website links to the favourite’s folders on participant’s computers prior to Session 1:

**Computer Use**

**Session 1 Activity 1** – Computer Tutor
[http://www.crickweb.co.uk/links-ict.html](http://www.crickweb.co.uk/links-ict.html)

**Session 1 Activity 1A** – (optional)
[http://www.myguide.gov.uk/myguide/MyguideHome.do](http://www.myguide.gov.uk/myguide/MyguideHome.do)

**Session 1 Activity 2**
[http://www.crickweb.co.uk/](http://www.crickweb.co.uk/)

*Further website links are used throughout the session however they will not be added to favourites in order to have learners become familiar with this process*

**Numeracy**

**Session 1 Intro**
[http://www.youtube.com/watch?v=rLprXHbn19I](http://www.youtube.com/watch?v=rLprXHbn19I)

**Session 1 Activity 1 and 5**
[www.smartcanucks.ca](http://www.smartcanucks.ca)

**Session 1 Activity 2** – Using a Calculator
[http://www.crickweb.co.uk/ks2numeracy.html](http://www.crickweb.co.uk/ks2numeracy.html)

**Session 1 Activity 2** - Practical Money Skills

**Session 2 Activity**
[www.practicalmoneyskills.com](http://www.practicalmoneyskills.com)
(See directions in curriculum for directing students to the Game of Life).

**Session 2 Activity 4**

TELUS
[https://www.telus.com/order/bundles/order.do?execution=e1s1](https://www.telus.com/order/bundles/order.do?execution=e1s1)

SHAW
[http://www.shaw.ca/en-ca/ProductsServices/BundlesAndPricing/default.htm](http://www.shaw.ca/en-ca/ProductsServices/BundlesAndPricing/default.htm)
Factors that Impact Adult Learners

- Numerous factors impact learner success rates (see Learning Styles Model below).
- Instructors should familiarize themselves with learning styles, get to know their own and encourage others to pay attention to how they learn. Understanding one’s own learning style can be a valuable tool for adults to gain power and control over their own learning (autonomy).

HANDOUTS: Korr Modality Inventory and Learning Styles & Classroom Strategies

**Learning Styles**

- Visual
- Auditory
- Kinaesthetic/Tactile

**Best Practice Statements working with Adult Learners:**

**Autonomous and self-directed** - Adults have accumulated a foundation of life experiences and knowledge; they need to connect learning to this knowledge/experience base.

**Goal-oriented** - Upon enrolling in a course, they usually know what goal they want to attain.

**Relevancy-oriented** - They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them.

**Practical** - Focus on the aspects of a lesson most useful to them in their work.

**Respect** - Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom.
Introduction to Essential Skills

Essential Skills are the skills that people need for work, learning and life. They are the foundation for learning all other skills. They help people to grow with their jobs and adapt to workplace change.

The Government of Canada did research to find out which skills are of use in nearly every occupation and in daily life. They found there are nine Essential skills. They are:

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

Everyone has all of these skills and uses them in their work and life but they use them differently and at different levels of complexity, depending upon the situation. Even though you already have essential skills you can still improve upon them. The more you improve your skills the better able you are to succeed at new situations.

Definitions of the Essential Skills

**Reading Text** means reading material that is in sentences or paragraphs. It usually means notes, letters, memos, manuals, specifications, regulations, books, reports or journals. Did you use this skill at all today?

**Document Use** refers to getting information from displays or documents, which use words, numbers, icons, lines, colour, and shape to give meaning. For example, graphs, lists, tables, blueprints, schematics, drawings, signs and labels are documents. If a document includes a paragraph of text, then the essential skill you would use is Reading Text. Have you used the skill of Document Use today? You probably have! Documents are all around us. Try to find three.

**Numeracy** refers to numbers and thinking in quantitative terms. This includes things like telling time, estimating, scheduling, rounding up and rounding down, measuring, counting, using money and calculating. When have you used your numeracy skills today?

**Writing** means writing sentences and paragraphs. This refers to the thinking behind the writing not the handwriting. So you can write on paper or on a computer. If you fill in a document with one or two words that is Document Use. Have you written any sentences or paragraphs today?
Oral Communication means speaking to exchange thoughts and ideas with other people. How often do you use this skill in a day? Think about how the complexity level changes when speaking with different people or groups.

Working with Others is the skill of working with others to carry out tasks and get things done. This takes skill.

Continuous Learning is important in our life and our work. Things are always changing and we need to learn to keep up. Part of continuous learning is knowing how to learn, understanding your style of learning and knowing how to find materials, resources and learning opportunities. You are using your skill of continuous learning by taking this course.

Thinking Skills refer to problem solving, decision-making, critical thinking, planning and organizing, using your memory, and knowing how to find information. Give an example of each of these skills.

Computer Use means knowing how to use a computer effectively in your life and your work. It is the ability to use computer applications and other related tools that include but are not limited to cell phones, ATM, cash registers such as self serve check outs and calculators.

For further information on the essential skills visit http://www.hrsdc.gc.ca/eng/workplaceskills/oles/olesindex_en.shtml

The Nine Essential Skills

The purpose of the course is to improve the essential skills of the adults enrolled in the course. It is important the instructor use the language of essential skills throughout the instruction to provide a connection to what the learner is doing and how it influences their work, learning and life.
SESSION ONE – Intro to Basic Tools to Save More, Buy More

Refer to Pages 54 and 55 to ensure equipment is functioning and pre preparation is completed. Also, refer to #2 on Page 54. **If instructor chooses to do assessment of participant’s knowledge of basic operations this activity will have an impact on timing.** Session 1 consists of five activities. It may take more or less time to complete this session based on a variety of factors (participant’s skill level, discussions, technology).

**LEARNING OBJECTIVES – SESSION ONE:**

1. Learners will use a basic calculator and identify parts and their function.
2. Learners will apply basic numeracy skills through comparison-shopping and coupon use. (Addition, subtraction, percentage, ratio, multiplication, division)
3. Learners will demonstrate creation of a favourite folder on the internet and a basic search for coupons
4. Learners will manipulate personal information using computer software to learn the basics of budgeting.
5. Learners will connect essential skills to use within work, family and community.

<table>
<thead>
<tr>
<th><strong>Instructors Materials</strong></th>
<th></th>
<th><strong>Participants Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer w/ internet access</td>
<td>☑️</td>
<td>Buy More, Save More binder/duo tang or folder</td>
</tr>
<tr>
<td>Smart board or projector</td>
<td></td>
<td>Computers w/ internet access</td>
</tr>
<tr>
<td>Printer</td>
<td></td>
<td>CD with links &amp; resources</td>
</tr>
<tr>
<td>Participant manuals</td>
<td></td>
<td>Pen, pencil and/or highlighter</td>
</tr>
<tr>
<td>Flip chart and markers</td>
<td></td>
<td>Cardboard Filing Pouches</td>
</tr>
<tr>
<td>Hard copies of coupons</td>
<td></td>
<td>Calculator</td>
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<tr>
<td></td>
<td></td>
<td>Ear phone or ear buds</td>
</tr>
</tbody>
</table>

**Introductions and Icebreaker Activity**

- Introduce yourself and the program briefly
- “Learning from Experience” – Have participants introduce themselves and explain one thing they have learned the hard way about using math. Examples: not measuring ingredients correctly in a recipe, measuring something wrong when building or creating an item, too many 00 on a cheque or when balancing a chequebook.
- After participants complete introductions, the instructor will ask participants to click on favourites and go to the one in the folder marked Session Introduction. The video is humorous with a numeracy theme and is used to ensure audio and internet access is working.

Abbot and Costello:
http://www.youtube.com/watch?v=rLprXHbn19I
http://www.youtube.com/watch?v=Lo4NCXOX0p8&feature=related
SESSION ONE – Activity 1 – Introduction to Coupons

1. Does anyone here use coupons? What do you use them for? Where do you find them?

Provide participants with the handout titled Introduction to Coupons

2. Ask participants to highlight:
   - the expiry date
   - the size of product the coupon covers
   - where the coupon can be used
   - is it a percentage off, 2 for 1 or dollar amount

3. Instructor will talk about the variety of places to find coupons. The one from the handout was found on the Smart Canucks website at www.smartcanucks.ca
   - Canada's largest coupon and shopping deals community.
   - Here you can print out coupons for all kinds of Canadian products.
   - You can also access free points for rewards cards too.
   - Select one coupon, print it, and compare it to the hard copy coupons you have available. What similarities and differences do people see?

SESSION ONE – Activity 2 – Get Familiar with Your Calculator

INSTRUCTOR INTRODUCTION: In this activity learners will get a chance to familiarize (or practice) the skill of using a calculator.

Choose a method or combination of methods to introduce learners to calculator

Each learner should have their own small calculator – this can be taken with them when shopping and using coupons. Also, show learners where the calculator is located on the computer and use this for some examples. If the calculator is not on the desktop, a search can be done by going to the lower windows icon and typing calculator into the search box.
a) Draw each of the basic symbols found on the calculator in one column on the white board and in another column write the words for the symbols not across from their symbol. Next ask a participant to come up and draw a line from a calculator symbol to the matching vocabulary and what they might use that calculation for in their life.

b) Use the animated calculator at: Go through different calculations together as a group. http://www.mrjennings.co.uk/teacher/maths/giantcalc1024x768.htm (does not have square root on this program).

c) Each learner will have a calculator - instructor will walk through doing an addition, subtraction, multiplication, division, percentage and square root problem. Prepare problems before class – can prepare in a word document or PowerPoint. Show problems one at a time and have them solve using the calculator.

d) Use the Numeracy SESSION 1 Activity 2 handout. (Visual of a calculator) Instructor can project onto the screen to talk about each button and how they are used.

1. Next have participants click on the Calculator Link in their Favourites folder: http://www.crickweb.co.uk/ks2numeracy.html
   - This is an animated tutorial on how to use the calculator
   - It bases the question difficulty on how they answer
   - There is an option to have INFO BOXES ON – this gives a brief description of each function

2. When finished with the calculator tutorial program:
   - Have them type “Practical Money Skills” into the Google search box and click on the first hit that comes up – financial literacy for everyone. www.practicalmoneyskills.com/calculators
Practical Money Skills is an American website sponsored by VISA that offers a variety of specific calculators that help people calculate the costs of:

- Buying a car
- Budgeting for a baby
- Buying a home
- Going to school

It also offers a variety of great articles and videos about budgeting and saving money.

Instructor will walk them through two of the budget calculators using numbers given by the participants.
1. Buying a home
2. Buying a car

**SESSION ONE – Activity 3 – Find the Savings**

**Handout Calculate the Savings to learners**

- This handout has a list of items with prices that go with them as well as different type of savings that can be found with coupons or other sales.
- Learners use their calculators to Find the Savings.

**SESSION ONE – Activity 4 – Creating a Shopping List**

*The list does not have to be groceries – the learner can make a list of supplies for work or a hobby. This exercise is about planning and seeing the benefits and savings that planning can produce.*

**Handout a blank copy of the Shopping List (example below)**

- Have learners fill in the blanks with items they normally purchase and ones they would like to if the cost was lower (wish items too).
- Once they have filled in a number of items, go through hard copy coupons to see what savings they can find for their items (brands may not match, that’s ok).

<table>
<thead>
<tr>
<th>Item</th>
<th>Retail Price</th>
<th>Percentage %</th>
<th>Ratio</th>
<th>$ Amount Off</th>
<th>Sale</th>
<th>Savings</th>
<th>Location of coupon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
SESSION ONE – Activity 5 – Online Coupon Search

Have learners try a simple Internet search to find coupons from their shopping lists.

- If participants were part of the Computer Use course this will be review.
- Start by visiting the website: www.smartcanucks.ca (Canada's largest coupon and shopping deals community) and search out a product as a class.
- Once learners find a product show them How To - Add to Favourites.
- Have participants search for products on their list from Activity 4.
- Discuss the several online coupon sites you can register for, such as www.groupon.com. Talk about user names and passwords. It is recommended that learners create an email address specific for coupon use and keep personal email separate.

SESSION ONE - Activity 6 – Organizational Skills

- The instructor will provide each learner with a small cardboard filing pouch for coupons.
- Start a group discussion about how to keep all these coupons organized in the pouch.
- Is it realistic for you to collect and organize coupons like this?
- Are there other methods of organizing coupons – cell phone.
- Do the coupons stay at home, in your purse, car to remember to use them before expiry?

If learners would like more practice with basic math, share this website to do at home. http://www.gcflearnfree.org – basic numeracy as well as reading and computer use.
End of Session One – Time to Review

What topics did we cover this session?

- Calculator functions
- Where to get help about budgeting
- Different types of coupons and where to find them
- Problem solving - Ways to organize coupons
- Where can I use the skills I learned in work, family and community?
- Operations - a) Basic operations (addition, subtraction, percentage, ratio, multiplication, division)

- Do participants have questions or comments?

Instructor Notes:
NUMERACY HANDOUTS
SESSION 1

ACTIVITY 1 – Introduction to Coupons
ACTIVITY 2 – Get Familiar with the Calculator
ACTIVITY 3 – Find the Savings
ACTIVITY 4 – Create a Shopping List
SESSION ONE – Activity One – Introduction to Coupons

Find and Highlight:

- the expiry date
- the size of product coupon covers
- where the coupon can be used
- Cost savings - is it a percentage off, 2 for 1 or dollar amount off?
NUMERACY – SESSION ONE – Activity 2

a) Website with a variety of calculators to be used to budget for a variety of life purchases (car, house, saving for a baby)
   www.practicalmoneyskills.com/calculators

b) Animated calculator – self check
   http://www.crickweb.co.uk/ks2numeracy.html

c) Giant calculator
   http://www.mrjennings.co.uk/teacher/maths/giantcalc1024x768.htm

d) http://www.gcflearnfree.org – basic numeracy as well as reading and computer use.
SESSION ONE – Activity 2
Calculator

- M – Memory function buttons
- Square Root
- Percentage
- Divide
- Multiply
- Subtract
- Add
- Equal
- Decimal point
- Clear operation and turn on
- Clear last entry
## Numeracy – SESSION ONE – Activity 3 – Find the Savings

<table>
<thead>
<tr>
<th>Item</th>
<th>Retail</th>
<th>Percentage %</th>
<th>Ratio</th>
<th>$ Amount Off</th>
<th>Sale</th>
<th>Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Soup</td>
<td>$0.89</td>
<td></td>
<td>Buy 4 @$0.50 cents/can</td>
<td></td>
<td></td>
<td>$1.56</td>
</tr>
<tr>
<td>Toilet Paper (12 rolls)</td>
<td>$5.49</td>
<td>20% coupon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rice Krispies</td>
<td>$6.99</td>
<td></td>
<td>Buy 2 @$4.99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diapers</td>
<td>$25.84</td>
<td>15% off</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand soap</td>
<td>$4.99</td>
<td></td>
<td></td>
<td>$0.99 off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apples</td>
<td>$1.99 lb</td>
<td></td>
<td>Buy 3 lbs. Pay $1.65 a lb.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dress</td>
<td>$39.00</td>
<td></td>
<td></td>
<td>Buy one get the second one half price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gift pack from body shop</td>
<td>29.99</td>
<td></td>
<td></td>
<td>Buy two get the third one free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toothpaste</td>
<td>$1.49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Car                           | $29,000.00 |              |                  | 1. $1,000 off if you have Costco membership
2. $3,500.00 off if you trade in a clunker
3. $1,000.00 off if you finance for at least a month. |                                               |         |

**😊 Talk about whether you really save money if you buy 3 gift packs and you don’t need 3 gift packs!**

**🌟 Talk about financing – Is it a deal if you have the cash to pay for the vehicle and you choose the 3rd savings in the list planning to pay it off after a month. If you finance part of the sale of the vehicle you receive $1,000.00 off the price.**
SESSION 1 – Activity 4 – Create your Shopping List

<table>
<thead>
<tr>
<th>Item</th>
<th>Retail</th>
<th>Percentage %</th>
<th>Ratio</th>
<th>$ Amount Off</th>
<th>Sale</th>
<th>Savings</th>
<th>Location of coupon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Soup</td>
<td>$0.89</td>
<td></td>
<td>Buy 4 @ $0.50 cents/ can</td>
<td>$1.56</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Make a shopping list with items you normally purchase and ones you would like to if they were cheaper.
- Now search through coupons (hard copy and online) to see what savings you can find for your items – calculate them.
SESSION TWO – Shopping Smart

Session two consists of 4 activities. It may take more or less time to complete this session based on a variety of factors (participants, discussions, technology).

LEARNING OBJECTIVES – SESSION TWO:

1. The learner will practice the basic operations of numeracy (addition, subtraction, percentage, ratio, multiplication, division) within the context of relevant family numeracy activities.
2. The learner will discuss metric measurement terms, what they mean and conversion.
3. The learner will use estimating and comparison to find the best buy for their families.
4. The learner will discuss use of coupons and comparison of services using the basic operations of numeracy as well as problem solving skills.
5. Learners will connect the essential skills to their work, family and community.

<table>
<thead>
<tr>
<th>Instructors Materials</th>
<th></th>
<th>Participants Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer w/internet access</td>
<td></td>
<td>Buy More, Save More folder/binder or duo tang</td>
</tr>
<tr>
<td>Smart board or projector</td>
<td></td>
<td>Computers w/internet access</td>
</tr>
<tr>
<td>Printer</td>
<td></td>
<td>CD with links &amp; resources</td>
</tr>
<tr>
<td>Participant manuals</td>
<td></td>
<td>Pen, pencil and/or highlighter</td>
</tr>
<tr>
<td>Flip chart and markers</td>
<td></td>
<td>Calculator</td>
</tr>
<tr>
<td>Demo receipts &amp; bills</td>
<td></td>
<td>Rulers, measuring cups, sample of weights</td>
</tr>
<tr>
<td>A variety of food labels</td>
<td></td>
<td>Stretch Your Dollar manual</td>
</tr>
</tbody>
</table>
SESSION 2 - Activity 1: Reading Receipts and Bills

- Split participants up into small groups

Handout the worksheet Reading a Receipt

- Answer the questions as they relate to the demo receipt
- Talk about foods like chicken – the price goes up when it is processed

Session Two – Activity 2: Big and Little

Handout – Worksheet on measurement terms and how they work (kg, gm, litres etc)

- It is difficult to determine the best price for an item if you are not comfortable with measurement. Size of item has impact on the actual cost.
- Hand out worksheet to the learners – put into small groups and discuss the measurement terms. (would be helpful to have ruler, samples of weight, measuring cups)
- Have them go to the following site and experiment with conversion.
  http://people.virginia.edu/~rmf8a/convert.html

Session Two - Activity 3: Reading Food Labels

Handout the worksheet Reading Food Labels (also refer to PowerPoint)

- Briefly talk about categories highlighted on the handout: Serving Size, Calories, Total Carbohydrates, Dietary Fibre, Protein, Vitamins and Minerals, Total Fat, Saturated Fat, Trans Fat, Cholesterol, Sodium, Daily Value
- Answers to questions are included in handouts.

How can reading receipts and food labels benefit you and your family?
Session Two - Activity 4: Consumer Scams and Shopping Strategies

THE SMART MONEY QUIZ SHOW  www.practicalmoneyskills.com

• Instructors will read the questions aloud (especially with ESL learners) however each learner can click on an answer and play their own games.

Step #1

Step #2

Step #3

• This game covers a number of topics and the points system is from a debt reduction status. We will not discuss this aspect, however if learners are in debt, this website may be a valuable resource for them. Opportunities will be available to explore the website further and try the other games if it is of interest to learners.

Handout the worksheets 10 Ways to Spend Less and Stretch your Dollars.
Session Two - Activity 5: Comparing Offers

Do you get offers or phone calls from companies trying to switch your business over? This activity will investigate two recent offers and see which one really is the better deal.

- Instructors understand that rural areas services vary and these are examples.
- In some of the rural communities, they only have one choice for service providers for items however; comparisons can be done with other services. (Example: cell phones, power or electricity)
- The goal is to have participants go home and find out what they are getting for their money and if there is a better deal available.
- We get so many of these offers, often we look at the price but do not sit down and compare the differing services for differing prices.

Handout the Find the Better Deal mock bills to participants.

The Examples: (have a mini lecture to describe the examples)

TELUS is offering $15.00 a month for a year for each service (phone, internet, satellite TV). This appears to be a great deal, because TELUS is offering savings on all of these services. It is true there is savings when the services are bundled BUT what if you do not need all those services? Do you need to sign up for a bundle? On the TELUS website, you will see that there is savings on bundling BUT if the package you choose is over and above services your family needs - you may not be saving but actually wasting money. https://www.telus.com/order/bundles/order.do?execution=e1s1. (Need to enter data on bottom left of site. Learners could enter their data or instructor could provide the data so everyone is looking at the same thing).

SHAW offers do it yourself bundling so you can choose the services you need. Have learners try: http://www.shaw.ca/en-ca/ProductsServices/BundlesAndPricing/default.htm
- If Shaw services are not available in their area – select another area to try.
- Have learners manipulate the bundles to see cost differences and see if the minimum TELUS bundle offered works out to be more, less or the same to the package they are investigating with SHAW.

Have a discussion about looking at the offers we get and are we really getting the same thing for less money?
*See if participants have recent offers at home they want to bring in for next session to compare as a group.

Handout cell phone worksheets as homework to discuss at next class.
Session Two – Activity 6 – Estimating Costs & Budgeting

- Why and how do we estimate prices and taxes while we shop?
- We estimate because we want to know if we will have enough money for the products we want to purchase. If we have a specific amount allotted and cannot go over, the skill of estimation is very important.
- Talk and practice rounding to the nearest ten and how to calculate GST (5%) on products amounts.

Handout Estimating Costs and GST to participants.

Refer to Pages 77-87 for list of other handouts. Choose the most appropriate for participants.

Next instructors will give each learner $10.00 to purchase items over the week:
- they must use coupons or sales items
- use the chart provided to track purchases
- bring the chart and receipts to Session 3 to share

Make a certificate that says the ‘Making the Most of your Money Award’ and present it to the participant who purchased the most items with their $10. Depending on class, you may have other ideas to recognize one or more of the learners. Example: Instructor could research appropriate coupons and savings and give to learner in a gift-wrapped package.

End of Session Two - Time to Review

What topics did we cover this session?

- Reading receipts
- Reading food labels
- Measurement and conversion
- Comparing offers
- Budgeting and estimating costs
- What skills can you apply to family, work and community?

- Do participants have questions or comments?
NUMERACY HANDOUTS
SESSION 2

ACTIVITY 1 – Reading Receipts
ACTIVITY 2 – Big and Little
ACTIVITY 3 – Reading Food Labels
ACTIVITY 4 – 10 Ways to Spend Less
ACTIVITY 5 – Find the Better Deal
  • TELUS Promotion
  • Shaw Bill
  • Comparing Cell Phones
ACTIVITY 6 – Estimating Costs and GST

Used with Activity 4
Stretch Your Dollars – order book from Money Mentors or download at:
http://www.moneymentors.ca/home/learning-centre.html

The following TIP SHEETS are also available there:
  • 10 Ways To Spend Less
  • 8 Tips for Easier Saving
  • Tips to Manage Your Debt
  • Getting Your Taxes Filed "Up to Date"
  • Living on an Irregular Income
  • Refinancing
  • Sample Letter to Creditors

http://abclifeliteracy.ca/tips-and-activities
Number of plain language documents pertaining to financial literacy for adults, children and families.

Plain Language (lower literacy book)
Easy Money, ISBN # 978-1-926583-27-3
Gail Vaz-Oxlade, Grass Roots Press
1. Through calculations, it has been worked out that the best bang for your Club Sobeys points program is to redeem for $30.00 Sobeys cash with a total point score of 3750. How many more points does this person need to spend to receive their $30.00 off their grocery bill?

2. For every dollar spent, you earn one Sobeys Point – How much does this customer need to spend to get to the 3750-point level.

3. A receipt can share more than just the cost of your purchases. Is there another way of receiving a savings from Sobeys other than the Club Sobeys points?

4. Food items are tax exempt however, there is a GST charge of $0.93. Refer to the list and determine which items were charged GST.
Answers to SESSION TWO – Activity 1 – Reading Receipts

Answer for GST


Need to add up the costs and multiply by .05. Need to estimate and try a few to get answers.

Talk about prepared food such as the chicken – cost more when it is prepared.

1.83  Glade

.99  Comp bag

1.49  Chips

7.99  Chickens

3.29  Salt and Vinegar

2.99  Energy drink

18.58  Total

X 5% = .929 – round up to .93
# SESSION TWO – Activity 2

## Table of Measures

<table>
<thead>
<tr>
<th>Metric</th>
<th>United States Customary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td></td>
</tr>
<tr>
<td>10 millimeters (mm) = 1 centimeter (cm)</td>
<td></td>
</tr>
<tr>
<td>100 cm = 1 meter (m)</td>
<td></td>
</tr>
<tr>
<td>1,000 m = 1 kilometer (km)</td>
<td></td>
</tr>
<tr>
<td><strong>Area</strong></td>
<td></td>
</tr>
<tr>
<td>100 square millimeters (mm²) = 1 square centimeter (cm²)</td>
<td></td>
</tr>
<tr>
<td>10,000 cm² = 1 square meter (m²)</td>
<td></td>
</tr>
<tr>
<td><strong>Volume</strong></td>
<td></td>
</tr>
<tr>
<td>1,000 cubic millimeters (mm³) = 1 cubic centimeter (cm³)</td>
<td></td>
</tr>
<tr>
<td>1,000,000 cm³ = 1 cubic meter (m³)</td>
<td></td>
</tr>
<tr>
<td><strong>Mass</strong></td>
<td></td>
</tr>
<tr>
<td>1,000 milligrams (mg) = 1 gram (g)</td>
<td></td>
</tr>
<tr>
<td>1,000 g = 1 kilogram (kg)</td>
<td></td>
</tr>
<tr>
<td><strong>Liquid Capacity</strong></td>
<td></td>
</tr>
<tr>
<td>1,000 milliliters (mL) = 1 liter (L)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric</th>
<th>United States Customary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td></td>
</tr>
<tr>
<td>12 inches (in.) = 1 foot (ft)</td>
<td></td>
</tr>
<tr>
<td>3 ft = 1 yard (yd)</td>
<td></td>
</tr>
<tr>
<td>36 in. = 1 yd</td>
<td></td>
</tr>
<tr>
<td>5,280 ft = 1 mile (mi)</td>
<td></td>
</tr>
<tr>
<td>1,760 yd = 1 mi</td>
<td></td>
</tr>
<tr>
<td><strong>Area</strong></td>
<td></td>
</tr>
<tr>
<td>144 square inches (in.²) = 1 square foot (ft²)</td>
<td></td>
</tr>
<tr>
<td>9 ft² = 1 square yard (yd²)</td>
<td></td>
</tr>
<tr>
<td>4,840 yd² = 1 acre (a)</td>
<td></td>
</tr>
<tr>
<td><strong>Volume</strong></td>
<td></td>
</tr>
<tr>
<td>1,728 cubic inches (in.³) = 1 cubic foot (ft³)</td>
<td></td>
</tr>
<tr>
<td>27 ft³ = 1 cubic yard (yd³)</td>
<td></td>
</tr>
<tr>
<td><strong>Mass</strong></td>
<td></td>
</tr>
<tr>
<td>16 ounces (oz) = 1 pound (lb)</td>
<td></td>
</tr>
<tr>
<td>2,000 lb = 1 ton (T)</td>
<td></td>
</tr>
<tr>
<td><strong>Liquid Capacity</strong></td>
<td></td>
</tr>
<tr>
<td>8 fluid ounces (fl oz) = 1 cup (c)</td>
<td></td>
</tr>
<tr>
<td>2 c = 1 pint (pt)</td>
<td></td>
</tr>
<tr>
<td>2 pt = 1 quart (qt)</td>
<td></td>
</tr>
<tr>
<td>4 qt = 1 gallon (gal)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric</th>
<th>United States Customary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td></td>
</tr>
<tr>
<td>1 minute (min) = 60 seconds (s)</td>
<td></td>
</tr>
<tr>
<td>1 hour (h) = 60 min</td>
<td></td>
</tr>
<tr>
<td>1 day (da) = 24 h</td>
<td></td>
</tr>
<tr>
<td>1 year (y) = 365 da</td>
<td></td>
</tr>
</tbody>
</table>

[http://people.virginia.edu/~rmf8a/convert.htm](http://people.virginia.edu/~rmf8a/convert.htm) - conversion tool


Both websites have the VeriSig tool.
SESSION TWO – Activity 3 – Reading Labels

1. How many servings of this food item would put you over the recommended sodium intake for a day?

2. How many grams are in this item? Look at the serving size and servings per container.

3. Stouffer’s Macaroni and Cheese: The box contains one and one-half (1 ½) cup of macaroni however it states it has 320 calories, 7 grams of saturated fat and 970 milligrams of sodium for 1 cup. How many people don’t eat the full box? If you ate the full box, how many calories would you eat? How many grams of saturated fat and how many milligrams of sodium?
Answers to SESSION TWO – Activity 3 – Reading Labels

1. 8 approximately

2. 456

3. 480 calories, 11 grams of saturated fat and 1,460 milligrams of sodium. 
The numbers they give are 2/3 of the total calories, fat and sodium
SESSION 2 – Activity 5 – Find the Deal

TELUS Promotion

Dear Fred,

Switch to TELUS today and revolutionize your home entertainment experience.

Right now, you can get 2 or 3 of the services below for only $15/month each for 12 months.

- **TELUS Satellite TV**:
  - Over 175 channels including 22 HD channels
  - FREE HD PVR rental ($499 value)

- **TELUS High Speed**:
  - The freedom of home Wi-Fi
  - The most secure High Speed access

- **TELUS Home Phone**:
  - 1 Calling Feature of your choice
  - Long distance calling from only 4¢/minute within Canada and to the U.S.

Sign up now to stay in touch and enjoy the ultimate in entertainment – for less. Just check out your Personal Savings Certificate below, then call 1-800-661-2200 to take advantage of this exclusive offer today.

Your Personal Savings Certificate is enclosed.

Sincerely,

Greg Goodwin
Vice President, Customer Solutions
SESSION 2 – Activity 5 – Find the Deal

Shaw Bill

YOUR SHAW INVOICE
SUMMARY OF YOUR ACCOUNT

Previous Charges and Payments
Amount of Proceeds Received
Balance Canceled Forward

Date Paid
17-Aug-19
-225.00
5.29

Current Charges (01-Oct-16 to 31-Oct-16) - see following pages for details
Current Monthly Services
GST (Registration #739500478RT)

Total Current Charges due 01-Oct-16
$222.02

TOTAL AMOUNT DUE
$219.04

Wishing you could watch your favourite Movies and TV shows on your computer? OK – wish granted!

DETAILS OF YOUR CURRENT CHARGES
Current Monthly Services (01-Oct-16 to 31-Oct-16)
Fully Loaded & High-Speed
HD Plus Loyalty Discount
Purchased Modern Discount
Digital Phone 403-652-7664

Total Current Monthly Services
$211.45

Tax
GST (Registration #739500478RT)

Total Current Charges
$222.02

THANK YOU FOR CHOOSING SHAW. THANK YOU FOR KEEPING YOUR ACCOUNT CURRENT.

TERMS AND CONDITIONS
Terms of Payment
Please note that amounts owing after your billing due date are subject to a late payment interest charge, calculated at 2% per month, compounded monthly. An additional late payment fee may be applied subject to the duration of the outstanding balance.

Digital Phone Packages
Digital Phone Packages include a monthly equipment rental fee as follows:
- Residential - $2.00

PAYMENT OPTIONS
Shaw provides you with the following convenient payment alternatives:
- Online Customer Care Services - receive and pay your bill online;
- Pre-authorized Monthly Payment Plan from your bank account or credit card;
- Telephone Banking, PC Banking or In person through your financial institution;
- Your payment may be mailed directly to Shaw (address shown on front). Cheques are payable to Shaw Cablesystems G.P.;

Contact a Shaw Customer Service Representative by telephone or by using our automated telephone services;

Visit Shaw Retail Centre. The Shaw Retail Centre in your area is:
3003 MacLeod Trail SW
2405 32 Ave NE
630 2 Ave SW Closed Sunday
Mon-Fri 8:30am-6pm, Sat 9-5:30 Sun 12-5
Wireless usage (Extra charges): Appears to be miscellaneous charges that would not be included in a contract. Examples: Long distance, Text overseas, Directory Assist etc.

Research the costs:

<table>
<thead>
<tr>
<th></th>
<th>TELUS</th>
<th>Bell</th>
<th>Rogers</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlimited Evening/Weekends plan:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many minutes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much for internet, email, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data size: 1,2,6 GB?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daytime Minutes (airtime minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outgoing: How many WEEKDAY daytime minutes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Evening Calling: What time does your unlimited evening calling start?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incoming Calls: Is this unlimited all the time? (excluding long distance, evening, weekends)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My 5, Family to Family, Rogers to Rogers etc.: Unlimited calling out and incoming for different packages.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long Distance (LD Canada): Do you need this? Take into account no home phone, how much per minute.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value Packs: Usually includes call waiting, call forwarding, call display etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texting: Outgoing and incoming, Canada wide, Family to Family, My 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tethering Access: Phone to computer, internet/email usage. Usually part of data package, now extra charge unless you have gone over your usage (GB)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Savings: Usually deletes some of the expenditures above. How much?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardware Upgrades: Example: New phone. Fees can be admin fee. Is your phone free?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SESSION 2 - Activity 5 - Other things to think about

Building a plan (contract) with a new company (carrier) or your existing one:

- If staying with existing company, you can usually negotiate a better plan – Loyal customer.
- If someone you live with i.e. husband has a carrier (company) they have been with for a while, have them negotiate a plan for you. Loyalty customers usually have more negotiating power.
- Do NOT build a contract with phone outlet stores i.e. kiosks in malls, store around the corner etc.
- Do use these stores to check out phones and deals they may have for 1, 2, 3 year contracts. You can use this knowledge for negotiating later.
- You can negotiate a new plan (usually carrier requests a 3 yr. plan) even if you are only in year 1 or 2. When would you do this? If you want a new phone, you want to add on services i.e., data, long distance, more minutes etc.
- When you want to negotiate a plan, make sure you have done your homework then: Call the carrier and if you are an existing customer, speak to someone about CANCELING A CONTRACT/SERVICES. The employees that are in this department have higher negotiating levels - These employees can give you better deals, savings, discounts etc. Your regular employees at the kiosks or in phone services are limited to what they can do for you.
- Call, call and call again! If you do not get the right person on the other end, or feel that, you could do better, CALL AGAIN! It is amazing what a new person on the other end can do for you!

Questions to ask yourself:

- What type of phone: Flip, QWERTY keyboard, touch, slides, all of the above etc. Along with the wide generic brands you can get, most carriers have their phones made for them by different manufacturers.
- Some carriers use SIM cards and some do not. There are advantages and disadvantages with both.
- Are you thinking of getting rid of your LAND line (home phone). There are advantages and disadvantages for doing this.
- Do I need internet services at home or can I spend more for a data package on my phone, or should I get a larger GB data package and tether? Should I negotiate for a larger GB package and negotiate for a free Internet stick. Is this my chance to negotiate a better home package along with my new phone plan?
### Session 2 Activity 6 - Estimating Costs and GST

<table>
<thead>
<tr>
<th>Item Cost</th>
<th>Round to the nearest 10</th>
<th>Estimated Cost w/GST</th>
<th>True Cost w/ GST (5%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1.89</td>
<td>$1.90</td>
<td>$2.00 (.20 is 10% divide by 2 is .10)</td>
<td>$1.995 – store will round to $2.00</td>
</tr>
<tr>
<td>$3.45</td>
<td>$3.50</td>
<td>$3.67 (.37 is 10% divide by 2 is .18 or .19)</td>
<td>$3.675 – store will round to $3.68</td>
</tr>
<tr>
<td>$6.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$2.54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$9.56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$4.22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$3.65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$0.78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$1.51</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>$89.99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$7.29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$5.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$0.97</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$6.91</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Round number to the nearest 10.
2. Figure out 10%
3. Divide by two, as the GST is 5%
4. Add to number
5. Stores will round to the highest number if the last digit is 5-9.
   - If last digit of number is 1 – 4 round down to the nearest 10.
   - If the last digit is 5-9 the stores will round up to the next number.
SESSION THREE – Sharing and Shopping Online

Session One consists of two activities. It may take more or less time to complete this session based on a variety of factors (participants, discussions, technology).

LEARNING OBJECTIVES – SESSION THREE:
1. Learner will determine strategies for ensuring safe web sites for personal and family use.
2. Learner will research different coupon sites and through use of numeracy operation skills determine savings and best deals.
3. Learner will practice comparison, problem solving and numeracy operation skills to determine savings and best deals.
4. Learners will connect the essential skills to their work, family and community.

| Instructors Materials                | ☑ | Participants Materials                                      | ☑ |
|-------------------------------------|----|------------------------------------------------------------|
| Computer w/internet access          |    | Buy More, Save More duo tang, binder or folder             |
| Smart board or projector            |    | Computers w/internet access                                |
| Printer                             |    | CD with links & resources                                  |
| Participant manuals                 |    | Pen, pencil and/or highlighter                             |
| Flip chart and markers              |    | Cardboard filing pouches                                   |
| Demo receipts & bills               |    | Calculator                                                 |
| A variety of food labels            |    | Earphones                                                  |

SESSION 3 - Activity 1: How Did You Spend Your $10?

In this activity, ask participants to share their findings from shopping trips with the group. Were there any surprises? Were you pleased or surprised by how much or little you could get for $10?

Were participants able to use any of the skills practiced in previous sessions to help their $10 go further? For example: did they search coupons online, use flyers, and organize in their filing pouch?

Were there any participants that brought offers from home to compare? If so, calculate them as a group – if they only brought one can use TELUS or SHAW mock bills as a comparison.

Instructor Notes:
SESSION 3 - Activity 2: Where to Shop Online

If these participants were not in the Computer Use course have a brief discussion about using reputable websites to shop online (See Computer Use - Session 2 - Activity 1 – Internet Security).

How do you know the website you are using is reputable?

- Checking domain names - .gov and .edu are reputable domain names
- Researching credentials – we can't trust all sources of information.
- Surveying the advertisements - are there too many, or are they inappropriate?
- Secure sites have “s” in their address https:// they are secure for transactions.
- Another secure icon is the Verisign Trust Seal, which businesses can purchase.

1. Ask participants if they have ever used websites to buy new or used items? There are a variety of these websites out there are virtually online classifieds. Example:
   - Introduce the website Kijiji http://calgary.kijiji.ca/ (free local classified)
   - First bring up Kijiji on your computer and talk about the different tabs Browse ads – Post ad – My Kijiji – Discussion – Help – Daily deals
   - Next have participants pull up Kijiji on their computers and lead them through the process of searching for an item

*The first search is lead by instructor and participants all search for the same thing.*

2. Now that learners are familiar with the process, give them some time to browse two other categories of interest to them on Kijiji.
3. Next you will talk about retail stores who have online websites: Canadian Tire, Walmart, etc.

➢ People make purchases online for a variety of reasons: lower price, convenience, rural location, (share your own reasons and stories if applicable).

➢ Visit one of the retailer websites and find a product that you can then go back to Kijiji and find a used price comparison (example: vehicles, books). People often sell items barely used for really discounted prices so it is worth comparing.

**End of Session Three - Time to Review**

What topics did we cover this session?

➢ Problem solving – how did you spend your $10 – comparing offers

➢ Shopping online

➢ Security

➢ Operations to find savings

➢ How can you apply this to family, work and community?

• Do participants have questions and comments?

Instructor Notes:
There are no handouts.
Session Four - Registering and Wrapping Up

Session 4 consists of one activity and several suggestions of other numeracy activities, extension or enrichments. Expect that the activities from the previous lessons may not be completed by the end of the third session. This will be dependent on the skill level of the participants. Continue with the outlined activities from Lessons 1-3 and/or as you will be familiar with the learners now, you are welcome to use a suggested activity or design your own based on individual participants and/or the group’s needs.

LEARNING OBJECTIVES – SESSION THREE:

1. Learners will practise basic numeracy operation skills acquired in Lessons 1 – 3.
2. Learners will integrate knowledge from previous lessons and apply to further research of coupon sites and comparison of products and services.
3. Learners will practise safe online searches using appropriate security.
4. Learners will connect the essential skills to their work, family and community.

<table>
<thead>
<tr>
<th>Instructors Materials</th>
<th>Participants Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer w/internet access</td>
<td>Buy More, Save More binder, duo tang, folder</td>
</tr>
<tr>
<td>Smart board or projector</td>
<td>Computers w/internet access</td>
</tr>
<tr>
<td>Printer</td>
<td>CD with links &amp; resources</td>
</tr>
<tr>
<td>Participant manuals</td>
<td>Pen, pencil and/or highlighter</td>
</tr>
<tr>
<td>Flip chart and markers</td>
<td>Disc with all the websites and tools used in course.</td>
</tr>
</tbody>
</table>

Session Four Activity 1 – Registering for Online Coupon Sites

1. Participants are now given time to:
   a. Register for sites such as: Smart Canucks, Kijiji, etc.
   b. Search, print and organize coupons for their family.

The flow of Session Four is dependent on how long other activities took throughout the curriculum. There are several websites listed below you can have students visit for specific numeracy related practice if there is time.

www.jillcataldo.com
Great site for support in using coupons – lists of places to get coupons. She also offers workshops and training.

Handout – provide participants with the handout – **Online Saving Sites**

(This provides a hard copy and brief description of sites they may want to sign up for).
2. Registering for online sites takes time and requires an email address and personal information. Some participants may rather spend the time: reviewing material in the Numeracy Curriculum, asking the instructor questions, or searching for and organizing their coupons.

3. If time allows, review skills participants had difficulty with in previous sessions.

**Extension and/or enrichment activities for specific learner’s skills**

- [http://www.bbc.co.uk/skillswise/](http://www.bbc.co.uk/skillswise/) - Participants can download the Skill Wise Program
- [http://nrich.maths.org/7244](http://nrich.maths.org/7244) - Lottery Simulator - Probability
- [http://moneytalks.valrc.org/pictures.html](http://moneytalks.valrc.org/pictures.html) - Financial literacy for ESL (visual stories)
- [http://www.bbc.co.uk/raw/numbers/](http://www.bbc.co.uk/raw/numbers/) - Six short videos with tips on using numbers
- [http://www.bbc.co.uk/education/mathsfiler/shockwave/games/roundoff.html](http://www.bbc.co.uk/education/mathsfiler/shockwave/games/roundoff.html) - Rounding numbers off

**REVIEW**

Some closing questions you may want to ask are:
- Would you like to review any specific topics?
- Did the course meet your learning goals and expectations?

*Hand out evaluation forms, discs with websites and tools and thanks for participating!*

**Final Evaluation Comments and Notes**

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

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________________________________________________________
NUMERACY HANDOUTS
SESSION 4

ACTIVITY 1- Online Saving Sites
Online Savings Sites

www.smartcanucks.ca
This is the recommended site to begin with.

www.canadianfreestuff.com/

www.redflagdeals.com

www.mommysaves.com

www.freesamplescanada.net/free-coupons.html
Link to Facebooks
People talking about coupons
Gives feedback

www.shopathome.com

www.brandsaver.ca/en_ca/coupons/

www.save.ca/english/login
Easy to get coupons have to sign in
Sobeys and Costco – create grocery list

www.shopsobeys.com/%28jiqiyyvmayafbcqhe01whz55%29/Default.aspx
Can load coupons onto cards – Safeway shortcut.com

www.jillcataldo.com
Great site for support in using coupons – lists of places to get coupons
Also offers workshops and training

http://people.virginia.edu/~rmf8a/convert.html
Conversion web site
Supplementary
Background and Resources

Program Evaluation Forms
Korr Modality Inventory
Learning Styles and Learning Strategies
Full description of “Components and Sub components of Numeracy”
Background on reading labels
Resources for numeracy and computer use
Assessments used in Pilot Project
### Building Brighter Futures Program Evaluation

**Save More, Buy More**

<table>
<thead>
<tr>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I know how to figure out percentages.</td>
<td>☺ Yes</td>
</tr>
<tr>
<td></td>
<td>☺ No</td>
</tr>
<tr>
<td></td>
<td>☺ Sort of</td>
</tr>
<tr>
<td>2. I can compare different prices to determine the best value for money when buying groceries.</td>
<td>☺ Yes</td>
</tr>
<tr>
<td></td>
<td>☺ No</td>
</tr>
<tr>
<td></td>
<td>☺ Sort of</td>
</tr>
<tr>
<td>3. I know how to read the nutrition labels included on food packaging.</td>
<td>☺ Yes</td>
</tr>
<tr>
<td></td>
<td>☺ No</td>
</tr>
<tr>
<td></td>
<td>☺ Sort of</td>
</tr>
<tr>
<td>4. I understand how to do basic math calculations like addition and subtraction.</td>
<td>☺ Yes</td>
</tr>
<tr>
<td></td>
<td>☺ No</td>
</tr>
<tr>
<td></td>
<td>☺ Sort of</td>
</tr>
<tr>
<td>5. I understand how to do calculations that require multiplication and division.</td>
<td>☺ Yes</td>
</tr>
<tr>
<td></td>
<td>☺ No</td>
</tr>
<tr>
<td></td>
<td>☺ Sort of</td>
</tr>
<tr>
<td>6. I understand how to calculate the GST on my purchases.</td>
<td>☺ Yes</td>
</tr>
<tr>
<td></td>
<td>☺ No</td>
</tr>
<tr>
<td></td>
<td>☺ Sort of</td>
</tr>
<tr>
<td>7. Learning new things can be helpful for daily life.</td>
<td>☺ Yes</td>
</tr>
<tr>
<td></td>
<td>☺ No</td>
</tr>
<tr>
<td></td>
<td>☺ Sort of</td>
</tr>
<tr>
<td>8. When I have to do basic math in everyday life, I feel comfortable that I can do it.</td>
<td>☺ Yes</td>
</tr>
<tr>
<td><strong>(Post-Assessment: As a participant in the family literacy essential skills numeracy training I feel more comfortable when I have to do basic math).</strong></td>
<td>☺ No</td>
</tr>
<tr>
<td></td>
<td>☺ Sort of</td>
</tr>
<tr>
<td>9. Having an ability to do basic math is important in everyday life.</td>
<td>☺ Yes</td>
</tr>
<tr>
<td><strong>(Post-Assessment: As a participant in the family literacy essential skills numeracy training I know more about why being able to do basic math is important in everyday life).</strong></td>
<td>☺ No</td>
</tr>
<tr>
<td></td>
<td>☺ Sort of</td>
</tr>
<tr>
<td>10. I like learning new things.</td>
<td>☺ Yes</td>
</tr>
<tr>
<td></td>
<td>☺ No</td>
</tr>
<tr>
<td></td>
<td>☺ Sort of</td>
</tr>
</tbody>
</table>
Building Brighter Futures Program Evaluation
How to Use the Power Tool in Your Tool Box

<table>
<thead>
<tr>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel comfortable using a computer.</td>
<td></td>
</tr>
<tr>
<td>☺ Yes ☒ No ☐ Sort of</td>
<td></td>
</tr>
<tr>
<td>2. I know how to do my banking online.</td>
<td></td>
</tr>
<tr>
<td>☺ Yes ☒ No ☐ Sort of</td>
<td></td>
</tr>
<tr>
<td>3. I know which software packages, for example MS Word or MS PowerPoint, to use for different purposes.</td>
<td></td>
</tr>
<tr>
<td>☺ Yes ☒ No ☐ Sort of</td>
<td></td>
</tr>
<tr>
<td>4. I understand the difference between uploading and downloading information.</td>
<td></td>
</tr>
<tr>
<td>☺ Yes ☒ No ☐ Sort of</td>
<td></td>
</tr>
<tr>
<td>5. Using the internet, I know how to find websites that help me find the things I am looking for.</td>
<td></td>
</tr>
<tr>
<td>☺ Yes ☒ No ☐ Sort of</td>
<td></td>
</tr>
<tr>
<td>6. I understand how to compare different packages for services to know which would be the best value for my money.</td>
<td></td>
</tr>
<tr>
<td>☺ Yes ☒ No ☐ Sort of</td>
<td></td>
</tr>
<tr>
<td>7. I like learning new things.</td>
<td></td>
</tr>
<tr>
<td>☺ Yes ☒ No ☐ Sort of</td>
<td></td>
</tr>
<tr>
<td>8. Learning new things can be helpful in daily life.</td>
<td></td>
</tr>
<tr>
<td>☺ Yes ☒ No ☐ Sort of</td>
<td></td>
</tr>
<tr>
<td>9. I think of computer use as an essential skill (For Post Assessment can read: I have an increased awareness of computer use as an essential skill).</td>
<td></td>
</tr>
<tr>
<td>☺ Yes ☒ No ☐ Sort of</td>
<td></td>
</tr>
<tr>
<td>10. I know how to use the internet safely.</td>
<td></td>
</tr>
<tr>
<td>☺ Yes ☒ No ☐ Sort of</td>
<td></td>
</tr>
<tr>
<td>11. (Post-Assessment question: Participating in the family literacy essential skills computer use training I have an increased knowledge in computer use.)</td>
<td></td>
</tr>
<tr>
<td>☺ Yes ☒ No ☐ Sort of</td>
<td></td>
</tr>
</tbody>
</table>
KORR MODALITY PREFERENCE CHECK

Read each of the following statements carefully and compare it to the way you prefer to work. If the statement is not at all like you, give it a value of 0. If the statement describes you very well give it a value of 3. If the statement describes you partly, give it the appropriate value between 0 and 3.

Statements:

1. If I want to understand and remember something, I prefer to do it or make it myself.

2. I notice the details of people’s appearance and I notice if they change something.

3. I like to write things down, even if I do not read my notes later.

4. I spell best if I say the letters to myself or sound the word out.

5. I can usually remember faces better than names.

6. I like to hold something in my hand (coins, keys) especially when I am listening, talking, or reading.

7. I can follow oral instructions better than written ones.

8. If someone is pleased with me, I like to get a pat or a hug or something specific to make me feel successful.

9. I would rather read something to myself than have someone read it to me.

10. If I listen to something a few times, or repeat it to myself, I can remember it better than if I write it down.

11. I enjoy descriptions in writing, and make pictures in my mind as I read.

12. When I am listening to a talk or lecture, I like to write the ideas, draw or doodle on my paper.

13. I often do not see signs, notices, etc. and have to be careful not to miss the details when I reading instructions.

14. I get distracted if there are too many outside things to look at when I am trying to concentrate.
15. I can understand something well if I can watch someone do it or study a picture or diagram of it. I do not need to do it myself.

16. I prefer reading stories that are fast-moving and have lots of action.

17. If I am upset about something, I do not say much but it shows on my face.

18. I would make better marks if I could take oral exams instead of written ones.

19. I do not like taking notes. I’d rather discuss the assignment and then just do it.

20. I start to fidget if I have to sit still for very long. I have to move my foot, knee, fingers, etc. if I can’t get up and move around.

21. If I get angry, I let others know how I feel. I do not just keep it to myself.

22. I am good with maps, charts, and graphs.

23. When I get really frustrated I have to do something physical to release the tension.

24. Details and descriptions are often frustrating or boring for me.

25. I concentrate best if I move around, eat, chew gum, etc. while I work.

26. I like to have a written copy of an assignment so that I can read it myself and understand what is expected.

27. When someone is explaining something, I need to stop the speaker and ask questions along the way to make sure I understand.

28. If I really want to understand and remember what I read, I have to read it slowly and say the words to myself, instead of writing it down.

29. I find it difficult to sit still if I am having a serious talk with someone. I need to do something while we talk.

30. If I really want to remember something, I make a clear mental picture of it in my mind.
KORR MODALITY PREFERENCE TALLY SHEET

Beside the number of each statement, write the value you gave that statement. Total each column to find your preference for each modality.

<table>
<thead>
<tr>
<th>VISUAL</th>
<th>AUDITORY</th>
<th>KINESTHETIC/TACTILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. _____</td>
<td>4. _____</td>
<td>1. _____</td>
</tr>
<tr>
<td>5. _____</td>
<td>7. _____</td>
<td>3. _____</td>
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<tr>
<td>9. _____</td>
<td>10._____</td>
<td>6. _____</td>
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<td>11.____</td>
<td>13._____</td>
<td>8. _____</td>
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<td>14.____</td>
<td>18._____</td>
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<td>16._____</td>
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<td>26.____</td>
<td>27._____</td>
<td>25._____</td>
</tr>
<tr>
<td>30.____</td>
<td>28._____</td>
<td>29._____</td>
</tr>
<tr>
<td>Total</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

Resources on learning styles inventories:
http://www.brookhavencollege.edu/learningstyle/modality_test.aspx
http://www.pbs.org/teachers/earlychildhood/articles/learningmodalities.html
http://www.personal.psu.edu/bxb11/LSI/LSI.htm (score online)
Learner Characteristics

Ah, if you could only dance all that you just said, then I would understand.
(Zorba the Greek – Nikos Kazantzakis)

Tactile/Kinesthetic Learners:

- Need for their bodies to be moving in order to process information.
- Looks confined in the classroom/confined environment.
- May point finger and move lips when reading.
- Stands closer to the person he/she is talking to than most people.
- Detect differences in shapes and textures that they touch.
- Through touch recalls information. Enjoys “hands on” activities that allow them to experience learning through the sense of touch - enjoys taking objects apart and putting them back together.
- Learns by performing, doing things and by most kinds of physical activity.
- Are often well coordinated.
- Experience their environment - field trips, doing mock scenarios, role-play.
- May be seen in the classroom doodling, tapping their pencils, rocking back in their chairs, swinging their legs or moving their bodies.
- Need for the learning situation to have personal relevance to them in order to learn effectively.
- May be a natural in instrumental music, trades and Phys. Ed. and usually does well in lab work.
- Because the entire body is involved it takes this individual longer to process information.

Visual Learners:

- Examines, looks at, and reads about things.
- Is quiet, organized, deliberate.
- Finds attractiveness of surroundings important.
- Organizes by size, color or other visual clues.
- Is first to pick up mistakes in written material.
- Would rather read than be read to.
-Chooses a book frequently by its picture or illustrations.
- Likes vivid imagery in stories.
- Doodles and draws - drawings are detailed.
- Need visual aids.
- Finds phonics hard unless symbol and printed word on a picture accompany the sound.
- Movement may be distracting – someone walking by door, presenter’s manner of speaking.
- Has trouble remembering verbal messages.
- In groups may be reluctant to talk.
Auditory Learners:

- Makes noise.
- Prefers oral reading.
- Moves lips when reading silently.
- Is easily distracted.
- Likes phonics – spoken language is easier than written.
- Talks to self – counts out loud.
- Likes to discuss what needs to be done.
- Learns better with oral instruction.
- Requires oral interpretation of maps and diagrams.
- Studies either by reading the material to self, or by discussing it with others.
- Says material to learn it.
- Usually cannot tolerate noise while studying.
- Lecture situations – extensive note taking can interfere in learner’s ability to get auditory message.
- Tone of voice and manner of speaking may completely turn learner off content.
Learning Strategies

Kinesthetic/Tactile Strategies:

- Define a purpose for reading that relates to you.
- Connect it to something that means something to you. (emotions first, then set the task)
- Act out what you read - combine creative dramas with reading.
- Make models, collages, mobiles, and dioramas to serve as a response to what is read.
- Use verbs (action) as examples when learning.
- Use as many tactile/kinesthetic materials as possible. Literally feel what you have to do.
- When in a lecture situation write notes - you may never read them but it is the writing that puts it into memory.
- When listening - doodle or squeeze a ball or object.
- Listen to oral instructions first then do.
- Physical contact helps when learning.
- Keep work period short and gradually lengthen. Frequent Breaks.
- Vary activities during the day and use your special interests.
- Learns concepts well through manipulating.
- Use large body movement as much as possible.

Things to do: Trace new words in the air, jump out the drug doses, draw info or diagrams with crayons on a washable vinyl place mat and trace over them with their fingers; use sand or rice in pan, use three dimensional learning aids such as flash cards, scrabble tiles, origami, typewriters, computers, and play dough/clay.

Review facts in combination with a physical activity – reciting information while bouncing a ball, or listening to an electronic audio device as you walk. Sit on exercise ball.

Other Strategies:
Visual Strategies:

- Anticipate, speculate before reading.
- Predict and question before reading.
- Develop sight vocabulary - visualize the letters and configuration of the word (see it) – Make pictures out of words instead of memorizing phonetically. Make word look like what it means.
- Memorize information in some logical sequence that can be visualized.
- Make mind movies while reading and learning skills.
- Silent reading.
- Visual essays – pictures, charts etc.
- Underline and make margin notes – highlighter.
- Sketch definitions.
- Read material before lecture situations – ask instructor for that information to read before as well as after.
- Use visuals – overheads, charts, and pictures.

Other Strategies:
Auditory Strategies:

- Read aloud to yourself or ask others to read to you. Talk yourself through your learning.
- Find informative audio-tapes: ask questions, think time and answer.
- Oral Presentations.
- Use the music of language to learn – chanting, rhyming.
- Use phonics to learn vocabulary – put info into poetry, debates with someone, music.
- Discuss before you read and then after you read. (Study partner).
- Develop the Mind’s ear so learners do not have to disturb others with their vocalization during quiet times. Learn to read aloud in your head.
- Find music and sound effects to accompany what you learn.
- For writing use brainstorming – small and large group discussions.
- Share your written work orally – hearing your work often sparks revisions.
- Study by reading or talking into an audio recorder – talk information over with peer, friend or partner.
- Bring audio recorder in to lecture situations.

Other Strategies:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Components and Subcomponents of Numeracy

CONTEXT – the use and purpose for which an adult takes on a task with mathematical demands.

- **Family or Personal**—as a parent, household manager, consumer, financial and health-care decision maker, and hobbyist.
- **Workplace**—as a worker able to perform tasks on the job and to be prepared to adapt to new employment demands.
- **Further Learning**—as one interested in the more formal aspects of mathematics necessary for further education or training.
- **Community**—as a citizen making interpretations of social situations with mathematical aspects such as the environment, crime and politics.

CONTENT – the mathematical knowledge that is necessary for the tasks confronted.

- **Number and Operation Sense**—a sense of how numbers and operations work and how they relate to the world situations that they represent.
- **Patterns, Functions and Algebra**—an ability to analyze relationships and change among quantities, generalize and represent them in different ways, and develop solution methods based on the properties of numbers, operations and equations.
- **Measurement and Shape**—knowledge of the attributes of shapes, how to estimate and/or determine the measure of these attributes directly or indirectly, and how to reason spatially.
- **Data, Statistics and Probability**—the ability to describe populations, deal with uncertainty, assess claims, and make decisions thoughtfully.

COGNITIVE AND AFFECTIVE—the processes that enable an individual to solve problems and, thereby, link the content and the context.

- **Conceptual Understanding**—an integrated and functional grasp of mathematical ideas.
- **Adaptive Reasoning**—the capacity to think logically about the relationships among concepts and situations.
- **Strategic Competence**—the ability to formulate mathematical problems, represent them, and solve them.
- **Procedural Fluency**—the ability to perform calculations efficiently and accurately by using paper and pencil procedures, mental mathematics, estimation techniques, and technological aids.
- **Productive Disposition**—the beliefs, attitudes, and emotions that contribute to a person’s ability and willingness to engage, use, and persevere in mathematical thinking and learning or in activities with numeracy aspects.
Food Labels: Teacher's Guide

Objective: To teach participants how to read nutrition labels so it is easier for them to understand the nutritional content of foods and make better food choices.

Icebreaker: Ask participants: "When you are purchasing food at the grocery store or from a vending machine what information, if any, you are looking for on the food label?" Give examples: the words "low fat", "no fat", the number of calories, serving sizes, etc.

TEACHING FOOD LABELS

• A great resource for learning about food labels can be found on the USDA website: http://vm.cfsan.fda.gov/~dms/foodlab.html
  You may want to review this material before teaching a food label lesson.
• Set up a display of canned and packaged foods for your participants. As you share the information about food labels and Nutrition Facts labels, point out examples with your food samples and pass the canned/packaged samples around the room.
• Ask participants: "What usually catches your eye when looking at food labels on cans and other food packages?" "Do you choose foods based on the way the food looks on the package or do you choose the cheapest product?"
• Discuss how food labels and packaging are designed to catch the consumer's attention. The fancier packaging does not necessarily mean it contains a more nutritious food than the generic, less fancy packaged foods.

Information Found on Food Labels (Point out examples with your canned/packaged foods.)

• Food’s name.
• Food’s weight.
• Company name and address that packages the food.
• A description of the product that may include something about its taste, health claims, suggestions on how to serve the food, recipes, etc.
• Cooking instructions.
• "Nutrition Facts" label – Make sure participants understand that the "Nutrition Facts" label is found on most food packages.

Health Claims

Share with participants: "Often, a food label will make a health claim. This statement tells how some foods may help avoid some diseases. A food must meet certain nutrient requirements to make that health claim.”

Ask participants: "Do you recall seeing a health claim on a food package? Do you remember the health claim?"
Examples of Health Claims Allowed on Food Labels
*Note: The following are simplified versions of the actual claim printed on food labels.

The statement printed on the label is one that has been approved by the Food & Drug Administration. The statements are claims backed by scientific research. Make note that the claims promote better health but make no promises by using the word “may”.

1. Dietary calcium may reduce risk of osteoporosis (reduction of bone density that leads to increased risk of bone breakage).
2. Reduction of dietary fat may reduce the risk of certain cancers.
3. Diets low in saturated fat and cholesterol may reduce risk of heart disease.
4. Low-fat diets rich in fibre may reduce risk of some types of cancers.
5. Diets low in saturated fat and cholesterol and rich in high fibre foods, fruits, vegetables and whole grains, may reduce risk of heart disease.
6. Low fat diets rich in fruits and vegetables may reduce risk of certain cancers.
7. Diets low in sodium may reduce risk of high blood pressure.
8. Diets which are rich in folic acid may reduce risk of neural tube birth defects in pregnant women.
9. A daily diet containing 25 grams soy protein and low in saturated fat and cholesterol may reduce risk of heart disease.

Other label Claims:
- Ask participants: “In order for a food label to say low fat, what does this tell us about the fat content of that food?” See handout “Food Label Language”. Review the handout briefly. If there is an interest in this topic spend more time giving other examples. Example: Some food labels display descriptive words such as “light or lite”, “low fat”, etc. These claims can be used if a food meets strict government definitions.
- “Nutrition Facts” label. Have participants get a partner or get into groups so they can share food packages/food nutrition fact labels from several different foods.
- Ask participants: “Why might it be helpful for you to be able to understand the information that is found on a Nutrition Facts label?”

Reasons to read and understand Nutrition Facts labels:
1. To check the nutrient content of the foods. Example, you may want to know how much calcium is in one serving of a food.
2. It tells the number of servings for that food package.
3. Lets you compare nutrient content of one food item with another.
4. Helps you decide how much of the food you want to or should eat.
5. Helps you compare nutrient content to decide which is the best food bargain.

The Nutrition Facts label contains nutrition information for people ages four and up.
What is found on the Nutrition Facts Label?

• Serving size.
• Amounts per serving.
  1. Calories.
  2. Calories from fat.
  - Nutrient information based on % Daily Value* (%DV)
  - fat, cholesterol, sodium, total carbohydrate, fiber and protein
  3. Vitamins and mineral
  4. Ingredient list - The ingredients in the package/can are listed in order of amount.
• The ingredient in the largest amount in the package/can is listed first. The ingredient in the smallest amount is listed last.
• % Daily Value = the amount of nutrients provided from one serving of that food for that day. The %DV number is calculated using an average caloric intake of 2,000 calories/day. So the %DV is just an estimate for each individual. You may need more or less than 2,000 calories each day taking into consideration your age, height, weight, body size, and activity level.
Example: If you eat one serving of food that has 3 grams of fat (5%DV) that is 5% of the fat an average person needs for that day. That allows the person to eat the other 95% fat in other foods during that day to add up to no more than 100 percent.

Other Activities

   Have participants compare “similar” canned/packaged foods using the Nutrition Facts label.
   Examples of foods to compare:
   • Sugar content in breakfast cereals.
   • Total fat in crackers.
   • Total fat in snack foods – popcorn, pretzels, corn chips, cheese puffs, etc.
   • Fibre in breads.
   • Calcium content in different (fat free, 1%, 2% and whole) milks.
2. Resource: “How to Teach Nutrition to Kids” by Connie Liakos Evers, pages 63-70.
3. Curriculum: “How to Teach Nutrition to Kids – Leader/Activity Guide” by Connie Liakos Evers, pages 31-34.
4. Curriculum: “Balancing Act-Helping Teens Make Healthy Choices”, Chapter 4, pages 138-139 and 142-158. These activities are appropriate for teens as well as adults.
5. Recipes – Provide participants a copy of the recipe handout (Quick & Easy Recipes). Choose one or more of the recipes and bring in the ingredients for the recipe(s). Read the Nutrition Facts label of the recipe ingredients. Look at the ingredients lists on each can or food package and talk about which ingredients are in the most amounts and least amounts.

For Instructor Use Only – Do Not Duplicate

University of Illinois * United States Department of Agriculture * Local Extension Councils Cooperating

University of Illinois Extension provides equal opportunities in programs and employment.
The Family Nutrition Program is funded with Food Stamp Administrative funds by the Food, Nutrition & Consumer Services of the U.S. Department of Agriculture
**Adult Standards**

Websites for adult standards for essential skills – numeracy and computer use as well as a number of the other essential skills.

1. [www.adultedcontentstandards.org/](http://www.adultedcontentstandards.org/)  
   Standards from the united states for numeracy language learning and reading – as well as guidelines for setting standards

2. [http://mathcentral.uregina.ca/RR/database/RR.09.05/glydon1.html](http://mathcentral.uregina.ca/RR/database/RR.09.05/glydon1.html)  
   Article about math on the farm – why is it needed and concepts that need to be taught

3. [http://www.excellencegateway.org.uk/sflcurriculum](http://www.excellencegateway.org.uk/sflcurriculum)  
   British – Skills for life core curriculum

4. [http://www.counton.org/resources/](http://www.counton.org/resources/)  
   Core curriculum (British)

   Office of Essential Skills and Literacy – tools for assessment, learning and levels
Websites and Resources for Numeracy

Different websites and resources that can be used to teach numeracy to adults. Some of the resources can be used to work with children and families. Parents sharing resources with their children can also be a learning situation for the adult. The adult must learn the material also when sharing or teaching their child. Teaching a skill is one of the most effective methods of learning.

Resources that can be purchased/downloaded at no cost for use with adults – everyday numeracy

1.  http://www.grassrootsbooks.net/ca/numeracy
   Many books (Kitchen Math, Your Checking Account, GED Prep, Clock, calculator in day life and Calendar Skills) on the Grassroots Press list

   EMPower Mathematics (Everyday Number Sense: Mental Math and Visual Functions, Geometry and Measurement, Fractions, Decimals and Percents, Data and Graphs, Reasoning with Ratios, Patterns, Building Rules, Algebraic Thinking)

   ABE Fundamental Level (A new way to look at Math, Natural Number Sense, Natural Number Operations, Whole Numbers, Decimal, Common Fractions, Percents, Metric Measurement)

   Great website for numeracy as well as language – can be downloaded to individual computers Factsheets, worksheets, quizzes and games to help improve your skills

   Numeracy information for adult learner tutors and instructors – simple – gives background and ideas

   Stretch Your Dollars – Budgeting Basics, Money mentors
   Can order hard copies – 780.427.5775 Catalogue Item # 534067

A) Smart Board:

   eLearning – whiteboard or smart board activities (for kids)

   Activities for literacy and numeracy for the smart board
B) **Calculators:**

1. [http://www.crickweb.co.uk/](http://www.crickweb.co.uk/)  
   Math activities – calculators, games

2. [http://www.mrjennings.co.uk/teacher/maths/giantcalc1024x768.htm](http://www.mrjennings.co.uk/teacher/maths/giantcalc1024x768.htm)  
   Giant calculator (basic)

C) **Numbers:**

   Adding subtracting, multiplication, coordinates etc – lots of bingo type games

   Using a calculator and other interactive math activities

3. [http://www.innovationslearning.co.uk/subjects/maths/activities/year4/greater_than/start.htm](http://www.innovationslearning.co.uk/subjects/maths/activities/year4/greater_than/start.htm)  
   Activities for math and other subjects (art, history etc)

   Use beads – learning about numbers

   Number lines

6. [http://www.mathsonline.co.uk/nonmembers/gamesroom/awards/awardc.html](http://www.mathsonline.co.uk/nonmembers/gamesroom/awards/awardc.html)  
   Different sports - putting them into order - decimals

   Count back in fives and tens (ghosts)

D) **Shape, Space and Data:**

   Shapes, patterns

   Symmetry – draw the face – design

   Finances, banks, interest etc plus other math topics (algebra)
   Virtual shapes

   Charts using geoboards

   Shapes

   **Angles**

   Games for understanding angles - Estimate and measure angle:

   Game with monkeys and bananas – find angles

   **Space**

   Useful for teaching coordinates or any directional moves – Billy bug on coordinates

   **Data- Measure**

   Measurement – could be used in learning recipes, other types of measurement

   Perimeter and area

   Reading a thermometer

   **Time**

   Matching digital and analog

   Match digital to analog

   Matching digital and analog
   Differences in time – problem solving

   *Clockface – manipulated for white boards*

1. [http://www.oswego.org/ocsd-web/games/ClassClock/clockres.html](http://www.oswego.org/ocsd-web/games/ClassClock/clockres.html)
   Telling Time

   Telling time -digital and analog

   Telling Time

**E) Number operations:**

*Fractions, Decimals and Percentage*

   Pizza fractions

   Fractions

   Creating fractions

   Teaching resources for decimals

*Mental Maths*

1. [http://www.primaryonline.co.uk/sitetour/marthshort.html](http://www.primaryonline.co.uk/sitetour/marthshort.html)
   Audio - Tests laid out like the SATs for 10-11 years

*Multiplication*

1. Great games for times tables’ upper key stage 2

*Division*

**Problem solving**

   Problem solving activities (7-9 year olds)

   (for more advanced and/or adults) Problems for more able

**F) Printable Resources for Special Education:**

   Free teaching resources for special education - Printable activities for SEN

**G) General resources for Different areas of maths:**

1. [http://www.citycol.com/basic_skills/basic_skills_website.htm](http://www.citycol.com/basic_skills/basic_skills_website.htm)
   - my guide is one of the sites
   Study skills, learning styles, interest – practical math – interest on loans and measurement – games, practise tests

2. [http://www.gcflearnfree.org](http://www.gcflearnfree.org)
   Basic numeracy as well as reading and computer use

3. [http://www.mathszone.co.uk/](http://www.mathszone.co.uk/)
   Very comprehensive – basic math skills

4. [http://www.ictgames.com/resources.html](http://www.ictgames.com/resources.html)
   All interactive – very basic – back to number skills

   Memory

6. [http://www.teachingideas.co.uk/maths/contents.htm](http://www.teachingideas.co.uk/maths/contents.htm)
   Puzzles, math dictionary

   Interactive math games

8. [http://www.crick.northants.sch.uk/Flash%20Studio/cfsmaths/cfsmaths.htm](http://www.crick.northants.sch.uk/Flash%20Studio/cfsmaths/cfsmaths.htm)
   Numeracy as well as many other areas – computer use

   Manipulative – up to Grade 12

10. [http://www.counton.org/resources/](http://www.counton.org/resources/)
    Math Resources including misconceptions and activities, core curriculum (British)
Games, amazing grace

Enriching math activities

Cook it and Picture teller – make recipes – can be used for numeracy as well as computer use

Math Man – curriculum for teaching math
© Kate Nonesuch December 2006, Malaspina University-College Cowichan Campus
222 Cowichan Way Duncan, BC V9L 6P4 Nonesuch@mala.bc.ca

H) **Financial Math:** (Not all of the activities can be used due to the different currency used)

New Zealand - 7 units financial literacy

Online banking demo for ATB
http://www.tdcanadatrust.com/ebanking/cheque_imaging.jsp
Tour for TD online banking

Money, giving change in Canadian money, interactive

American curriculum for ESL – financial literacy

Get on at Work – money management

A number of plain language documents pertaining to financial literacy for adults, children and families

I) **Coupons**

www.redflagdeals.com  www.mommysaves.com
http://www.shopsobeys.com/%28jiqiyvmyafrcqh01whz55%29/Default.aspx (Sobeys and Costco – create grocery list)
http://www.safewayshortcut.com/ (can load coupons onto cards)
http://www.couponcabin.com/
http://www.brandsafer.ca/en_ca/coupons/
www.jillcataldo.com
Websites and Resources for Computer Use

Different websites and resources that can be used to teach “computer use” to adults. Some of the resources can be used to work with children and families. Parents sharing resources with their children can also be a learning situation for the adult. The adult must learn the material also when sharing or teaching their child. Teaching a skill is one of the most effective methods of learning. Internet safety is important for the adult as well as teaching those skills that will keep their children safe.

1. **http://www.carrollcc.edu/courses/online/assessment/skills_assessment.asp**
   Online computer assessment

2. **http://www.crickweb.co.uk/links‐ict.html**
   Numeracy as well as computer use – designing a space using a computer
   Fake email, spread sheets, how to use a computer (very basic)

3. **www.freetypinggame.net**
   Games for Typing – increase keyboard speed.

4. **www.nimblefingers.com/index.html**
   Games for Typing – Increase keyboard speed

5. **http://www.childnet.com/kia/parents/**
   **http://www.chatdanger.com/default.aspx**
   Internet and chat safety for children

6. **http://www.myguide.gov.uk/myguide/MyguideHome.do**
   Use the internet and computer – very basic 5 modules
   suestegmeier (user name) 1literacy(password) – need to make up post code (British)

   Bridging the Gap Between Literacy and Technology curriculum - Levels 3 and 4 - teaching the skills required in the workforce (Conference Board of Canada’s document - Critical Skills Required of the Canadian Workforce).

8. **http://iteslj.org/Lessons/Pathak‐ComputerClass.html**
   Using power point – lessons

   Ideas to use on the computer to increase word processing skills

10. **http://www.epals.com/**
    Epals rather than pen pals. Digital family story telling, writing online newsletter

11. **http://cookit.e2bn.org/activities/**
    Cook it and Picture teller – make recipes – can be used for numeracy as well as computer use.

12. **www.gcflearnfree.org**
    Basic computer, Word, Excel, Face book, Internet
Websites and Resources for
Numeracy and Computer Use for Adult English Language Learners

   Using digital cameras and text messaging - Use similar ideas with the computer – create a power point presentation - Create your own story

   Internet lessons for ESL

   Hang man games for ESL

   ESL – for children and beginning language learners - Farm animals

   American curriculum for English Language Learners – financial literacy

   Working with money – can adjust country (currency) as well as levels of difficulty

   Lessons for all the essential skills – ESL

   Free resources that can be downloaded. MS word, internet and excel as well as work place training opportunities.

   English tongue twisters for practising English

10. www.eslsite.com
    Lots of free resources for ESL teachers and students – develop skills in all the nine essential skills

Websites with General Information on Essential Skills and Family Literacy

   Guide for family literacy programs – provides information on literacy activities and how they relate to the essential skills. It also includes directions for an event called the Great Amazing Skills Quest.

2. www.iseek.org/parents/mncareerparents.html
   Parent’s involved in child’s career exploration

3. www.thedoorthatsnotlocked.ca
   Safety on the internet – plain language
**Computer Use and/or Numeracy** (circle course name)

**Childcare Expense Form**

Name: ______________________________________________________________

Address: _____________________________________________________________

Phone: ___________________________ Email: _____________________________

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**Total Reimbursement**

Signature of Claimant

______________________________

Approval Signature

______________________________

Date: ________________________
Computer Use and/or Numeracy (circle course name)

Travel Expense Form

Name: ______________________________________________________________

Address: _____________________________________________________________

Phone: ______________________ Email: ______________________________

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<th>Travel to</th>
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<th>Price per Km</th>
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Total Reimbursement

Signature of Claimant

_________________________________________

Approval Signature

_________________________________________

Date: ________________________________
BuildiNg BriGHTer FuTuRes
AssessmeNT: ComputeR use

ID #_____________________________

Administer the assessment before the course and then at completion. Circle whether it is pre or post.

Pre    Post

1. What does having a weak password mean?
   a. that it is too short
   b. that someone else has the same password
   c. that it uses a word
   d. that it is easy for someone to guess

2. Using my birthday or name in my password is a good idea because it is easy to remember.
   a. True
   b. False

3. From the list below, choose an example that would be considered a strong online password.
   a. frog
   b. 13575
   c. tuRkey
   d. 2danceRs24

4. If I use a public computer, like one at a library, it is important to remember to do what?
   a. Log off from and close all personal sites that I visited, like Facebook or my bank
   b. Delete any information I saved on the computer
   c. If possible, log off the computer, or restart it so no one else can use it in my name
   d. All of the above
   e. None of the above because the computer automatically logs you off when you are done

5. Match the full word with the short form. Put the letter of the word in the blank space beside the abbreviation that matches it.
   a. *.pdf                  _____1. photo
   b. *.jpg                  _____2. PowerPoint slides
   c. *.doc                  _____3. Adobe file
   d. *.xls                  _____4. video
   e. *.wmv                  _____5. Word document
   f. *.pps                  _____6. Excel spreadsheet
6. How do you rename a file saved on your computer?
   a. Right click on the file name and choose “Rename File”. Type the new file name
   b. Open the file. Click “Edit” at the top left of the screen and select “Rename”
   c. Open the file. Click “File” at the top left of the screen and select “Save”

7. Using a wireless connection in a public area, like a coffee shop, is secure. I am safe to send personal
   information, like my credit card number, or log onto sites that require a password.
   a. True
   b. False

8. What happens when you press “Ctrl-Alt-Delete”?
   a. The computer will self-destruct
   b. The program you are using will close
   c. Your active window will close
   d. The computer will restart
   e. A menu of choices available for the computer will pop-up on the desktop

9. Select the website from the choices below:
   a. Bob smith@yahoo.com
   b. Bobsmith461@yahoo.com
   c. www.bobsmith.com
   d. bobsmith*com

10. Is it possible to have more than one program running at the same time?
    a. Yes
    b. No

11. What is a search engine?
    a. A map
    b. A way of finding information on the internet
    c. A type of security software
    d. An on-line game

12. How do you open a program such as Microsoft Word when there are no icons on the desktop?
    a. Double click on the desktop to reveal hidden icons
    b. Click the start button and select the program from the menu
    c. It is not possible to open a program when there are no icons
    d. Restart the computer
13. If you download information, this means you have:
   a. Stored data on a disk drive
   b. Sent information to a host computer
   c. Received information from a host computer
   d. Stored data on your hard drive

14. If your neighbour wanted to set up a free email account, what would you tell them to do?
   a. Ask someone else
   b. Go to yahoo.com or google.com
   c. Go to the post office
   d. Tell them to call their internet provider

15. Changing link colours is a sign that you have already visited the page represented by that link.
   a. True
   b. False

16. What are software programs that allow you to legally copy files and give them away at no cost called?
   a. Flatware
   b. Shareware
   c. Timeshare
   d. Freeware

17. If your daughter needs to prepare a presentation on her vacation for a school project, what would be most helpful to show the presentation and be able to make changes to it?
   a. Microsoft PowerPoint
   b. Microsoft Word
   c. the Internet
   d. a camera

18. If you upload information, this means you have:
   a. Stored data on a disk drive
   b. Sent information to a host computer
   c. Received information from a host computer
   d. Stored data on your hard drive
1. Below are prices for tickets for a number of events. Which is an even number of dollars?
   a. $9
   b. $12
   c. $17
   d. $21
   e. $25

2. What is the largest number of $9 tickets that can be bought for $50?
   a. 4
   b. 5
   c. 6
   d. 9

3. Which is the correct way to work out \( \frac{1}{4} \) off the $25 ticket?
   a. \( \frac{25}{4} \)
   b. \( 25 - 4 \)
   c. \( 25 + 4 \)
   d. \( 25 \times 4 \) (or: \( 25 \times 4 \))

5. You are buying groceries. The tag beside the milk says the price is $4.50 for four litres. When you go to the checkout, the price you are charged is $5.50. What price should you pay?
   a. 4.50
   b. 5.50

6. Would you tell the clerk that the price you have been charged is different from the one displayed?
   a. Yes
   b. No
Here is a list of services at a hair salon:
Ladies cut and blow dry: $24.55
Men's cut and blow dry: $20.95
Child's wet cut: $15.75

7. What is the cost of a child wet cut to the nearest dime?
   a. $15.75
   b. $15.70
   c. $15.80
   d. $15.85

8. What is the cost of one woman’s cut and blow dry and two child’s wet cuts?
   a. $40.70
   b. $56.05
   c. $65.65
   d. $81.40

9. A man goes into a hair-dressing salon at 11:45 and leaves 45 minutes later. What time does he leave the salon?
   a. 11:90
   b. 12:10
   c. 12:20
   d. 12:30

10. You have a coupon for 20 cents off the 237 ml of butter. The butter costs $2.69. Beside the 237 ml butter, there is a 500 ml butter for $4.99. Which is the better price?
    a. Two 237 ml butter, using the coupon
    b. One 500 ml butter

11. You are buying milk from the supermarket. What would you buy?
    a. 2 litres
    b. 2 grams
    c. 2 kilograms
    d. 2 meters

12. Match the full word with the correct symbol. Put the letter of the word in the blank space beside the symbol that matches it.
    a. millilitres
    b. kilograms
    c. meters
    d. grams
    e. centimeters
    f. litres
13. You are buying school clothes. The total amount you are spending is $108.45. GST is 5%. How much GST will you pay?
   a. $6.51
   b. $7.59
   c. $5.42
   d. $4.34

14. If the grocery store is ½ a kilometre away, how many meters is that?
   a. 250
   b. 100
   c. 500
   d. 1000

<table>
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<tr>
<th>Product</th>
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<th>Calories</th>
<th>Fat</th>
<th>Sodium</th>
<th>Fibre</th>
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<tr>
<td>Rice Krispies</td>
<td>1 1/4 cup</td>
<td>128</td>
<td>0.3 grams</td>
<td>299 milligrams</td>
<td>0.3 grams</td>
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<tr>
<td>Raisin Bran</td>
<td>1 cup</td>
<td>190</td>
<td>1.3 grams</td>
<td>342 milligrams</td>
<td>6.5 grams</td>
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<tr>
<td>All Bran</td>
<td>1/2 cup</td>
<td>81</td>
<td>1.5 grams</td>
<td>75 milligrams</td>
<td>9.1 grams</td>
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<tr>
<td>Honeycombs</td>
<td>1 1/3 cup</td>
<td>115</td>
<td>0.6 grams</td>
<td>215 milligrams</td>
<td>0.7 grams</td>
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<tr>
<td>Corn Flakes</td>
<td>1 cup</td>
<td>101</td>
<td>0.2 grams</td>
<td>202 milligrams</td>
<td>0.7 grams</td>
</tr>
<tr>
<td>Frosted Flakes</td>
<td>3/4 cup</td>
<td>114</td>
<td>0.1 grams</td>
<td>143 milligrams</td>
<td>0.6 grams</td>
</tr>
</tbody>
</table>

15. Which two cereals have the least fibre per average serving?
   
   ____________________________________________________________________

16. Which cereal has the largest serving size?
   a. Raisin Bran
   b. Rice Krispies
   c. Honeycombs
   d. Frosted Flakes
<table>
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<td>15. B</td>
<td>15. Rice Krispies &amp; Honeycombs</td>
</tr>
<tr>
<td>17. D</td>
<td></td>
</tr>
<tr>
<td>18. A</td>
<td></td>
</tr>
<tr>
<td>19. B</td>
<td></td>
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</tbody>
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