

# Connecting to Workplaces:

*Validating Outcomes Demonstrations with Employers*



## **Security Officer Demonstration**

**LBS Levels 2/3**

Developer: Christine Pinsent-Johnson

Project Coordinator: Susan Taylor

**Meeting Employers' and Employees' Needs  
...Now and in the Future**



Literacy Network Northeast



Far Northeast Training Board (FNETB)

# Acknowledgements

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## *Security Officer Demonstration*

### **Description of Demonstration Activity**

In this activity, the learner will be able to demonstrate that he/she can complete three different forms and read one document used by security officers at the community college campus.

### **For more information concerning this demonstration contact:**

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All demonstrations can be found on the following websites:

<http://demonstrations.alphaplus.ca/DemonstrationBank/>

or

<http://www.nt.net/literacy@>

We would like to acknowledge the employers that helped make this project a success.

Advanced Security, Timmins  
Michael Alers, Thunder Bay  
Thunder Bay Police, Thunder Bay  
Northwest Legal Services, Thunder Bay  
Hi-Tec Security & Investigations, Thunder Bay

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# Security Officer Demonstration



**Completed By:** \_\_\_\_\_

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

**Instructor:** \_\_\_\_\_

**Program:** \_\_\_\_\_

\_\_\_\_\_

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This demonstration was developed by Christine Pinsent-Johnson and field tested in the Employment Preparation and Upgrading Program at the Ottawa-Carleton District School Board. Email: [Christine\\_Pinsent-Johnson@ocdsb.edu.on.ca](mailto:Christine_Pinsent-Johnson@ocdsb.edu.on.ca)



**Security Officer Profile** (continued)

More Workplace Information Collected from Participating Employers

**Methods of training most often used to train employees**

(In order of importance)

1. Job Shadowing
2. Video
3. Audio
4. Computer Based

**Requirements most employers look for:**

- |              |                         |
|--------------|-------------------------|
| 1. WHMIS     | 5. Police Check         |
| 2. Grade 12  | 6. Bondable             |
| 3. First Aid | 7. Clean Driving Record |
| 4. CPR       | 8. Own Transportation   |

**Courses employers most often provide to employees:**

1. WHMIS
2. First Aid
3. CPR

**Number of employers who stated they would hire applicants who do not have a grade 12 equivalent:**

Yes — 1 employer    No — 0

**Number of employers who would consider applicants who could demonstrate or submit their demonstration results:**

Yes — 1 employer    No — 0 employers

**Employers also base their hiring decisions on:**

Experience, quality of application, frequency of job changing, flexibility, personality and personal appearance, age, weekend availability, communication skills, friendliness

## Assessment Preamble

### More about pre-demonstration training and assessment:

Assessing a learner's performance in accordance with expectations in a real-world place of employment is more complicated than assessing the learner's work for academic purposes where 6 out of 10 is a pass. How do instructors determine what constitutes a pass for demonstrations of employment-related activities and skills? How do they know where to draw the line between what is good enough in a particular job and what is not? There is no simple answer. Instead, the answer lies in the relative importance placed by each individual employer on the overall significance of various tasks and duties in pursuit of desired company objectives. It is not something that others outside the company are necessarily aware of. Until more of that information is available, instructors may need to rely on their own good common sense in helping learners determine an appropriate level of performance for employment-related activities.

Assessment of workforce demonstrations is also challenging for instructors because of inconsistencies across employment sectors. What is acceptable in one workplace setting may not be acceptable in another. What is high on the priority list in one setting may not factor in much at all in another. Even within same industries, specific expectations and required levels of performance will not be consistent location to location. For that reason, the assessment of end-of-training or employment-readiness demonstrations should be less concerned with measuring discreet elements of separate learning outcomes and more interested in recognizing the learner's overall successful accomplishment of each integrated employment-related task.

Success in the workforce involves not only understanding and being able to meet the particular demands of the job but also being aware of and avoiding serious mistakes that could put the job in jeopardy. For that reason, an important aspect of pre-demonstration training should involve helping the learner: 1) recognize relative levels of importance associated with different job duties and tasks, 2) become aware of the level and quality of performance that is expected, and 3) anticipate possible outcomes or repercussions for different kinds of mistakes.

Discuss, or research and discuss, the role each skill plays and its relative importance in the overall success of day-to-day work. Identify mistakes that might constitute a fireable offence. Take these discussions into account when you assess the learner's performance on this demonstration

1. Jane Barber, *Connecting to Workplaces: Validating Outcomes Demonstrations with Employers*, Chambermaid/Housekeeping Cleaner Demonstration, 2005

## Connection to Industry Requirements

The intent of this demonstration is to show an employer that a student has become familiar with some of the specific requirements of being a security officer, and has transferable skills that are directly related to the field. **Transferable skills** include

- ▶ An understanding of terms used by security officers
- ▶ Familiarity with some of the forms
- ▶ An understanding of some of the job responsibilities
- ▶ An ability to follow written instructions
- ▶ An ability to follow complex verbal instructions
- ▶ An ability to pay attention to detail
- ▶ An ability to follow procedures

In addition, the demonstration also addresses many of the specific job duties and responsibilities of a security officer. The check marks indicate which job duties are addressed in the demonstration.

- ▶ Perform site patrols
- ▶ Respond to emergency situations
- ▶ Identify, assist and give clearance to entering persons
- ▶ Monitor electric gates, doors and security systems
- ▶ Maintain logs and incident reports
- ▶ Handle lost and found items
- ▶ Respond to fire and security alarms
- ▶ Direct visitors to specific areas
- ▶ Perform security checks when needed
- ▶ Control access to places
- ▶ Follow written instructions on forms
- ▶ Take initiative and make quick decisions
- ▶ Pay attention to detail in specific settings

**Successful completion of the demonstration indicates that a student has a strong understanding of industry requirements and an aptitude for the job.**



## Connection to Industry Requirements (continued)

Although this demonstration will help a student to prepare for work as a security officer, the industry also has some specific hiring requirements that instructors may be able to help their students obtain. These requirements are certification in first aid and CPR, WHMIS training, and training in the use of a portable fire extinguisher. These requirements will require proof of training, usually a certificate that is issued by an independent trainer. Written below is some information to help students (and their instructors) obtain specific training and certifications.

### First-Aid/CPR

- ▶ Contact St. John Ambulance to arrange for private and group training
- ▶ An instructor can be brought into a program to train a minimum of 16 people for a significantly lower price than an individual would pay if he/she registered alone
- ▶ Although St. John Ambulance will supply a course book, a student may need additional preparation and support. The Ottawa-Carleton Catholic School Board has produced a preparatory first-aid book for ESL and Literacy students. Call (613) 224-2281.

### WHMIS Education and Training

This is usually the responsibility of the employer, but some employers may want proof of an individual's WHMIS knowledge (actual training in the use of hazardous materials is site specific).

- ▶ Download WHMIS at Work at [http://www.worksafebc.com/publications/Health\\_and\\_Safety\\_Information/by\\_topic/assets/pdf/whmis.pdf](http://www.worksafebc.com/publications/Health_and_Safety_Information/by_topic/assets/pdf/whmis.pdf)
- ▶ Sample WHMIS test at <http://www.cariboo.bc.ca/hsafety/whmis/whmistest.html>

### Portable Fire Extinguisher Training

- ▶ Contact your local fire department to arrange for training.
- ▶ Download a training booklet at <http://www.iapa.ca/pdf/FreeDownloads8-fireext.pdf>

## Connection to LBS Requirements

In this demonstration, the student will have to complete three different forms and read one document used by security officers at the community college campus. Although the forms are specific to the college they contain many elements common to other settings. The demonstration connects to the student's **Long-Term Goal** (to enter security officer training and/or get a job at the community college) and the student's **Short-Term Goal** (to become familiar with the forms and documents used in the industry generally, and at the community college specifically).

The demonstration will address the following LBS outcomes at the stated levels of performance (based on the *The Level Descriptions Manual*). The student should have previously demonstrated an ability to work at the required level of performance. The chart below will also be used to assess the completed demonstration.

Read with Understanding LBS 3	Write Clearly to Express Ideas LBS 3	Speak and Listen Effectively LBS 3	Numeracy LBS 2	SM/SD Ideas Applied to Job
<ul style="list-style-type: none"> <li>• Uses a variety of strategies (word structure, root words, prefixes and suffixes) to decode and determine the meaning of unfamiliar words</li> <li>• Draws on personal and reading experience to gather meaning</li> <li>• Skims to understand the type of text; scans to find specific information</li> <li>• Uses various conventions of text (headings) to locate and interpret information</li> <li>• Text is relevant</li> <li>• Follows written instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Completes more complex forms requiring non-personal information</li> <li>• Writes short reports [in point form]</li> <li>• Shows awareness of reader's needs (key information only)</li> <li>• Uses appropriate levels of language</li> <li>• Uses noun/pronoun agreement</li> <li>• Uses subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks clearly in a focused and organized way when presenting information to others, e.g. incident and/or accident report</li> <li>• Provides specific, detailed information or instructions</li> <li>• Repairs misunderstandings in communication (when listening to instructions)</li> <li>• Gets main ideas and key points of longer forms of oral communication with some unfamiliar aspects (instructions)</li> <li>• Takes notes</li> </ul>	<p><i>Number Sense and Computation</i></p> <ul style="list-style-type: none"> <li>• Reads and writes numbers encountered in everyday life</li> <li>• Uses terms for common fractions and percents</li> </ul> <p><i>Measurement for Various Purposes</i></p> <ul style="list-style-type: none"> <li>• Reads and writes to the nearest minute using digital clocks and to the nearest five minutes using analog clocks</li> <li>• Estimates, reads and records temperature to the nearest degree Celsius</li> </ul>	<ul style="list-style-type: none"> <li>• Pays attention to detail</li> <li>• Able to follow precise instructions</li> <li>• Able to prioritize information</li> <li>• Able to approach a multi-step task in an organized manner</li> <li>• Able to spot inaccuracies and/or redundancies</li> </ul>

# Information for the Instructor

## Instructions

1. This demonstration is based on reading (or creating) a scenario. It requires the active participation of the instructor or another student to read the scenario. The scenario is intended to mimic an actual security patrol in a building; therefore as much detail as possible to explain a setting should be provided.
2. Present the student with a copy of the four workplace documents and forms. Explain the purpose of each one and how they are used just as a supervisor might do. Ensure that the student understands how the documents and forms are used. **Note:** The student can refer to the document, CAMPUS NIGHT PATROLS INFORMATION SHEET FOR BUILDING “B” throughout the demonstration. This mimics real-life use in which such a document might be used until a new employee has memorized all procedures. The student can continue to use this document when completing the other two forms. Again, this mimics a real-life situation.
3. While reading Scenario A the student will record all patrol times. In addition, the student can make/jot notes on the front and/or back of the form regarding all notable occurrences. (You can even use a post-it.) These notes will be used at the end of the demonstration (shift) to complete other reports.
4. Scenario B requires the student to respond to an incident. This incident will require the student mimic a call to the police to file an attempted break and enter report. After role-playing the police call, the student will then have to complete the CAMPUS SECURITY EMERGENCY RESPONSE PROTOCOL form.
5. Lastly, at the end of the demonstration (shift), the student will complete the CAMPUS SECURITY DAILY/NIGHTLY SECURITY REPORT.
6. Remind the student to look over the forms and ensure all parts have been completed, including name, signature, date, etc.

## Information for the Student

### Before the Demonstration

1. Read and discuss the information found on Page 4 *Connection to Industry Requirements* with your teacher. This should be done before you do the demonstration. It will help you to understand the purpose of the demonstration and see how it is connected to your goal.
2. Also look at the chart on Page 6 *Connection to LBS Requirements* to understand the level of skill you will need to complete the demonstration. Discuss this chart with your teacher. You should be doing other activities (both in your program and outside the program) at this performance level in order to complete the demonstration successfully.

### During the Demonstration

- 1) You will have copies of the forms and documents used in the demonstration. Look over them with your teacher and make sure you understand how they are used. This is similar to how a supervisor might explain job responsibilities to a new employee.
- 2) You will then listen to the teacher talk you through a night patrol at the community college campus (Scenario A). You will have to record times and make notes of notable occurrences on the form CAMPUS NIGHT PATROLS FOR BUILDING “B” (HOURLY). Notable occurrences are the things that need to be checked based on the document CAMPUS NIGHT PATROLS INFORMATION SHEET FOR BUILDING “B”. At the end of the demonstration (shift) you will have to complete another form, CAMPUS SECURITY DAILY/NIGHTLY SECURITY REPORT to record details of all notable occurrences.
- 3) Then your teacher will talk you through Scenario B. This scenario will take you through a situation where you will have to report an attempted break and enter. You will be given details that will then be used to role-play a call to the police, and to file a report using the form CAMPUS SECURITY EMERGENCY RESPONSE PROTOCOL. **Make sure all forms are completely filled out.**

## Scenario A

You are working the night shift on (use today's date) from 23:00 until 07:00 at Building "B" on the community college campus. You must patrol the building based on the information sheet. That means you patrol each location in the order on the sheet and check each location based on the sheet. I will give you information that tells you what you see as you go to each location. You need to use the CAMPUS NIGHT PATROLS FOR BUILDING "B" (HOURLY) form to record the information that I read to you. You can record the times on the form. In addition, any other notable information can be written on the form. You will need this information when you complete your nightly shift report.

<b>Washrooms</b>	You are in the washrooms at 23:10. You don't see anything notable.
<b>Lockers (front)</b>	You check the front lockers at 23:15. You see that locker #140 has no lock and is empty. You see that locker #234 has been dented in the lower corner.
<b>Lunchroom and open office</b>	You are in the lunchroom at 23:30. You don't see anything notable.
<b>Managers' offices</b>	You are in the manager's office at 23:40. You don't see anything.
<b>Electrical room</b>	You are in the electrical room at 23:50. You don't see anything notable.
<b>Lockers (rear)</b>	You are at the rear lockers at midnight. Locker #349 has been left open. Inside are three textbooks, a binder, a pair of running shoes, and a winter coat.
<b>Exercise Room</b>	You are in the exercise room at 00:10. You turn off the TV.
<b>Thermostats (8)</b>	You check the thermostats at 00:20. You see that #5 is flashing LOW BATTERY.
<b>Outside lighting</b>	You are outside at 00:30. You notice that the light marked LOT B is off.
<b>Generator</b>	You check the generator at 00:40. You don't see anything.
<b>Parking lot (rear)</b>	You check the rear parking lot at 00:45. You see one car in the lot. License ABCD 145.
<b>Parking lot (front)</b>	You check the front parking lot at 00:55. You don't see anything notable.
<b>Classrooms (6)</b>	You check each of the six classrooms at 01:00 and see the following: lights are on in Class #1; three computers are on in Class #5; and Class #6 has a microwave in it.

## Scenario B

You continue your patrols throughout the night without incident until 04:50. (There is no need to record times in the other columns.) You are in Classroom #5, which is also the computer lab, when you notice that one of the windows next to the computers has a crack running across it, and the metal frame looks like it has been damaged by a sharp object—maybe a crowbar. You suspect that someone has tried to enter the classroom in order to steal computer equipment. A similar incident occurred last semester. You decide to contact the police and file an attempted break and enter report.

### **What number would you use to file the report?**

(The student should indicate that he/she would use the local number, not 9-1-1.)

### **What would you say to the police officer?**

Role-play the police call with the instructor.

(The student should give details of what he/she saw in the classroom.)

At the end of the conversation, the instructor should give the student the report number 564802.

It is now the end of your shift and you need to complete both **CAMPUS SECURITY DAILY/NIGHTLY SECURITY REPORT** and the **EMERGENCY RESPONSE PROTOCOL**. Use your notes on the **CAMPUS NIGHT PATROLS FOR BUILDING “B” (HOURLY)** form to help you complete the security report, and complete the other emergency form based on the incident that occurred in the classroom.

Ensure all forms are completed, including name, dates, signature, and employee number. Your employee number is #23456.

# Document 1

## CAMPUS NIGHT PATROLS INFORMATION SHEET FOR BUILDING "B"

<b>Washrooms</b>	Check toilets: flush then look for leaks, and proper operation Check faucets
<b>Lockers (front)</b>	Note damage (record locker number) Note abandoned lockers
<b>Lunchroom and open office area</b>	Ensure all appliances, computers (unless noted), and office machines are off Check that all outside doors and windows are locked Ensure all lights are off Ensure that all hallways and walk thru areas are clear of cords, and any other obstruction
<b>Managers' offices</b>	Same as above
<b>Electrical room</b>	Note warning lights on panel Enact emergency response protocol if alert lights are on (Refer to Emergency Response Protocol Manual) Ensure the door is locked
<b>Lockers (rear)</b>	Same as above
<b>Exercise Room</b>	Ensure all electrical systems (exercise machines, lights, TVs, CD player) are off Ensure doors and windows are locked
<b>Thermostats (8)</b>	Ensure all are set at 21 Celsius Check for low batteries and note
<b>Outside lighting</b>	Ensure all overhead lights, exit lights, building flood lights and door lights are on Note any lights that are not on
<b>Generator</b>	Ensure it is on standby (yellow light on) Enact emergency response protocol if red lights are on
<b>Parking lot (rear)</b>	Ensure all overhead lights are on Note the license of any cars parked overnight and place a warning on windshield Check emergency phone
<b>Parking lot (front)</b>	Same as above
<b>Classrooms (6 total)</b>	Ensure all lights are off Ensure all computers and other related equipment are off (unless noted) Ensure all appliances are unplugged (only coffee makers and kettles allowed in classrooms; note other appliances) Ensure all walking areas are free of obstruction

## Form 1

## CAMPUS NIGHT PATROLS FOR BUILDING "B" (HOURLY)

<b>Date:</b>				<b>Shift:</b>			
<b>Security Officer:</b>							
<b>NOTE:</b> First patrol should last two hours in order to note all details after the campus building is closed for the day. Remaining patrols are done each hour.							
	<b>TIME (2 Hours)</b>	<b>TIME</b>	<b>TIME</b>	<b>TIME</b>	<b>TIME</b>	<b>TIME</b>	<b>TIME</b>
<b>Washrooms</b>							
<b>Lockers (front)</b>							
<b>Lunch room and open office area</b>							
<b>Manager's office</b>							
<b>Electrical room</b>							
<b>Lockers (rear)</b>							
<b>Exercise room</b>							
<b>Thermostats</b>							
<b>Outside lighting</b>							
<b>Generator</b>							
<b>Parking lot (rear)</b>							
<b>Parking lot (front)</b>							
<b>Classrooms</b>							
<b>Signature of Security Officer:</b>				<b>Badge No.</b>			



# Form 2

## CAMPUS SECURITY DAILY / NIGHTLY SECURITY REPORT

<b>DATE</b>		<b>SHIFT</b>	<b>FROM:</b>	<b>TO:</b>
<p><b>INSTRUCTIONS:</b> Complete the security report at the end of each shift even if there are no notable occurrences (if this is the case, simply write no notable occurrences). File the completed report in the day supervisor’s folder at the end of each shift.</p>				
TIME	LOCATION	DETAILS		
<p><b>EMERGENCY RESPONSE PROTOCOL ENACTED?</b>    <input type="checkbox"/> YES (Complete FORM 3)    <input type="checkbox"/> NO</p>				

## Form 3

### CAMPUS SECURITY EMERGENCY RESPONSE PROTOCOL

TIME:	LOCATION:
NATURE OF INCIDENT:	
WHO WAS CONTACTED: <input type="checkbox"/> POLICE      Police Report # _____ <input type="checkbox"/> FIRE <input type="checkbox"/> AMBULANCE <input type="checkbox"/> SUPERVISOR	
RESPONSE:	
FOLLOW-UP (To be completed by day supervisor):	

# Completed Form 1

## CAMPUS NIGHT PATROLS FOR BUILDING "B" (HOURLY)

<b>Date:</b> Today's Date		<b>Shift:</b> 23:00-					
<b>Security Officer:</b> John Smith							
<b>NOTE:</b> First patrol should last two hours in order to note all details after the campus building is closed for the day. Remaining patrols are done each hour.							
	TIME (2 Hours)	TIME	TIME	TIME	TIME	TIME	TIME
Washrooms	23:10						
Lockers (front)	23:15						
Lunch room and open office area	23:30						
Manager's office	23:40						
Electrical room	23:50						
Lockers (rear)	00:00						
Exercise room	00:10						
Thermostats	00:20						
Outside lighting	00:30						
Generator	00:40						
Parking lot (rear)	00:45						
Parking lot (front)	00:55						
Classrooms	01:00			04.??			
<b>Signature of Security Officer:</b> John Smith				<b>Badge No.</b>			

## Completed Form 2

### CAMPUS SECURITY DAILY / NIGHTLY SECURITY REPORT

<b>DATE</b> Today's Date		<b>SHIFT</b>	<b>FROM:</b> 23:00 <b>TO:</b>
<p><b>INSTRUCTIONS:</b> Complete the security report at the end of each shift even if there are no notable occurrences (if this is the case, simply write <i>no notable occurrences</i>). File the completed report in the day supervisor's folder at the end of each shift.</p>			
TIME	LOCATION	DETAILS	
11:15	Front lockers	#140 no lock - #234 dented	
12:00	Rear lockers	#349 open with stuff inside	
12:10	Exercise room	TV left on	
12:20	Thermostats	#5 low battery	
12:30	Outside lights	Light on LOT B pole not working	
12:45	Rear lot	Car left - license ABCD 145. Warning given.	
12:20	Thermostats	#5 low battery	
1:00	Classes	Lights on in class #1. Three computers on in class #5. Microwave in class #6.	
4:50	Class #5	Emergency response - see form 3	
<p><b>EMERGENCY RESPONSE PROTOCOL ENACTED?</b>    <input checked="" type="checkbox"/> YES (Complete FORM 3)    <input type="checkbox"/> NO</p>			

## Completed Form 3

### CAMPUS SECURITY EMERGENCY RESPONSE PROTOCOL

TIME: 04:50	LOCATION: Classroom #5
NATURE OF INCIDENT:  Noticed a crack in window next to the computers. In addition, the frame was damaged by a sharp object. Maybe a crowbar was used. This was similar to the robbery last semester.	
WHO WAS CONTACTED:  <input checked="" type="checkbox"/> POLICE                      Police Report # 564802 <input type="checkbox"/> FIRE <input type="checkbox"/> AMBULANCE <input type="checkbox"/> SUPERVISOR	
RESPONSE:  Called city police and filed an attempted break and enter report	
FOLLOW-UP (To be completed by day supervisor):  	

## Instructor's Assessment of the Demonstration

### Degree of Proficiency Required (To be shared with the student.)

In order to successfully complete this demonstration, the student must perform at the satisfactory level or higher. Satisfactory means the demonstration is completed within 45 minutes, the student is able to understand and use 75% of the information independently, uses strategies before asking for assistance, or uses strategies when prompted, and does not make major errors that would detract from the meaning, intent, and purpose of the forms. (Minor errors, such as date or shift times that do not detract from the overall meaning and message are acceptable.) As an overall assessment guide, ask yourself: If one was to read the completed forms, could the scenarios be reconstructed based only on the information in the forms?

	Needs Work	Satisfactory	Excellent
<p><b>Read with Understanding LBS 3</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of strategies (patterns of word structure, root words, prefixes and suffixes) to decode and determine the meaning of unfamiliar words</li> <li>• Draws on personal experience and on reading experience to gather meaning</li> <li>• Skims to understand the type of text; scans to find specific information</li> <li>• Uses various conventions of text (headings) to locate and interpret information</li> <li>• Text has relevance</li> <li>• Follows written instructions</li> </ul>			
<p><b>Write Clearly to Express Ideas LBS 3</b></p> <ul style="list-style-type: none"> <li>• Completes more complex forms requiring non-personal information</li> <li>• Writes short reports [in point form]</li> <li>• Shows awareness of reader's needs (key information only)</li> <li>• Uses appropriate levels of language</li> <li>• Uses noun/pronoun agreement</li> <li>• Uses subject/verb agreement</li> </ul>			

	Needs Work	Satisfactory	Excellent
<p><b>Speak and Listen Effectively LBS 3</b></p> <ul style="list-style-type: none"> <li>• Speaks clearly in a focused and organized way when presenting information to others, e.g. incident report</li> <li>• Provides specific, detailed information or instructions</li> <li>• Repairs misunderstandings in communication</li> <li>• Gets main ideas and key points of longer forms of oral communication with some unfamiliar aspects (instructions)</li> <li>• Takes notes</li> </ul>			
<p><b>Numeracy LBS 2</b></p> <p><i>Number Sense and Computation</i></p> <ul style="list-style-type: none"> <li>• Reads and writes numbers encountered in everyday life</li> <li>• Uses terms for common fractions and percents</li> </ul> <p><i>Measurement for Various Purposes</i></p> <ul style="list-style-type: none"> <li>• Reads and writes to the nearest minute using digital clocks and to the nearest five minutes using analog clocks</li> <li>• Estimates, reads and records temperature to the nearest degree Celsius</li> </ul>			
<p><b>SM/SD Ideas Applied to Context</b></p> <ul style="list-style-type: none"> <li>• Pays attention to detail</li> <li>• Able to follow precise instructions</li> <li>• Able to prioritize information</li> <li>• Able to approach a multi-step task in an organized manner</li> <li>• Able to spot inaccuracies and/or redundancies</li> </ul>			

Comments: \_\_\_\_\_

\_\_\_\_\_

## Student's Assessment of the Demonstration

	Not Often	Often	All the Time
<p><b>Read with Understanding LBS 3</b></p> <ul style="list-style-type: none"> <li>Were you able to use different strategies to help you understand the reading? Example: word beginnings and endings, personal knowledge, headings, appearance of the text, finding key information quickly, etc.</li> <li>Were written directions on the forms clear?</li> </ul>			
<p><b>Write Clearly to Express Ideas LBS 3</b></p> <ul style="list-style-type: none"> <li>Did you know when to use sentences and when to use short-form?</li> <li>Did you have control over your grammar and spelling?</li> <li>Were the forms clearly laid out and easy to follow?</li> </ul>			
<p><b>Speak and Listen Effectively LBS 3</b></p> <ul style="list-style-type: none"> <li>Did you understand all the information the instructor gave you about the scenarios?</li> <li>Did you feel you had enough information to complete the forms?</li> <li>Were you able to take notes when the instructor was speaking?</li> <li>Did you need to take notes?</li> </ul>			
<p><b>Numeracy LBS 2</b></p> <ul style="list-style-type: none"> <li>Were you able to record the times and relate these to more detailed information?</li> </ul>			
<p><b>SM/SD Ideas Applied to Context</b></p> <ul style="list-style-type: none"> <li>Were you able to pay attention to detail by following precise instructions, prioritizing information, seeing inaccuracies and/or redundancies?</li> </ul>			



## List of Support Activities

Before attempting the security officer demonstration, the student should be familiar with the activities, vocabulary, and responses that are needed to complete the demonstration before it is attempted. In order to gain this familiarity, the student may want to do some or all of the support activities listed below.

<p><b>Read with Understanding LBS 3</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of strategies (patterns of word structure, root words, prefixes and suffixes) to decode and determine the meaning of unfamiliar words</li> <li>• Draws on personal experience and on reading experience to gather meaning</li> <li>• Skims to understand the type of text; scans to find specific information</li> <li>• Uses various conventions of text (headings) to locate and interpret information</li> <li>• Text has relevance</li> <li>• Follows written instructions</li> </ul>	<p>Practice using the actual forms and documents used in the demonstration. Print and make adaptations to the document and forms in this demonstration. Use one or two of the forms in different learning activities.</p> <p><b>Learning Activities for Document 1— Information Sheet.</b> Adapt the information sheet to reflect a variety of different settings; focus on expanding the student’s vocabulary and familiarity with terminology and descriptions in settings that he/she may work, such as a school, community centre, construction site, office building, etc.</p>
<p><b>Write Clearly to Express Ideas LBS 3</b></p> <ul style="list-style-type: none"> <li>• Completes more complex forms requiring non-personal information</li> <li>• Writes short reports [in point form]</li> <li>• Shows awareness of reader’s needs (key information only)</li> <li>• Uses appropriate levels of language</li> <li>• Uses noun/pronoun agreement</li> <li>• Uses subject/verb agreement</li> </ul>	<p>Related to this, have the student develop his/her own personal word list or dictionary to organize words related to the security field and potential work settings. Use an inexpensive pocket-size address book to organize and record words.</p> <p><b>Learning Activities for Form 1 and 2 — Patrol Schedule and Security Report.</b> Make adaptations to correspond with the information sheet, as described above. Use the patrol schedule and information sheet in various learning activities.</p>
<p><b>Numeracy LBS 2</b></p> <p><i>Number Sense and Computation</i></p> <ul style="list-style-type: none"> <li>• Reads and writes numbers encountered in everyday life</li> <li>• Uses terms for common fractions and percents</li> </ul> <p><i>Measurement for Various Purposes</i></p> <ul style="list-style-type: none"> <li>• Reads and writes to the nearest minute using digital clocks and to the nearest five minutes using analog clocks</li> <li>• Estimates, reads and records temperature to the nearest degree Celsius</li> </ul>	

<p><b>Speak and Listen Effectively LBS 3</b></p> <ul style="list-style-type: none"> <li>• Speaks clearly in a focused and organized way when presenting information to others, e.g. incident and/or accident report</li> <li>• Provides specific, detailed information or instructions</li> <li>• Repairs misunderstandings in communication (when listening to instructions)</li> <li>• Gets main ideas and key points of longer forms of oral communication with some unfamiliar aspects (instructions)</li> <li>• Takes notes</li> </ul>	<p>Role-play a variety of emergency response situations using <b>Form 3 — Emergency Response Protocol</b>. Situations might include the following: responding to a fight between two students; detecting a strange odour in the building; administering simple first-aid to a student who fell in the parking lot, etc.</p>
<p><b>SM/SD Ideas Applied to Job</b></p> <ul style="list-style-type: none"> <li>• Pays attention to detail</li> <li>• Able to follow precise instructions</li> <li>• Able to prioritize information</li> <li>• Able to approach a multi-step task in an organized manner</li> <li>• Able to spot inaccuracies and/or redundancies</li> </ul>	<p>Use these indicators to assess how well the student is progressing with the learning activities. Adapt activities to target weaker areas. Always maintain a connection to the demonstration by using similar forms, activities, and vocabulary.</p>

## References

### **Security Officer Authentic Forms and Document**

Based on those collected by Literacy Network Northeast

### **Security Officer Information**

*Employment Requirements*, compiled by Literacy Network Northeast

*Security Guard Core Skills*, compiled by Literacy Network Northeast

*Essential Skills Profile*, created by HRSDC, available from

<http://www15.hrdc-drhc.gc.ca/English/profiles/78.asp>

### **LBS Information**

*The Level Descriptions Manual*, published by the Ontario Literacy Coalition, available from <http://www.nald.ca/fulltext/levels/levels.pdf>