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# MODULE 2

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## Find and Use Information



CESBA

*Work Skills Manual*

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## Finding and Using Information

Often at work, you will need to read texts or documents to find the information you need to do your job. You may get sent for training or be asked to watch helpful videos. These are all ways that you can find information. Finding your own information will help you be resourceful and will also help you learn to show independence at your job.

### Lesson 1: Use Signs and Symbols

#### Key vocabulary in this lesson

Caution

Emergency

Information

Signs

Symbols

◀ **EXIT** ▶

Every day you see signs: road **signs**, signs on buildings, and signs in your classroom. Workplace signs are there to give you **information** about where you are working.

The most common sign to look for when starting at a new job is the exit sign. These signs mark all doors that can be used to exit a building, either during regular or **emergency** situations. They are always located above the doorway and remain lit. When you are at work, make sure you find the nearest exits in case you need them in an emergency. Some exits will be for employees only or for emergencies only.

Safety signs will be present around the building as well: signs that show where the fire extinguisher or fire alarms are, signs that remind you to wear protective clothing, or signs for eye washing stations.

Many businesses use **caution** signs. One common caution sign is placed on the floor when it is wet or there is a spill to show people that the floor is slippery.

**Symbols** can also offer very important information. It can tell you the possible effects of a substance that you are using. For example, the skull and cross bones is a poison symbol, and a





flame symbolized that something is flammable (can easily catch fire). These symbols were designed to warn you quickly.

There are shapes, colours, and symbols on these signs or labels to make them easy to recognize.

This sign from Québec is in French, but even if you do not speak French and do not know what the word arrêt means, you can tell this is a Stop sign because of its shape and colour.

### Activity 1: Recognizing Foreign Signs

Try to guess what information these signs and symbols from other countries below are telling you. Notice how the signs all look the same except for the language.



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## Activity 2: The Signs Around You

1. Make a list of the signs and symbols in your classroom and around the building. What signs do you see? What information are those signs trying to tell you?

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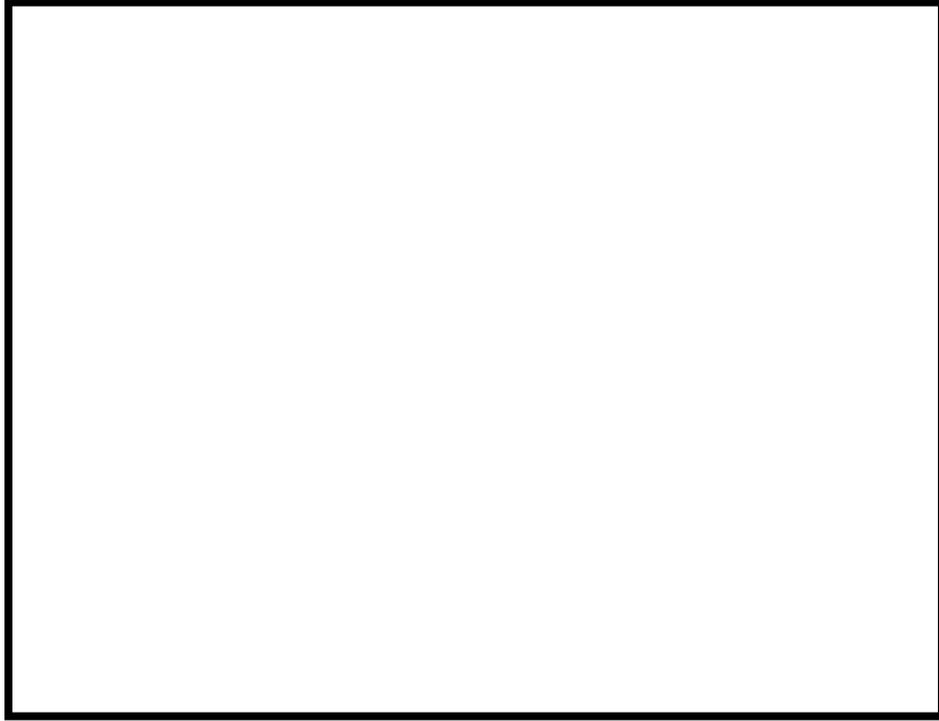
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2. Choose a common sign and make a drawing of it below. What information is this sign giving you.



Information:

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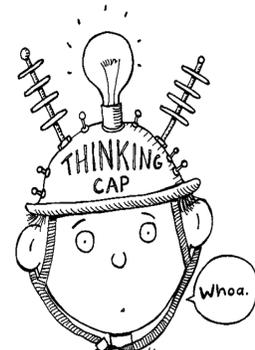
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## Lesson 2: Read, Think and Find

### Key vocabulary in this lesson

<b>Asterix</b>	<b>Bold</b>	<b>Graphics</b>	<b>Headings</b>
<b>Highlight</b>	<b>Italics</b>	<b>Subheadings</b>	<b>Table of Contents</b>

There are some tips that can help when you are looking for or learning important information for work. Websites, documents, and texts often have certain helpful areas that will assist you to find what you need to see more quickly.



When reading, look for **headings** and **subheadings** to help find information. Subheadings are smaller headings within a document that cut it into parts. Words that are bolded, larger, underlined, or in **italics** can also assist you in understanding the information that is being presented. A text will show the main ideas this

way, and a document might use this to **highlight** any particularly important information. Pay close attention to any images, point-form bullets, tables, or charts that might be included in the reading.

If you need to look through a larger document for information, then refer to the **table of contents**. A table of contents will be at the

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beginning. It will show you all the headings and subheadings and tell you what pages they are on.

When answering questions, it is a good idea to read them over before you look through the text or document. If you are looking for information for yourself, making a list first of what you need to find can help your search go more smoothly.

### **Summary – Tips on Finding information in Texts or Documents**

Here are some helpful tips when looking for information:

- Read the title. It tells you what you are going to read about.
- Read the entire text, so you know what it is all about.
- Really look at any pictures, **graphics**, charts, and diagrams. It will help you better understand the article.
- As you read, pay attention to any words in **bold** type.
- Read the text or document in order, do not skip around.
- Take note of anything written beside an **asterix**\*.
- Pay attention to any lists or bullet points in the text.
- If you cannot read a word, cover it up and read the rest of the sentence it is in. This will help you guess what the word might be.
- If you are not sure what a word means, do the same. The rest of the sentence can give you clues about the meaning of that word.
- Think about what you already know about the subject. Sometimes, your own previous knowledge can help you understand something better.
- Take notes if needed.
- Read the text or document as many times as you need to.



## Activity 1: Table of Contents



Check the table of contents in the example. It is the Table of Contents for Module 1 of this course. Look at the different headings and page numbers in this table of contents. This is how you can find sections quickly in a book or manual.

1. What page is the Searching Online activity on?

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2. What is on page 9?

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## Activity 2: Finding Workplace Information in a Text

Read the information on the following page. Watch for helpful clues that direct you to information, such as headings, bolded words, changes in text size, and so forth. They would help you find the main point of the reading.

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## Wilful Misconduct

Wilful misconduct at work is behaviour that can lead to automatic termination (being fired). There are certain behaviours and actions that are unacceptable at work, and you can be immediately let go without two weeks' pay if they happen.



As an employee you have rights, but so does your employer. The labour board recognizes being let go due to wilful misconduct as an acceptable reason for firing an employee right away without extra pay.

## Reasons for Just Cause Dismissals

Here are some of the examples of just cause reasons to be fired by your employer:

- **dishonesty** (fraud, theft, lying about the business)
- time **theft** (taking extra-long breaks, extra breaks, texting, not working for long periods of time)
- insubordination (swearing at others, disrespecting your boss, defying directions)
- **breach of trust** (not being confidential, telling workplace secrets)
- chronic **absence** or lateness
- sexual **harassment** or hate crimes
- not able to understand or perform job, **incompetence**
- **intoxication** (drugs, alcohol) at the workplace
- **lying** on your resumé or providing a false reference



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## No Severance Pay: Why You Won't Get Two Weeks' Pay



Employers get three months to try out an employee and see if they are a good fit. This time frame is called a **probationary period**. After you have been at a job for three months, they must give you two weeks' severance pay if they decide to fire you without notice. This only happens if you are fired or your job is ending. You do not receive two weeks' pay if you are laid off due to a work shortage. On-call workers or casual employees are also not entitled to this money. The Employment Standards sees all offences on the list above as acceptable reasons to terminate an employee quickly.

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1. What is this article about?

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2. What are the sections of this article (subheadings) discussing?

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3. What information in this article did you find important?

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4. Did you find anything in the article helpful when learning this information? Did you use any of the tips from the reading when reviewing this article? Why or why not? Which ones did you use?

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## Lesson 3: Workplace Policies and Procedures

### Key vocabulary in this lesson

<b>Guideline</b>	<b>Manufacturing</b>	<b>Policy</b>	<b>Procedure</b>	<b>Recommended</b>
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Starting a new job is not always easy. Sometimes, there can be a lot to learn, for example, the **policies** and **procedures** of your new workplace. When you begin a job, you might be asked to read information about how things operate at your job. This could include dress code, taking time off, and daily tasks.

Policies are written **guidelines** for how the business wants things to be done.

Procedures outline how employers want their employees to do things at work.

When reading workplace policies or procedures, it is okay to take notes or write down questions to ask afterwards if you are unclear about something. Make sure you reread anything that is unclear the first time. Do not rush though. Look for headings and subheadings to get a better understanding of what you are reading.

Please read an example of workplace policies and procedures on the next page.

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## Mountain Candy Factory

### Employee Health and Safety Guidelines

The following policies must be followed by each person working in the factory. Failure to follow any of these procedures may lead to suspension or termination.

#### *Dress Code:*

1. Each employee must always wear steel-toed footwear and socks.
2. Before entering the manufacturing area, each employee must be wearing company-issued overalls and hairnets. These are available at the employee welcome station.
3. New gloves must be worn by each employee in the manufacturing area. If an employee leaves the floor for break, washroom, or lunch, old gloves must be disposed of in the proper bin, and new gloves must be worn upon re-entering the manufacturing area.
4. All employees working on the lollipop line must always wear ear protection headphones.
5. Overalls must be returned to the laundry room at the end of each shift.
6. Jewellery, including wedding rings, are not allowed on the manufacturing floor.

#### *Safety Procedures:*

1. Each employee must use the proper lifting techniques when lifting, moving, or stacking boxes in the factory.
2. Employees with viruses (cold, flus) or bacterial illnesses must see the floor manager for their re-assignment for the day.
3. Always make sure each production machine has the proper guard in place. Do not operate a machine that has an “under inspection” sign on it.
4. All work stations and machines must be wiped down at end of day. Employees must turn the machines off and wait 15 minutes before cleaning.
5. Work areas must be swept at shift change.
6. Water and other beverages are not permitted around electrical equipment.
7. There is no smoking at the candy factory. Smokers must only use the designated, tented area across the street.
8. Any unsafe equipment or stacking observed in the plant must be reported immediately to the plant foreperson.

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### Activity 1: Understanding and Using Policy Information



Read Mountain Candy Factory’s Employee Health and Safety Guidelines twice and then answer the questions on the following page.

1. What must each employee return to the laundry room at the end of each shift?

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2. What must be replaced after leaving the floor for lunch and breaks?

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3. a) Why would a Mountain Candy employee be re-assigned for day?

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b) In your opinion, why do you think these employees are re-assigned?

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4. What is not permitted around the electrical equipment?

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5. In what section of the plant, must you wear headphones at all time?

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6. Imagine you work at this factory; think of one question you could ask your supervisor after reading this policy. Write the question you would ask down on the lines below:

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On the next page, you will find the **recommended** procedures for dealing with difficult customers at Bobo's Burger House. Please read the information twice and answer the questions.



## **Customer Relation Policy and Procedure**

### **Dealing with Difficult Customers**

The following steps offer helpful tips on how to deal with a dissatisfied or upset customer.

#### ***The First Step***

- The customer is not angry with you. Remember this and look at the situation without taking it personally.
- Tell the customer that you hear and understand their problem. Repeat the issue back to the customer to show you understand.
- Tell the customer you understand they are unhappy.
- Tell the customer you are sorry.

These first steps will let the customer know that you care about the problem.

#### ***The Next Step***

- Let the customer be in control.
  - Offer the customer two options to fix the problem and let the customer pick the best option.
  - Repeat this option back to the customer to confirm it is what the customer wants.
  - Tell the customer you will work on this right away.
  - Always be polite and kind to the customer.
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In these steps, it must be you who offers two solutions. Customer can ask for things that we cannot do or offer to fix a problem if just asked what they want to do. If that happens, the customer can become more upset.

### ***The Last Step***

- If the customer is still angry, seek out a shift manager to show the customer that you are doing everything you can to fix the issue.
- Make sure the customer knows that you are on their side and that this is not an us vs. them situation.

### ***Possible Solutions***

There are many options you can offer to make your customer feel important, but the ones most commonly used by the company are as follows:

1. Fast replacement of item
2. Refund for item
3. Gift certificate of \$10 for use at next visit

### ***EXCEPTIONS***

Bobo's Burger House never expects an employee to be in a situation where they are being threatened or feel unsafe. If a customer is threatening you because they are upset or doing something that makes you feel uncomfortable, get a manager immediately.

Please see your supervisor if you need any further explanations.

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## **Activity 2: Finding and Using Procedure Information**

1. What headings and subheadings do you see in this procedure? What do they tell you about the procedure?

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2. You have started your first shift at Bobo’s Burger House. During the dinner rush, a customer comes up to you and says that her burger is overcooked. You can tell by her body language and voice level that she is angry. Based on the advice in the procedures you have read, how would you handle the situation?

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3. According to the text, what exceptions are there to this policy?

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## Lesson 4: Finding Information in a Work Schedule

### Key vocabulary in this lesson

**Guideline Manufacturing Policy Procedure Recommended**

You will get a work **schedule** to tell you what shifts and hours that you are working each week. At some jobs, the **shifts** might be the same every week, at others, the times and days will change. In the beginning, make sure you check your schedule as often as you can, so that you do not miss shifts or any shift changes. Your schedule may be posted at work or emailed to you. It is good to ask about your schedule when you begin a job.

In this lesson we will look at two different types of schedules. Schedules are usually made in a table. It is much easier to put scheduling information in the cells (spots) in a table than in any other format. At these jobs, you will be shown on the schedules as **Me**. Please look for that word to see what hours you work and what days.

*Mountain Candy Factory – Week of June 24<sup>th</sup> to June 29<sup>th</sup>*

Employee	Mon	Tues	Wed	Thurs	Fri	Sat
Cho, Michael		D	D	D		
Cruz, Pedro	D			N		D
Hawk, Sheyenne		N	N	N	N	
Me	D	D	D		N	
Mikhail, Abdul	N	N			D	
Noonan, Sue	N			D	D	D
O’Grady, Pat	D	D			D	
Patel, Lana	D		D	D		D
Segal, Monique		N	N	N	N	
Thomas, Joan		D	D	D	D	
Winter, Mary	N		N			D

The Mountain Candy Factory has a basic schedule. Employees at this factory work either days or night. This is the schedule for the bubble gum manufacturing line. To find your hours, find your name and follow the **row**

(goes across) to see your shifts. To find the day you are working, look at the top of the **column** (goes down) that shift is in.



The shifts are ten hours long because the factory is cleaned by a contract crew from 5am to 8am every day.

The day shifts run from 9am to 7pm. The night shifts run from 7pm to 5am.

### Activity 1: Finding Information in a Basic Schedule

The letter **D** in the schedule on the last page shows a day shift. The **N** shows a night shift. Look at the schedule and answer the questions below about your shift.

1. Which days do you work during the week of June 24<sup>th</sup> to June 29<sup>th</sup>?

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2. What nights do you work between the week of June 24<sup>th</sup> to June 29<sup>th</sup>?

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3. How many hours is that in total?

Hint: Number of days \_\_\_\_\_ x 10 hours = \_\_\_\_\_

(Use a calculator if you need one.)

4. If you make \$16.00 an hour, how much would you make at the factory during the week of June 24<sup>th</sup> to June 29<sup>th</sup> before taxes?

Weekly hours \_\_\_\_\_ x \$16.00 = \_\_\_\_\_

5. What days are you off this week?

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6. From Monday to Friday, there are four people each day running the gum line. How many people run the line at night?

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### Understanding Time in a Schedule



To use information from a schedule showing work hours, it is first important to understand the difference between start and end times.

There are 60 minutes in an hour. When adding and subtracting time, we need to remember that 60 is the number of minutes in an hour.

If you are reading a schedule, you may have times that go over or under the hour mark.

For example, if you start at 4pm and work until 10:30pm. First subtract the hours, the hours are 4 and 10, so start there  **$10 - 4 = 6$** .

Then, add the minutes. Here, we need to add the half hours, so  **$6 + 0.5 = 6.5$** . The shift is 6.5 hours long.

When you use a calculator to add up your work hours, a half hour is written as **0.5** hours.

# SHIFT SCHEDULE

For the Week of: June 24th to June 30th

## Work Schedule

Starlight Gifts

Schedule	Mon 24th	Tues 25th	Wed 26th	Thurs 27th	Fri 28th	Sat 29th	Sun 30th
<b>Customer Service</b>							
Harpreet	9:30-12:30	9:30-12:30	9:30-12:30				9:30-12:30
Ming	12:30-7:00	12:30-7:00	12:30-7:00	12:30-7:00			12:30-7:00
Bella					12:30-7:00	12:30-7:00	
Me				9:30-12:30	9:30-12:30	9:30-12:30	
<b>Cashiers</b>							
Fawn	9:30-2:30	9:30-2:30	9:30-2:30	9:30-2:30	9:30-2:30		
Carlos	2:30-7:30	2:30-7:30	2:30-7:30	2:30-7:30	2:30-7:30		
Creek					2:00-7:00	9:30-2:30	9:30-2:30
Melina						2:30-7:30	2:30-7:30
Felicia						12:00-7:00	12:00-7:00
<b>Stockers</b>							
Frank			7:00am-12:00	7:00am-12:00	7:00am-12:00	7:00am-12:00	
Marta	7:00am-12:00	7:00am-12:00					7:00am-12:00
<b>Cleaners</b>							
Ahmed		8:00pm-11:00			8:00pm-11:00		
Shirley		8:00pm-11:00			8:00pm-11:00		8:00pm-11:00

## Activity 2: Finding Information in a Schedule with Work Times

The schedule for Starlight Gifts below has your schedule for the next week. Find your name and answer these questions about your hours.

1. What days do you work at Starlight Gifts?

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2. How many hours do you work in total? \_\_\_\_\_

3. If you make the current minimum wage, how much would you make this week before taxes? (Note: You can search Ontario minimum wage on the internet if you are not sure what the amount is.)

Hours x Wage = \_\_\_\_\_

4. How many employees work at Starlight Gifts? \_\_\_\_\_

5. When is the store cleaned? \_\_\_\_\_

6. What subheadings are included in this schedule to help employees find their hours?

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## Lesson 5: Finding Information in Lists and Instructions

### Key vocabulary in this lesson

<b>Computerized</b>	<b>Instructions</b>	<b>Inventory</b>
<b>Point-of-Sale</b>	<b>Receipt</b>	<b>Supervisor</b>



Lists can be simple, such as to-do lists, or harder to follow like **inventory** lists. Lists make information quick and easy to find.

Instructions are sorted in order, sometimes in a numbered list. Lists are a part of everyday life.

We make shopping lists. We follow recipes that give us a list of ingredients and instructions. A **receipt** is a list of items that you have purchased.

Article	Count	Amount	Tax
T-Shirt XL.....	1	\$14,95	20%
Jeans PDK.....	2	\$39,90	20%
-----			
GROSS		\$75,80	
TAX		\$18,95	
SUM		\$94,75	
=====			

The workplace has different types of lists, like workplace checklists. A workplace checklist is put in place to cover everything that needs to be done in a shift. It is a to-do list with boxes, so you can show the next shift or your **supervisor** what has been done in a night. The checkmarks show that each task has been finished. **Instructions** give you step-by-step directions on how to do things. Checklists tell you all the tasks you need to finish.

If an employer gives you a daily checklist, that means that everything on that list is expected to (must) be completed before you leave at the end of your work day. If an employer gives you instructions, then it is their way of making sure that you do the task finished step-by-step how they want it done. It is important to follow checklists and instructions at work because they show you what an employer wants from you as an employee.

## Activity 1: Following a Checklist

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### *Caffeine Haven*

#### **EVENING SHIFT CHECKLIST – BARISTA**

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**WORK AREA**

- Prep lemonade
- Restock take out bags and clean pastry area
- Restock all cups, and lids
- Restock all stir sticks, sugar and sweetener packets
- Fill all syrup: vanilla, caramel and mocha
- Wipe counters and machines
- Clean sink
- Take out garbage
- Sweep floors

**BATHROOMS**

- Clean mirrors with glass cleaner and wipe dry
- Restock toilet paper and paper towels
- Clean sink
- Clean inside and outside of toilets
- Empty trash can
- Sweep floors

Jo has been hired to work the evening shift at Caffeine Haven. The job is to work as a barista that serves specialty drinks and pastries. There is a checklist given to the person working the evening shift that they must complete before locking the café and going home. Please look at Jo's checklist below and answer the questions.

Jo chops the lemons, boils the water and sugar, and makes the lemonade. Jo puts in the lemonade in the refrigerator. Jo then restocks the take-out bags in the treats section and cleans the pastry area. She restocks all the cups, lids, sugar, and sweetener packets. She fills up the vanilla and chocolate syrup, but the café is out of the caramel mixture. She cleans up the work area, wiping the machines and counters and the sink. She takes out the garbage and then sweeps the floor.

Jo goes into the washroom and restocks all the toilet paper and paper towels. She cleans the sink and toilets. She empties the trash can and then sweeps the floor.

1. What tasks on the list has Jo missed?

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2. There was one task that Jo could not complete. Is there anything she should do or say about that task? If yes, explain your answer.

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3. What tasks in the work area must Jo also do when cleaning the bathrooms?

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4. How can Jo be sure to not miss anything the next time she works the evening shift?

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### Activity 2: Following Instructions

My Health Alberta has listed instructions on how to be safe at work when lifting. Look at the graphic and read the information under it to see how you can lift objects and protect your body from injury.

Proper Lifting Technique

Credit: <https://myhealth.alberta.ca/Health/pages/conditions.aspx?hwid=hw206944>



Follow these tips to avoid compressing the spinal discs or straining your lower back when you are lifting:

- **Keep a wide base of support.** Your feet should be shoulder-width apart, with one foot slightly ahead of the other.

- **Squat down**, bending at the hips and knees only. If needed, put one knee to the floor and your other knee in front of you bent at a right angle (half kneeling).
- **Keep good posture**. Look straight ahead and keep your back straight, your chest out, and your shoulders back. This helps to keep your upper back straight while having a slight arch in your lower back.
- **Slowly lift** by straightening your hips and knees (not your back). Keep your back straight and don't twist as you lift.
- **Hold the load** as close to your body as possible, at the level of your belly button.
- **Use your feet** to change direction, taking small steps.
- **Lead with your hips** as you change direction. Keep your shoulders in line with your hips as you move.
- **Set down your load** carefully, squatting with the knees and hips only.

1. What are eight steps to proper lifting? Hint: Remember when looking for information to check bolded or underlined words.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Is this the way that you are lifting items now? If not, what might you need to change when lifting items in the future?

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### Activity 3: Reading a Receipt



Companies are always looking for faster, better options to help their business. For this reason, many no longer have regular cash registers. They have made the change to **point-of-sale (POS)** registers. Cash registers are not **computerized**. They give change and hold money. A point-of-sale system is computerized. It still does everything a cash register can, but it also does more, such as record information on sales, create inventory lists, and handle debit and credit payments. If you get a job with a POS system and have not used one before, you will be trained how to use it. For now, you are just going to learn how to find information in a point-of-sale receipt. Please see the receipt on the next page and answer the questions to complete Activity 3.

### Activity 4: Finding Information Online

Using a search engine, find out why some point-of-sale system receipts have a bar (UPC) code. Discuss what you have found out with your instructor.

**GOOD GROW MARKET  
5 SAME STREET,  
SAMPLEVILLE**

Groceries

Bananas \$2.99/LB  
Apples \$1.99/LB  
Carrots \$0.99/LB

Meats

Ribeye \$9.99/LB  
NY Strip \$8.99/LB

Subtotal \$24.95  
Tax (9%) \$2.25

**Total \$27.20**

Thank you for shopping with us



\*No refunds or exchanges without receipt

1. Where was this purchase made?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What are the two subheadings on this receipt?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What is the subtotal of the purchase?

\_\_\_\_\_

4. How much tax is on the purchase?

\_\_\_\_\_

5. Can a customer get a refund at Good Grow Market without a receipt?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson 6: Workplace Emails and Memos

### Key vocabulary in this lesson

Formal

Memorandum

Private

Professionally

Memos are different from letters or emails. They are used only to give information in the workplace. People do not send memos to their friends or family. Memo is the short form of **Memorandum**, which means a written letter in business. Memos are to do with business but are usually not as detailed or **formal** as emails or letters. Memos have a date, they tell you who the information is for, who it is from, and they have a subject line.

Here is an example of a workplace memo:

### Memo

---

Date: 06/24/2019

To: All employees of Starlight Gifts

From: Samantha Jones, Manager

Re: Friends and Family Day

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Our annual Friends & Family Day is on July 14<sup>th</sup> this year. It is the 10-year anniversary of the store. I will be giving out four 50% off gift coupons to each employee. One card is for you and the other 3 are to give to your friends and family. We will be cutting a cake at noon that day. Please invite your family and friends to join us for cake.

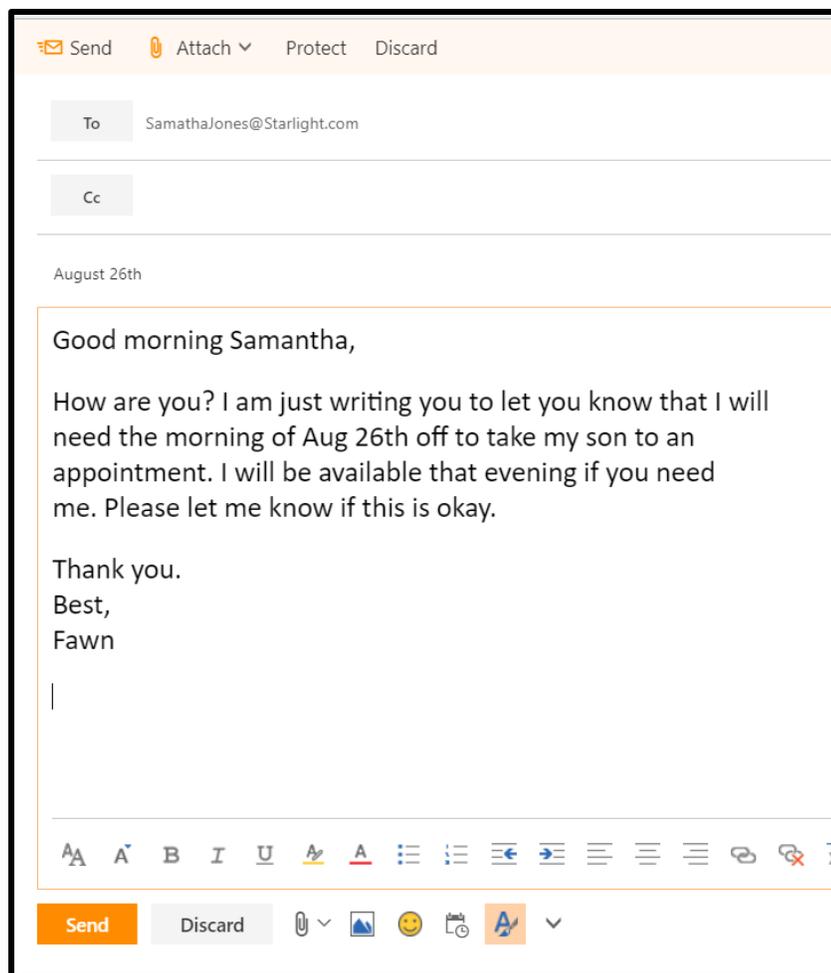
Memos have a short message included in them that talks about something important that employees need to know. In this memo, the employees are being informed about their store's Friends and Family Day.

Emails are letters sent by computer. In Module 1, you learned how to write an email **professionally**. Emails are different from memos. They are used for both workplace and personal use. Unlike memos, they should include a greeting and a closing. Memos have a short text explaining something. Emails can be short or long.

See the example of an email below:

Fawn from Starlight Gifts is asking her manager for a day off on August 26<sup>th</sup>. She needs the day off to take her son to an appointment, which is a personal matter. Emails are more **private**.

She has included a subject in her email. For this email, she has used the date she needs off as her subject line. She makes sure to include a professional greeting and closing in her email.



Emails are more formal than memos. Emails can be any length you wish, but Fawn knows it is better to get to the point and just includes the necessary information that her boss needs about August 26<sup>th</sup>.

### **Activity 1: Memo or Email**

Read the following situations and choose whether you think an email or memo should be used to share the information.

1. Mountain Candy Store must close for a week for machine repairs.

---

2. Ahmed was on the construction site, and the electrician stopped by to give the contractor he works for a quote for the electrical work for the job.

---

3. All employees working in the offices of Meyer and Smith need to submit their vacation leave requests.

---

4. Trudy from Human Resources wants to let Stavros know that she is missing one of his timesheets.

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## Activity 2: Finding Information in a Memo

### Memo

---

Date: 06/27/2019

To: All Employees

From: Stavros Stamos, Dream Home Construction

Re: Overtime

---

All employees are asked to work this Saturday June 28<sup>th</sup> at the construction site to finish work before the electrician and plumber come next week. Please be there for 8am. We will be working until 5pm. All employees will be paid overtime for this work.

1. Why is this memo being sent to all employees?

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2. Who is sending this memo?

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3. What is the company name?

---

4. How many days in advance was this memo sent?

---

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### Activity 3: Find Information in an Email

To TheAhmedp@gmail.com

---

Cc

---

Social Insurance Number and Paperwork

Hello Ahmed,

My name is Stacey and I am in charge of accounting for Stavros. I have your timesheets but I have not been given your social insurance number. I will need that number to complete your pay. I also need your signature on a tax form. Pay day is next Friday, July 5th. If you could come to the office this week between 9am and 11am or between 12pm and 4pm I would appreciate it. Ask for Stacey at the front desk.

We are located at 789 Construction Drive in the Industrial Park in midtown.

Please let me know if you have any questions.

Sincerely,  
Stacey Smith, Accountant, Dream Home Constructions  
633-333-3334

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1. Who is this email to?

---

2. What is it about?

---

---

3. Where does he need to go?

---

---

4. What time should he go there?

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5. Who has written this email?

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## Lesson 7: Finding Workplace Information in Videos

### Key vocabulary in this lesson

**Audio**

**Combine**

**Distractions**

**Efficient**

**Visual**

At work, you may have to watch training or safety videos to learn the information that you need for your job. Many large box stores, such as Walmart and Home Depot use these videos because it is a fast and **efficient** way for people to learn the way things must be done on the job. These videos might show examples of people dealing with situations in the way that the company expects you to deal with them. They **combine visual** and **audio** learning, which can make things much easier for people who learn best in those ways,

It is important to not only to listen but also to watch the videos. Limit **distractions** like loud noises or cellphones when you are doing so. Take notes if writing information down helps you remember the information. Do not skip places in the videos. Be sure to ask questions afterwards if there are parts that you do not understand.



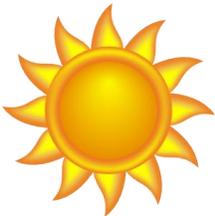
In this section, we will start by watching short videos to get you prepared for finding information in longer videos in upcoming modules.

When you are asked to answer questions about a video, it is always good to read the questions first before starting the video, so you know what to expect. It is also helpful to watch a video more than once, if you can do so, to make sure that you followed all the information that is offered.

## Activity 1: Finding Information in a Health and Safety Video

Please click the following link:

<https://www.youtube.com/watch?v=seUezvxEjM4&list=PLxmz9ERQIsZt91efpfQXf1TxPOp5uVc4T&index=24&t=0s>



or go to YouTube.com and type the following in the search box to view the heat stress awareness video that you need to complete this activity: **WSIB Heat Stress Awareness Guide ON gov.**

1. When does heat stress occur?

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2. Can a person get heat stress indoors? If yes, please give an example of where this might happen.

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3. What is one way to avoid heat stress?

---

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4. When working on very hot days, workers should be drinking a cup of water every \_\_\_\_\_ minutes.

## Activity 2: Applying Information from a Customer Service Video

Please open your internet browser and type in **Give 'Em the Pickle by Bob Farrell - Customer Service Training**

Or click the following link:

<https://www.youtube.com/watch?v=ISJ1V8vBiil&list=PLdAbGWbfN7ctgmnDPMkBtA6IDtzD-r4cV>

Enjoy this short video by business owner Bob Farrell, who has given many talks on customer service.

1. What does "Give 'Em the Pickle" really mean?

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2. Think of a time when you had great customer service. Please share that experience on the lines below.

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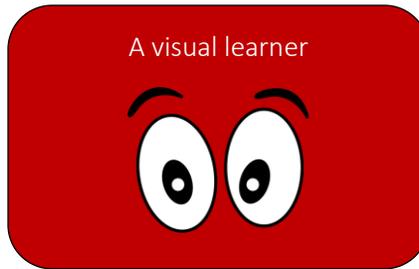
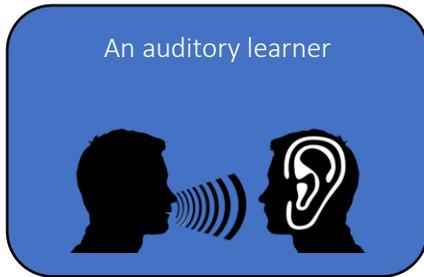
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### Post-Module Activity: What is Your Learning Style?

Lesson 6 discussed being a visual (seeing) or auditory (listening) learner. There are many types of learners. The three most common are auditory, visual, and kinesthetic (hands on). You can find out which one you most are by answering the questions below and then checking your results.

## Learning Style Questionnaire



Read the following statements and use the scale below to rate how much each one applies to you. Write the correct number in the scale on the lines provided.

1	2	3
Not me	Sometimes me	Definitely me

### Part One

1. \_\_\_ I enjoy art and/or doodling and even my notes have lots of pictures in them.
2. \_\_\_ I remember something better if I write it down.
3. \_\_\_ I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. \_\_\_ It helps me to look at the person while listening; it keeps me focused.
5. \_\_\_ Using flashcards helps me to retain material for tests.
6. \_\_\_ It's hard for me to understand what a person is saying when there are people talking or background noises.
7. \_\_\_ It is better for me to get work done in a quiet place.
8. \_\_\_ If I am spelling out a word it helps if I write it in my mind.
9. \_\_\_ If someone is giving me instructions, I need to see the paper to understand it.

**Total** \_\_\_\_\_

## Part Two

1. \_\_\_ My handwriting doesn't look neat to me.
2. \_\_\_ It helps to use my finger as a pointer when reading to keep my place.
3. \_\_\_ I understand how to do something if someone tells me, rather than having to read the same thing to myself.
4. \_\_\_ I remember things that I hear, rather than things that I see or read.
5. \_\_\_ Writing is tiring. I press down too hard with my pen or pencil.
6. \_\_\_ My eyes get tired fast.
7. \_\_\_ I like stories read to me. I like games where people tell me the instructions out loud.
8. \_\_\_ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.
9. \_\_\_ I like to learn from podcasts.
10. \_\_\_ I learn song lyrics better by hearing them than reading them.

**Total** \_\_\_\_\_

## Part Three

1. \_\_\_ I don't like to read directions; I'd rather just start doing.
2. \_\_\_ I learn best when I can try it while someone is showing me.
3. \_\_\_ Studying at a desk is not for me.
4. \_\_\_ I like working computers.
5. \_\_\_ I tend to solve problems by trying things out rather than brainstorming ideas.
6. \_\_\_ Before I follow directions, it helps me to see someone else do it first.
7. \_\_\_ I am always one of the first people to dive right in to a task.
8. \_\_\_ I can find my way around with little directions.
9. \_\_\_ I pace or walk around when I am thinking or on the phone.
10. \_\_\_ I use my hands a lot when I talk or tell stories.

**Total** \_\_\_\_\_

Please total your scores and write them below.

The part with the highest score corresponds to your best learning style.

Results:

**Part One** \_\_\_\_ **Visual**

**Part Two** \_\_\_\_ **Auditory**

**Part Three** \_\_\_\_ **Kinesthetic**

Auditory	Listening to broadcasts, sounds, songs or even rhythms help with learning. When learning, use a read aloud program or listen to online videos.
Visual	Diagrams, graphics, drawings and pictures help with learning.
Kinesthetic	Learns better with manipulatives, computers, working with hands on materials.

### Milestone Stop

