

# Practitioner's Guide

For CESBA's Work Skills Manual

*Aligned to the Ontario Adult Literacy Framework Curriculum*



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## Acknowledgements



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## Course Mission Statement

*CESBA's goal for this project was to offer a curriculum based on necessary employment skills using the Ontario Adult Literacy Curriculum Framework competencies as a guideline. This curriculum can be taught either one-on-one or to a group. The course contains the essential activities that students need to gain and maintain employment. This manual focuses on training people in Ontario to be skilled, educated, and prepared workers by instructing task-based learning, numeracy, and soft skills.*

## Course Tips and Information

This Work Skill Manual contains three separate units:

1. A practitioner's guide with assessment, course answers, and a certificate
2. A manual with tips and activities
3. A group activity suggestion guide

### Practitioner's Guide

Module 1 of the Work Skills Manual is an introduction to OALCF competencies. There are five activities in the first module that can be copied and used as a pre-assessment to this course. The alignment to the OALCF is in this guide. The guide also contains answers for the course and a course completion certificate.

The activities for the assessment are located on pages 9, 10, 16, 21–27, 32 of Module 1.

### Manual

- This manual can be used as a complete unit or in sections, depending on the needs of the learner.
- Milestone stops have been incorporated into this course to encourage the students to ask for them and take ownership of their learning experience.
- A participant must successfully complete 85% of this course before he/she can receive the certificate offered at the end of this guide book.
- Online information is often updated; eventually, some sites and information contained in this course might change. Instructors may have to search for information on other sites or update activities as needed. An online search can help find site replacements.

### Group Activity Guide

The activities in the group workshop guide are not included in the 85% needed for individuals to successfully complete the course. These group activities are included for any instructor wishing to use these materials to instruct group workshops. All activities contained in this guide are optional and at the discretion of the practitioner.

## CESBA Work Skills Manual– OALCF Assessment



Name: \_\_\_\_\_

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

OALCF Level: \_\_\_\_\_

Module 1 activities, CESBA Work Skills Manual

Notes/Recommendations:

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## Page 8, Activity 1: Finding Information Online

D.2 Uses device to find information online	
<ul style="list-style-type: none"><li><input type="checkbox"/> Follows digital instructions.</li><li><input type="checkbox"/> Understands web address.</li><li><input type="checkbox"/> Opens browser.</li><li><input type="checkbox"/> Types web address into address bar.</li><li><input type="checkbox"/> Finds information on website.</li><li><input type="checkbox"/> Uses the search box and search option on dictionary.com effectively.</li></ul>	
Performance Descriptors	Task Descriptors
<ul style="list-style-type: none"><li><input type="checkbox"/> Performs simple searches using keywords.</li><li><input type="checkbox"/> Recognizes steps involved in online search.</li></ul>	<ul style="list-style-type: none"><li>• May include unfamiliar elements (e.g., vocabulary, context, topic).</li><li>• Requires multiple steps to complete.</li><li>• Requires the use of a limited range of features and options.</li><li>• Uses a simple format.</li><li>• Steps required to complete tasks are easy to interpret.</li></ul>

### Answer

**podcast** [ pod-kast, -kahst ] SHOW IPA Digital Technology 

[EXAMPLES](#) | [WORD ORIGIN](#)

#### *noun*

- 1 a digital audio or video file or recording, usually part of a themed series, that can be downloaded from a website to a media player or computer:

*Download or subscribe to daily, one-hour podcasts of our radio show.*

#### *verb (used with or without object)*

- 2 to record and upload as a podcast:

*He podcasts once a week on various topics.*

*She podcasts her lectures.*

## Page 8, Activity 2: Finding Information in a Text

A 1.2 Reads document (memo) to locate details	
<input type="checkbox"/> Uses common language to try to decipher the proper answers. <input type="checkbox"/> Follows heading and subheadings in form to find answers. <input type="checkbox"/> Understands structure of a memo. <input type="checkbox"/> Finds information in document.	
Performance Descriptors	Task Descriptors
<input type="checkbox"/> Decodes words and makes meaning of sentences in a single text. <input type="checkbox"/> Uses short texts to locate a simple piece of information. <input type="checkbox"/> Follows simple, straightforward instructional texts.	<ul style="list-style-type: none"> <li>• Has a highly explicit purpose.</li> <li>• Addresses concrete, day-to-day topics.</li> <li>• Scope of task is limited.</li> </ul>
B 2.1 Write texts to explain and describe information and ideas	
<input type="checkbox"/> Conveys simple ideas and information in sentences. <input type="checkbox"/> Uses sentence structure, upper- and lowercase, and basic punctuation. <input type="checkbox"/> Uses vocabulary familiar to the participant when writing about what skills are needed. <input type="checkbox"/> Attempts to spell words properly and is generally successful. <input type="checkbox"/> Answers questions in a basic form.	
Performance Descriptors	Task Descriptors
<input type="checkbox"/> Writes to inform. <input type="checkbox"/> Conveys simple ideas. <input type="checkbox"/> Demonstrates an understanding of information in writing. <input type="checkbox"/> Uses sentence structure, upper- and lowercase, and basic punctuation. <input type="checkbox"/> Uses familiar vocabulary.	<ul style="list-style-type: none"> <li>• Scope of task is limited.</li> <li>• Addresses concrete, day-to-day topics.</li> <li>• Addresses a small, familiar audience.</li> <li>• Is informal.</li> <li>• Has a familiar context.</li> </ul>

### Answers

1. The overnight staff
2. Tuesday, June 25<sup>th</sup> at 6pm
3. Yes, they do. The memo says that it is mandatory.
4. This memo was written by Gerard Burns, Manager.



## Page 16, Activity 3: Fixing Texts

<b>B 2.1 Write texts to explain and describe information and ideas</b>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Conveys simple ideas and information in a paragraph or less.</li><li><input type="checkbox"/> Demonstrates a limited understanding of sequencing in a paragraph using soft skills.</li><li><input type="checkbox"/> Uses sentence structure, upper- and lowercase, and basic punctuation.</li><li><input type="checkbox"/> Uses vocabulary familiar to the participant when writing the email and text message with changes.</li><li><input type="checkbox"/> Attempts to spell words properly and is generally successful.</li><li><input type="checkbox"/> Paragraph is written well enough to convey the proper meaning.</li><li><input type="checkbox"/> Writing is appropriate for the workplace.</li></ul>	
Performance Descriptors	Task Descriptors
<ul style="list-style-type: none"><li><input type="checkbox"/> Writes simple texts to inform</li><li><input type="checkbox"/> Conveys simple ideas</li><li><input type="checkbox"/> Demonstrates a limited understanding of sequencing</li><li><input type="checkbox"/> Uses sentence structure, upper- and lowercase, and basic punctuation</li><li><input type="checkbox"/> Uses familiar vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Scope of task is limited.</li><li>• Addresses concrete, day-to-day topics.</li><li>• Addresses a small, familiar audience.</li><li>• Is informal.</li><li>• Is up to a paragraph in length.</li><li>• Has a familiar context.</li></ul>
<b>E 1. Uses limited learning strategies, and begins to monitor own learning</b>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Participant identifies areas needed to improve.</li><li><input type="checkbox"/> Participant edits and improves texts.</li><li><input type="checkbox"/> Participant understands what soft skills need to be used to change the texts.</li></ul>	
Performance Descriptors	
<ul style="list-style-type: none"><li><input type="checkbox"/> Identifies steps required to establish goal.</li><li><input type="checkbox"/> Identifies barriers to establishing goal.</li></ul>	

### Answers will vary, but should

be appropriate for work, not contain short forms, and be professional.

## Pages 21–26, Activity 1: Math Review Assessment

C 1.1 Make simple calculations	
Count by 2s and 10s, adding change	
Performance Descriptors	Task Descriptors
<input type="checkbox"/> Able to count by 2s. <input type="checkbox"/> Able to count by 10s. <input type="checkbox"/> Adds change correctly. <input type="checkbox"/> Follows apparent steps to reach solutions. <input type="checkbox"/> Assigns place value.	<ul style="list-style-type: none"> <li>• Scope of task is limited and has a set procedure.</li> <li>• Operation is apparent.</li> </ul>
C 1.1 Make simple calculations	
Interprets word problems.	
Performance Descriptors	Task Descriptors
<input type="checkbox"/> Able to use basic operations to complete word problem. <input type="checkbox"/> Chooses appropriate procedure to determine answer. <input type="checkbox"/> Follows appropriate steps to reach accurate answer.	<ul style="list-style-type: none"> <li>• Scope of task is limited and has a set procedure.</li> <li>• Operation is apparent.</li> <li>• Uses basic math functions to determine result.</li> </ul>
C 3.1 Calculates perimeter and area	
Follows steps to determine perimeter and area.	
Performance Descriptors	Task Descriptors
<input type="checkbox"/> Adds sides to calculate perimeter. <input type="checkbox"/> Multiplies L x W to determine area. <input type="checkbox"/> Writes exponent to show centimetres or metres squared. <input type="checkbox"/> Identifies and performs required operations. <input type="checkbox"/> Determines appropriate measurements.	<ul style="list-style-type: none"> <li>• Scope of task is limited.</li> <li>• Uses common units of measurement within the same system.</li> <li>• Uses whole numbers.</li> <li>• Has a highly explicit purpose.</li> </ul>

## C 2.1 Manage time

Calculates the time passed between two clocks.

Performance Descriptors	Task Descriptors
<ul style="list-style-type: none"><li><input type="checkbox"/> Able to use basic operations.</li><li><input type="checkbox"/> Able to read a digital clock.</li><li><input type="checkbox"/> Can subtract time.</li><li><input type="checkbox"/> Follows appropriate steps to reach accurate answer.</li></ul>	<ul style="list-style-type: none"><li>• Scope of task is limited and has a set procedure.</li><li>• Operation is apparent.</li><li>• Uses basic math functions to determine result.</li></ul>

## Answers

### Counting

2, 4, 6, 8, 10, **12**, 14, **20**, 22, 24, 26  
5, **10**, 15, **20**, 25, 30, **35**, 40, 45, 50, **55**, 60, 65, 75  
**10**, 20, 30, **40**, **50**, 60, **70**  
**25**, 50, 75, 100, 125, **150**

### Coins

\$3.60  
\$2.55

### Place Value

2. 7 tens
3. 3 tenths
4. 3 hundreds
5. one million

### Write the Number Words

Nine thousand, four hundred and seventy-seven  
Four hundred and twenty-four dollars and seventy-three cents  
Two decimal seven eight nine  
Four hundred and twenty-two  
One thousand, one hundred and one

### Addition

8	19	35	
99	92	1908	74

### *Subtraction*

5	6	22	
15	100	3993	889

### *Word Problem*

Ling has 49 fish now.  $23+23+3$

### *Multiplication*

32	0	12
63	56	25
21	70	48

8964	19780	0
47430	152684	41238

### *Division*

5	1	8	10
7	4	3	10

### *Time*

6 hours and 15 minutes

### *Area and Perimeter*

A =  $25\text{m}^2$   
P = 20m  
A =  $132\text{m}^2$   
P = 46m

## Pages 32-34, Activity 1: Create a Goal Plan

E.2 Manage Learning
<input type="checkbox"/> Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning. <input type="checkbox"/> Create a goal plan using the SMART goal model.
Performance Descriptors
<input type="checkbox"/> Demonstrates positive attitude to learning. <input type="checkbox"/> Recognizes and expresses when one does not know something. <input type="checkbox"/> Accepts new learning challenges. <input type="checkbox"/> Willingness to work independently. <input type="checkbox"/> Manages time (e.g., makes realistic estimates about time). <input type="checkbox"/> Understands concept of short and long-term goals. <input type="checkbox"/> Sets realistic and measurable goals.

Answers may vary

### Activity 1, page 34

Marked out of 10

Point each for goals (total of 5)

2 marks for creating SMART goals

2 marks for making the timeframe reasonable

1 mark for spelling and grammar

# Marking Guide

## Module 1 – Introduction to the Tasks and Competencies

### Lesson 1

#### Activity 1, page 8

### podcast [pod-kast, -kahst] SHOW IPA Digital Technology

EXAMPLES | WORD ORIGIN

#### noun

- 1 a digital audio or video file or recording, usually part of a themed series, that can be downloaded from a website to a media player or computer:  
*Download or subscribe to daily, one-hour podcasts of our radio show.*

#### verb (used with or without object)

- 2 to record and upload as a podcast:  
*He podcasts once a week on various topics.*  
*She podcasts her lectures.*

#### Activity 2, page 8

- a) The overnight staff
- b) Tuesday, June 25<sup>th</sup> at 6pm
- c) Yes, they do. The memo says that it is mandatory.
- d) This memo was written by Gerard Burns, Manager.

#### Activity 3, page 9

- a) Henrietta Jones
- b) She was given first aid supplies and driven to the hospital.
- c) Ming Wu, Night Manager
- d) Information given should be written beside Follow Up: section.

#### Activity 4, page 9

- a) Text
- b) Presentation
- c) Document
- d) Video

## Lesson 2

### Pre-Activity, page 11

Answers will vary. Should be close to the following examples:

Name	Way that I communicated
<i>Mrs. Thomson</i>	<i>I waved</i>
<i>Jill</i>	<i>Emailed</i>
<i>Ahmed</i>	<i>Gave him a hug and said hi</i>
<i>My mom (Naomi)</i>	<i>Texted</i>
<i>Kenna</i>	<i>Spoke face to face</i>

### Activity 1, page 13

Jobs that may not require interaction with others: Data entry clerk, cyber security specialist, lab technician; answers may vary.

Answers may vary. Answer should include an opinion and a reason supporting that opinion.

### Activity 2, page 14

Answers may vary. Should include step-by-step instructions.

### Activity 3, page 15

Answers will vary, but should include:  
be appropriate for work,  
not contain short forms, and  
be professional and polite.

### Activity 4, page 17

For: Kiera, the manager  
From: Priya Patel, Vice Principal at Southside Middle School  
Time: After 2pm      Date: (today's date)  
Phone: 633-333-3333      Message: Would like to talk to you about a candy donation for the school fair day.

### Activity 5, page 18

Full marks for completed board

Milestone Stop – page 19

## Lesson 3

### Activity 1, pages 21-26

#### Counting

2, 4, 6, 8, 10, **12**, 14, **20**, 22, 24, 26  
5, **10**, 15, **20**, 25, 30, **35**, 40, 45, 50, **55**, 60, 65, 75  
**10**, 20, 30, **40**, **50**, 60, **70**  
**25**, 50, 75, 100, 125, **150**

#### Coins

\$3.60  
\$2.55

#### Place Value

2. 7 tens
3. 3 tenths
4. 3 hundreds
5. One million

#### Write the Number Words

*Nine thousand, four hundred and seventy-seven*  
*Four hundred and twenty-four dollars and seventy-three cents*  
*Two decimal seven eight nine*  
*Four hundred and twenty-two*  
*One thousand, one hundred and one*

#### Addition

8	19	35	
99	92	1908	74

#### Subtraction

5	6	22	
15	100	3993	889

#### Word Problem

Ling has 49 fish now  $(23+23+3)$ .



## *Multiplication*

32	0	12
63	56	25
21	70	48

8964	19780	0
47430	152684	41238

## *Division*

5	1	8	10
7	4	3	10

## *Time*

6 hours and 15 minutes

## *Area and Perimeter*

A = 25m<sup>2</sup>  
P = 20m  
A = 132m<sup>2</sup>  
P = 46m

## *Understanding Data*

1. Leisure and hospitality
2. 12%
3. Manufacturing
4. There is a 12% difference.

## **Lesson 4**

### **Activity 1, page 29**

Answers may vary.

## **Lesson 5**

### **Activity 1, page 32**

Marked out of 10  
Point each for goals (total of 5)  
2 marks for creating SMART goals  
2 marks for making the timeframe reasonable

1 mark for spelling and grammar

## **Activity 2, page 35**

Answers may vary. Six marks awarded.

Goals are SMART and the reasons for answers are given.

- ☐ Specific
- ☐ Measurable
- ☐ Attainable
- ☐ Realistic
- ☐ Time-bound

## **Lesson 6**

### **Activity 1, page 35**

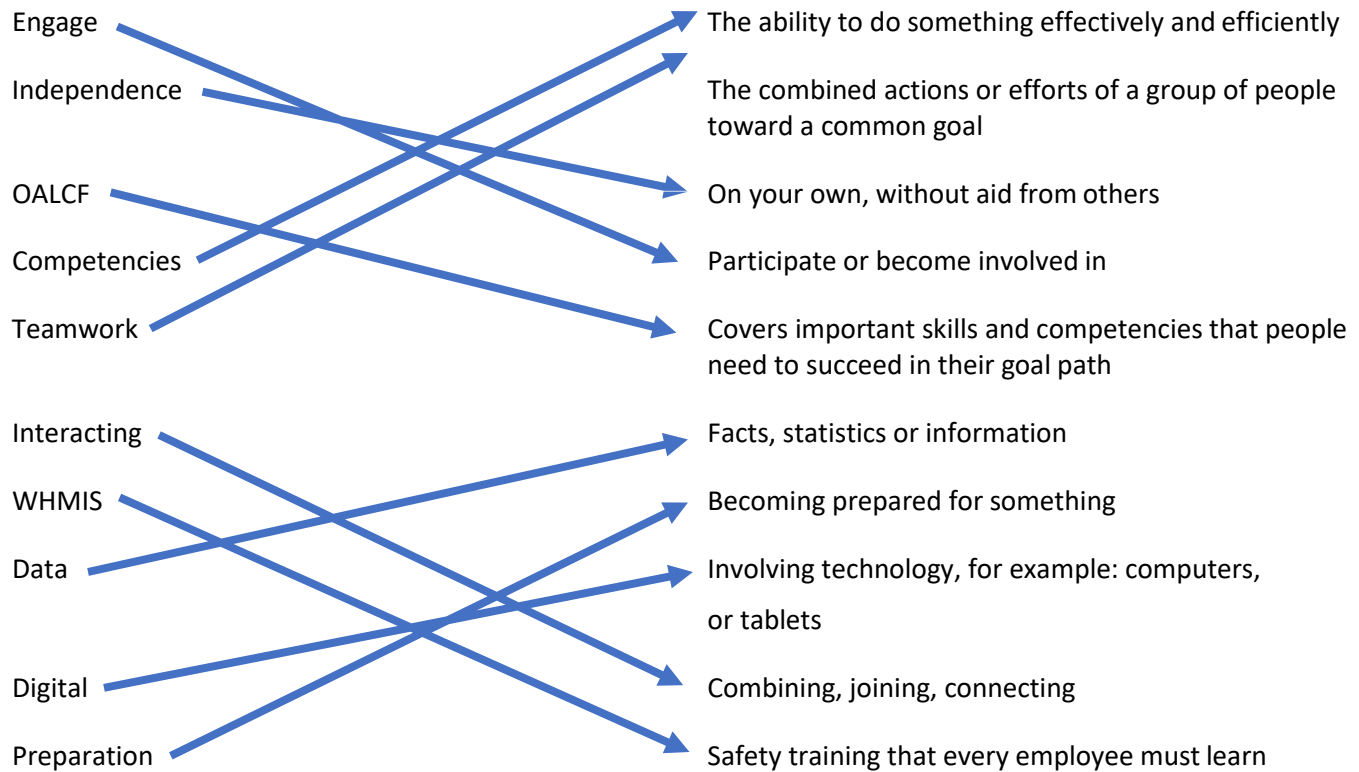
Some answers may include the following:

- Geese honk to encourage/cheer for each other.
- Geese lift each other up.
- Geese work as a team.
- Geese draw on the power and help of teammates.
- When one teammate gets tired, another takes over.
- When a team member falls behind, others help them.
- Geese take turns with leadership.

### **Milestone Stop, Page 36**

## End of Module Activity: Matching Exercise, page 37

Answers must be about teamwork to gain full marks.



## Module 2 – Find and Use Information

### Lesson 1

#### Activity 1, page 4

Slippery when wet  
No parking  
Washrooms  
Eye washing station  
Poison

#### Activity 2, page 5

1) and 2) Answers will vary.

### Lesson 2

#### Activity 1, page 9

1. 21
2. Activity 1: Communications in the Workplace

#### Activity 2, pages 11

1. This article is about willful misconduct and what are the just causes of dismissal.
2. The subheadings introduce the just causes of dismissal and no severance pay.
3. Answer may vary. Marks awarded for choosing something directly from the article and discussing why it is important.
4. Marks awarded for describing how information from the article will be used.

### Lesson 3

#### Activity 1, page 14

1. Overalls must be returned to the laundry room.
2. Gloves must be replaced after lunch and breaks.
3. a) They may be reassigned because of illness.
4. b) They would be reassigned because sick employees should not be around food or machinery that makes food.
5. Water and other beverages are not allowed around electrical equipment.
6. Headphones must be worn on the lollipop line.
7. Answers may vary. Answer should relate to the information in the health and safety procedures or be about working at a candy factory.

## Activity 2, page 20

1. Dealing with Difficult Customers, The First Step, The Next Step, The Last Step, Possible Solutions and Exceptions. They tell me that this is going to be a step-by-step guide on how to deal with difficult customers.
2. Answers might include:
  - Do not take this personally.
  - Tell the customer that you are sorry.
  - Tell the customer that you understand.
  - Offer another burger or offering the customer back his/her money.
  - Tell the customer that it will be done right away.
3. The exceptions are when a customer is threatening an employee or that they feel that they are unsafe.

## Lesson 4

### Activity 1, page 16

1. I work days from Monday to Wednesday.
2. I work nights on Fridays.
3.  $4 \text{ shifts} \times 10 \text{ hours} = 40 \text{ hours}$
4.  $40 \text{ hours} \times \$16.00 = \$640$
5. I am off on Thursday and Saturday.
6. Three people run the gum line at night.

### Activity 2, Page 21

1. I work Thursday, Friday and Saturday (the 27th, 28th, and 29th).
2. I work 9 hours.
3. In 2019, the minimum wage is \$14.00 an hour, so  $\$14.00 \times 9 = \$126.00$ .
4. There are 13 employees at Starlight Gifts.
5. The store is cleaned from 8 to 11.
6. Subheadings: Dates, employee jobs, employee names

## Lesson 5

### Activity 1, page 24

1. Jo forgets to clean the mirrors.
2. Jo should tell someone or leave a note about the lack of caramel mixture.
3. She must sweep floors, take out the garbage, and clean sinks in both areas.
4. Jo should keep checking the list and check the boxes.

### **Activity 2, page 26**

1. Keep a wide base of support, squat down, keep good posture, slowly lift, hold the load, use your feet, lead with your hips, and set down your load carefully.
2. Answer may vary but should include advice from instructions.

### **Activity 3, page 28**

1. The purchase was made at Good Grow Market.
2. The subheadings are groceries and meat.
3. The subtotal is \$24.95.
4. There is \$2.25 tax on the purchase.
5. No, they cannot.

## **Lesson 6**

### **Activity 1, page 32**

1. Memo
2. Email
3. Memo
4. Email

### **Activity 2, page 33**

1. The memo is being sent to tell employees about mandatory overtime on Saturday, June 28<sup>th</sup>.
2. Stavros Stamos is sending this memo.
3. The company name is Dream Home Construction.
4. This memo was sent one day in advance.

### **Activity 3, page 34**

1. This email is to Ahmed.
2. It is about Ahmed attending the office on Friday to give Stacey his social insurance number.
3. He needs to go to 789 Construction Drive in the Industrial Park in midtown.
4. He should go there on Friday between 9am and 11am or 12pm and 4pm.
5. Between 9am and 11am or 12pm and 4pm.
6. This email was written by Stacey Smith. She is the accountant at Dream Home Construction.

## **Lesson 7**

### **Activity 1, page 37**

1. Heat stress occurs in exposure to high temperatures, high humidity, or both, that is, when there is a large amount of physical activity and dehydration.
2. Heat stress can occur indoors, in places with large furnaces or smelters, in dry cleaners, or in bakeries or restaurants.

3. Take breaks from heat. Drink lots of water.
4. 20 minutes

### **Activity 2, page 38**

1. Give 'Em the Pickle really means to go above and beyond for the customer. Find that thing that works well for you or the business you work for and use that to shine.
2. Answer will vary. Marks awarded for sharing an experience that shows good customer service.

### **Post-Module Activity, page 39**

Discuss survey results with student.

### **Milestone Stop, page 41**

## Module 3 – Communicate Ideas and Information

### Lesson 1

#### Activity 1, page 5

1. Do not ever vent to someone that you do not know you can trust. This can cause problems or anxiety. Keep your personal issues and thoughts to yourself at work.
2. Learn to identify trigger information and topics. The example given in the article suggests saying no when someone offers to tell you a secret but first you must agree to not tell anyone.
3. Change the subject smoothly. When you want to avoid gossip, find a way to concentrate on a safe part of the conversation and guide the chat to that topic.
4. Never repeat anything that shouldn't be repeated. Keep information not relevant to work to yourself.

#### Activity 2, page 7

1. Ming - Disagree  
Larry - Disagree  
Bethany - Disagree  
Sarah – Agree  
Lana – Disagree  
Petra – Disagree  
Carlos – Disagree
2. Marks given for choosing anyone other than Sarah and explaining why behaviour is unacceptable.

#### Activity 3, page 8

\*Note: Words from list may also work in more than one sentence. Marks can be decided by what instructor deems acceptable.

1. I am happy to help you today.
2. I can get this done for you quickly.
3. I can definitely fix this for you.
4. I understand that you are upset, and I can help you.
5. That is exactly what we are going to do.
6. Can you please follow me?
7. I really appreciate your patience.
8. Absolutely! I can help you with that.
9. I am here to help you find what you are looking for.
10. Thank you for waiting.

#### Activity 4, page 9

1. Answer should include some of the following information:



Alison Ledgerwood talks about how people can be stuck in the negative. Our view of the world tilts toward the negative. She also talks about our explanations can change how we see things. It is better to describe things in terms of gains instead of losses. Once we think of something as a loss it takes longer to change that thinking. Giving yourself a time limit for how long you will dwell on a loss or failure can help.

2. Work to see the upside. Train your mind. Write about what you are grateful for. Talk about the good things.

### **Activity 5, page 10**

Answer may vary. Below answers are offered as a helpful guideline.

1. I am on break, but I will find someone to help you right away.
2. I am so sorry about the dressing for your salad. Is there any other kind that you would like?
3. I understand you are upset. What would you like me to do to help?
4. I am new here and appreciate your patience. I will find someone right now that will know the answer.

## **Lesson 2**

### **Activity 1, page 13**

1. Passive aggressive
2. Aggressive
3. Passive
4. Assertive
5. Passive aggressive
6. Assertive
7. Aggressive

### **Activity 2, page 17**

1. I feel overwhelmed first thing in the morning with all there is to do.
2. I feel sad that we cannot seem to find time to spend together.
3. I feel upset hearing bad things about my friend.

### **Activity 3, page 19**

1. Ming repeats the time, what room is rented, what needs to be done, and how many chairs and tables are needed to be taken back to her boss.
2. Ming will be getting the menu in the afternoon.

### **Activity 4, page 19**

Marks awarded just for completing partner exercise and answering both activity questions.

### Lesson 3

#### Activity 1, page 21

Students must provide two personal examples that relate to the lesson on communication barriers.

#### Activity 2, page 23

I am not comfortable hugging anyone. I am not a hugger. I like my personal space.

#### Activity 3, page 23

Marks awarded for completing the exercise and answering the question.

### Lesson 4

#### Activity 1, page 24

Marks awarded for answering all questions. Answers are based on student opinions.

### Lesson 5

#### Activity 1, page 26

**Speak one-on-one.** Speak to one person 500 times.

**Slow down** to 110 to 150 words per minute. Minimize caffeine.

Offer a preview and use **structure**, for example, find three to seven benchmarks that you will discuss.

**Act as if** it is going to go very well.

**Read** *How to Win Friends and Influence People*.

#### Activity 2, page 27

10 marks awarded

2 marks for choosing a topic from the list.

6 marks for researching and writing content.

2 marks for presenting

### Lesson 6

#### Activity 1, page 29

1. Messages 2 and 3
2. Message 2 – Student will let someone know whether they can attend or not and if they wish to bring a guest.  
Message 3 – Student will confirm that they have made the changes to the lunch board.

## Activity 2, page 30

1. Mary should not answer this email when she is tired and frustrated. She should answer it tomorrow. Mary should be professional when she answers.
2. Answers may vary, but should be close to the following example:

Thank you for your email. I will wear my hairnet next week. If you need extra help, I can work Tuesdays this month.

Thank you,  
Mary

## Activity 3, page 32

Employee Number: 6321

Employee Name: Mary Winter

Date: June 10, 2019

☐

Casual

☒

Part-time

☐

Full-time

### Employee Medical Information

It is the right of the employee to withhold medical information. All information provided however, helps Mountain Candy create a safer and healthier workplace environment.

### Allergies

Bees - EpiPen in front office

### Medical Conditions

Migraines that can cause blurred vision and dizziness

Family Doctor: Dr. Patel

Phone Number: 546-333-1200

Emergency Contact: Sophie Winter Relationship: Aunt

Home phone: 546-333-5551

Work Phone: N/A

Other: Cellphone 546-334-6789

I give permission to the management to Mountain Candy to contact emergency response, my contact and/or family doctor if deemed necessary in case of injury, incident or illness.

Signature: Mary Winter

Date: June 10, 2019

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Activity 4, page 33

1. Pat O’Grady burned his hand on the processing machine.
2. Pat O’Grady
3. August 31, 2018 at 2:33 pm
4. Extra guards around machinery, extra signs in machine area, and human resources held a workplace safety meeting to discuss the incident.
5. The form is filled out well. If the student does have a recommendation that makes it better you can also offer marks for that.

### Lesson 7

### Activity 1, page 37

List may vary due to differing opinions. Marks can be awarded for different answers. The ideal response, however, is as follows:

- ☐ Use key to come in through back entrance.
- ☐ Check phone in office for messages.
- ☐ Take \$400.00 from safe and put a \$200.00 float in the cash registers.
- ☐ Make sure cash registers have receipt rolls.
- ☐ Wipe down front counters and cash counters.
- ☐ Choose a display item for cash for last minute sales.
- ☐ Make sure bathrooms are tidy and paper towels are full.
- ☐ Turn on radio.
- ☐ Open store.
- ☐ Turn on open sign.

### Activity 2, page 38

Student is awarded marks for making a list.

### Milestone Stop – page 38

### Activity 3, page 39

Date: July 14 <sup>th</sup> 2019			
Item	Par	In Stock	Order
Butter	8	2	6
Eggs	12	4	8
Milk	14	6	8
Orange juice	10	3	7
Yogurt	10	5	5

## Module 4 – Understand and Use Numbers

### Counting Change

.25    .50    .75    \$1.00

.10    .20    .30    .40    .50    .60    .70    .80    .90    \$1.00

.05    .10    .15    .20    .25    .30    .35    .40    .45    .50    .55

.60    .65    .70

6 nickels

\$8.00

### Lesson 1

#### Activity 1, page 5

\$5.55

\$2.20

\$23.90

#### Activity 2, page 6

1 twenty-dollar bill, 1 loonie, 3 quarters and 1 nickel

1 toonie, 2 quarters, 1 dime, and 1 nickel

1 five-dollar bill, 1 toonie, 1 loonie, and 2 dimes

### Lesson 2

#### Activity 2, page 7

a) 354,312    b) 30.27    c) \$17.55    d) 391.562    e) \$337.50

### Lesson 3

#### Activity 1, page 10

1. Population of Ireland is currently (Sept 5, 2019): 4,892,143 Number rounded: 4,890,000

2. 60    440    110    40    320    13,460

3. 1,000    20,000    166,000    82,000    5,000

## Activity 2, page 11

Student must hand in sheet from Internet to be marked.

## Activity 3, page 11

Shopping List
Eggs \$3.00
Milk \$4.00
Bread \$3.00
Banana \$1.00

Rounding: \$18.00

YES

## Lesson 4

### Activity 1, page 13

Instructor will need glasses and spoons for experiment.

### Activity 2, page 13

Answers will vary.

### Activity 3, page 17

$$\frac{5}{20} - \frac{3}{20} = \frac{2}{20} = \frac{1}{10}$$

$$\frac{14}{8} - \frac{5}{8} = \frac{9}{8} = 1\frac{1}{8}$$

### Activity 4, page 18

$$\frac{9}{8} - \frac{34}{6} = \frac{29}{3}$$

### Activity 5, page 18

1.  $5\frac{1}{4}$

2.  $1\frac{3}{4}$

### Activity 6, page 18

$$\frac{9}{55} \quad \frac{26}{27} \quad \frac{13}{22} \quad \frac{21}{8} \text{ or } 2\frac{5}{8}$$

### Lesson 5

#### Activity 1, page 19

- 1) 0.875      2) 0.22      3) 0.2      4) 0.27

### Lesson 6

#### Activity 1, page 20

Miguel Flores will win the award at the picnic.

##### Employee Attendance

Amari, Medina       $\frac{180}{200} = 90\%$

Attenborough, Gus       $\frac{234}{260} = 90\%$

Flores, Miguel       $\frac{254}{265} = 98\%$

Ito, Kaori       $\frac{162}{180} = 90\%$

Moon, Farah       $\frac{175}{190} = 92\%$

Peterson, Jennifer       $\frac{238}{266} = 89\%$

Richards, John       $\frac{238}{266} = 89\%$

Torres, Sami       $\frac{120}{150} = 80\%$

#### Activity 2, page 22

- 3      32      18

#### Activity 3, page 23

1. 35% of \$1300.00 = \$455.00  
Price after deducting 35% is \$845.00.

Dishwasher with HST is \$954.85.

Yes, she has enough.

$\$975.00 - \$954.85 = \$20.15$

\$20.15 left over

2.

Name	December Earnings	Earning with 5% Commission	Amount of 5% Commission
Benito, Carla	\$1,330.75	\$1397.39	\$66.54
Craven, Harper	\$941.78	\$988.87	\$47.09
Chen, Delyn	\$1004.65	\$1054.88	\$50.23
Jones, Mitchell	\$754.20	\$791.91	\$37.71
McDougall, Brian	\$1123.46	\$1179.63	\$56.17
Thompson, Joe	\$899.43	\$944.40	\$44.97

3.

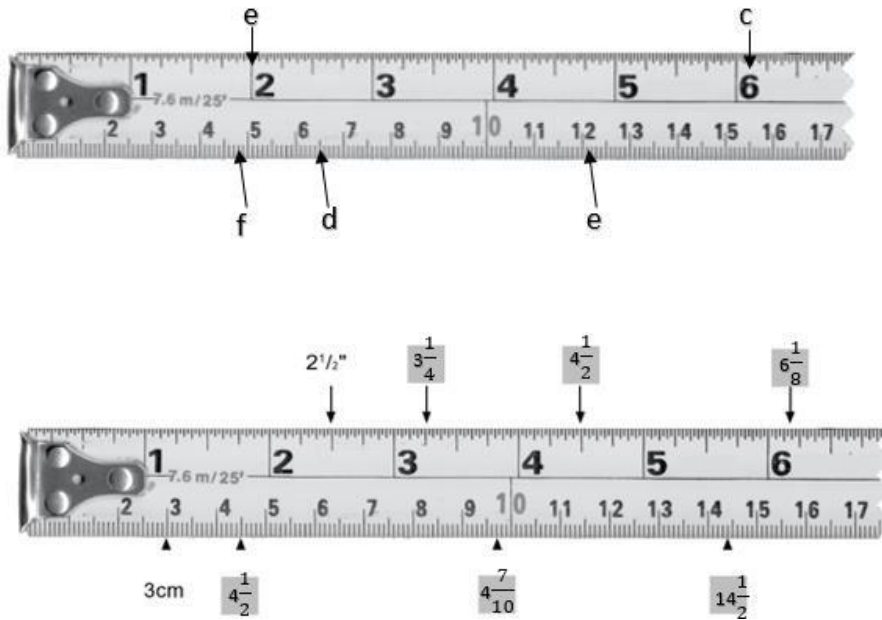
Inventory	Wholesale	20% of Wholesale	Store Price
Beauty Life Hairspray	\$10.00	\$2.00	\$12.00
Beauty Life Leave in Conditioner	\$19.00	\$3.80	\$22.80
Beauty Life for Curly Hair	\$15.50	\$3.10	\$18.60
Beauty Life Hair Oil	\$12.50	\$2.50	\$15.00
Golden Lux Mousse	\$9.50	\$1.90	\$11.40

**Milestone Stop, page 24**



## Lesson 7

### Activity 1, page 25



3. Answers will vary.

### Activity 2, page 27

1.
  - a) 170.097 grams
  - b) 37.8541 litres
  - c) 298.735 millilitres
  - c) 18.288 metres
  - d) 4.02 kilometres
2.
  - a) 218.3 °C
  - b) 30 °C
  - b) 0°C
  - c) 232.2°C
  - d) 59°C

### Activity 3, page 29

47 ft

### Activity 4, page 30

138.16 cm      31.4 cm

### Activity 5, page 32

a)  $\frac{4}{2} (3+6)$

$2 \times 9 = 18\text{in}^2$

b)  $3 \text{ cm} \times 12 \text{ cm}$        $9 \text{ cm} \times 4 \text{ cm}$

$= 36\text{cm}^2$

$= 36\text{cm}^2$

c)  $3.14 \times (14 \times 14)$

$A=615.44\text{m}^2$

d)  $5 \times 5 = 25\text{cm}^2$

e)  $(18\text{cm} \times 5\text{cm}) + (15\text{cm} \times 6\text{cm}) + (5\text{am} \times 24\text{cm})$

$= 300\text{cm}^2$

### Activity 6, page 36

1.  $\frac{3.14 \times 16 \times 10}{3}$

$167.46\text{cm}^3$

2.  $167.46\text{cm}^3 = 0.1674 \text{ litres}$

$0.1674 \text{ L} \times 100 \text{ cups} = 16.74 \text{ L}$

$0.1674 \text{ L} \times 150 \text{ cups} = 25.11 \text{ L}$

Ahmed needs to buy a sleeve of 150 cups.

3. Answers will vary.

## Lesson 8

### Activity 1, page 38

$7 \times \$0.99 = \$6.93$

$3 \times \$1.98 = \$5.94$

$6 \times \$1.49 = \$8.94$

8 x \$1.99 = \$15.92  
Total cost - \$37.73  
YES

### **Activity 2, page 39**

Answers will vary.

\$0.62

\$2.48

### **Activity 3, page 40**

1.
  - a. 10:20
  - b. 6:40
  - c. 6:35
  - d. 3:05
2. 10:00    7:35    3:30    5:40

### **Activity 4, page 41**

3  
3:9  
2:1  
4

### **Activity 5, page 43**

1. 250:5
2. 14      14:49
3. 3:180    1:60
4. 22.5:9

### **Milestone Stop, page 43**

## **Module 5 – Digital Use**

### **Pre-Module Activity**

Survey answers will vary. Instructor should discuss answers with students to determine whether basic computer skills are needed before going further.

\*Students will work independently on computer activities within Module 5. Practitioner should check in to make sure that students understand each lesson.

### **Milestone Stop, page 37**

## Module 6 – Self-Management and Soft Skills

### Lesson 1

#### Activity 1 and 2, pages 5 to 8

Answers will vary. Discuss survey results and answers with student.

### Lesson 2

#### Activity 1, page 10

8am	Bubble gum line
11:00am	Parking room - Mary
11:15am	Chocolate room
11:45am	Lunch
12:15am	Bubble gum line
1:30pm	Michael's lunch, wrapping room
2:00pm	Mary's break, packing room
2:15pm	Break
2:30pm	Jelly bean line
4:00pm	Leave to go home

#### Activity 2, page 10

Distraction	Inside brain	Outside brain
Hunger	✓	
Cellphones		✓
Alarm ringing		✓
People gossiping	✓	✓
Worried about not getting off work in time to go out with friends	✓	

Distraction	Inside brain	Outside brain
Feeling upset about your boss telling you to do something differently	✓	

- Answers will vary.

### Activity 3, page 12

- Answers will vary
- Marks awarded for time management cartoon.

## Lesson 3

### Activity 1, page 14

- Answer may include: action, gumption, moxie, leadership, push, ambition, drive or resource.
- An introductory act or step, a leading action.
- Answers will vary.
- Answers will vary.
- Marks given for offering an accurate depiction of taking initiative.

## Lesson 4

### Activity 1, page 14

- Mark awarded for naming an aspect of flexibility or adaptability from the reading and mark for explaining why it is a challenge. /2
- Carlos should have been flexible and adapted to the changes.
  - Answers might include: tell Carlos' boss, take money from his pay, etc.
- Be adaptable – understand that she is there to help and must do another job because it is raining.
- Answers may vary must show flexibility and adaptability.

## Lesson 5

### Activity 1, page 20

Pros	Cons
Being asked/chosen to manage	Paying a sitter
Money for a car	Never managed before
A raise	Mom not available to babysit days
Wants to be a manager	Different schedule
More day shifts and less time on subway at night	Does not know the job
Training for job, learning new things	

### Activity 2, page 22

Pierre's decision based on the masquerade approach should be to stay where he is because most of the people that he is considering would benefit from that decision.

## Lesson 6

### Activity 1, page 25



### Activity 2, page 25

Answers will vary.

### Activity 3, page 26

She is trying to help people be positive. She sees the humour in life and encourages people to not feel so stressed all the time.

### Lesson 7

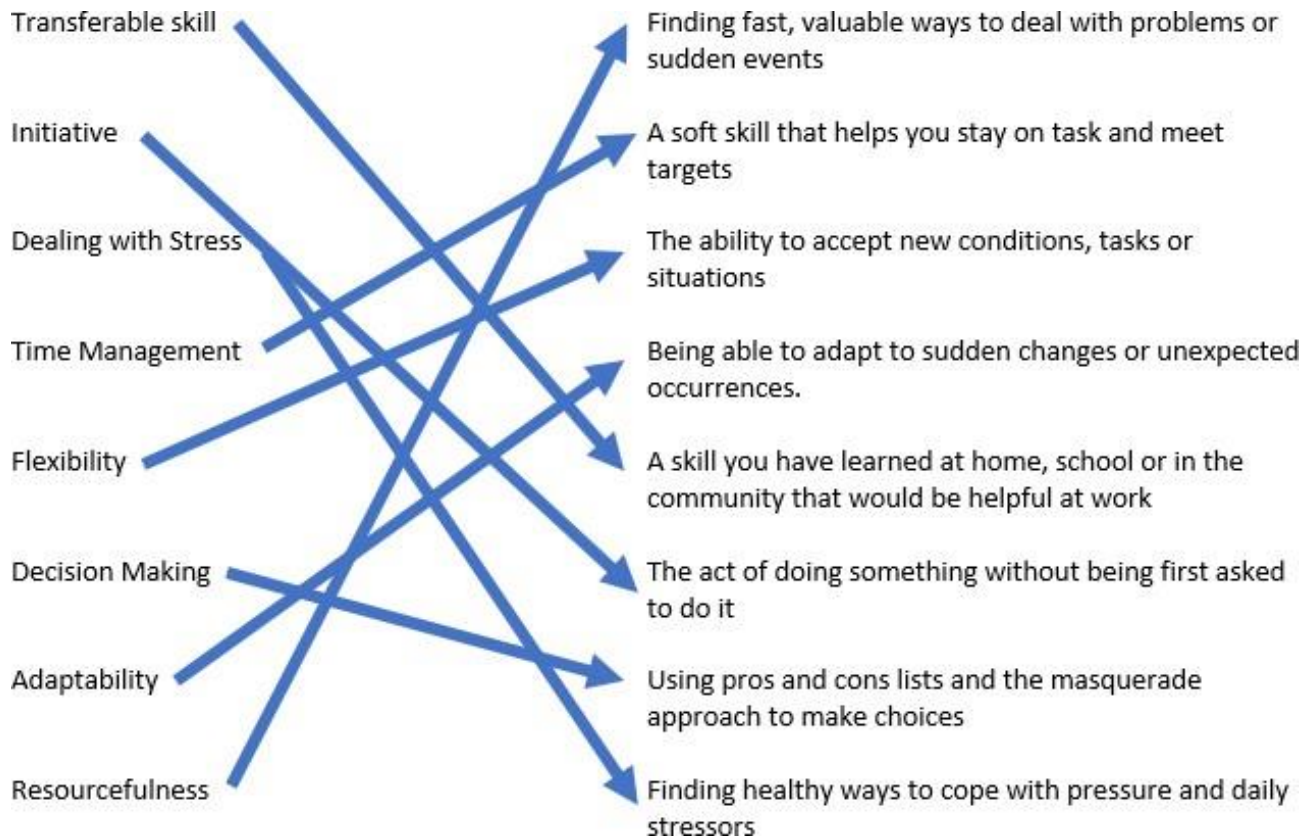
### Activity 1, page 27

Marks given for answer that states how resourcefulness is helpful in the workplace.

### Activity 2, page 28

Marks awarded for filling out circle of support.

### Module Review Activity, page 30



### Milestone Stop, page 30



## **Module 7 – Engaging with Others**

### **Lesson 1**

#### **Activity 1, page 4**

Answers may vary. They should include an example of solid teamwork and an explanation of why it was a good experience.

#### **Activity 2, page 5**

##### *Example*

In a museum, the people who sell the tickets greet the customers in a friendly way and make them feel welcome. The tour guides give the customers attention and information. The museum security makes people feel safe. The employees in the cafeteria serve the customer and make sure he/she is well fed and the gift shop helps customers find souvenirs. They all work together to make sure that the customer feels happy and safe.

#### **Activity 3, page 8**

##### *Example*

I so appreciate you working extra hours. You are such great workers.

The salads need to be redone as they are not quite right.

This is not a problem though, since you have gotten everything done so fast and well, we will have lots of time to redo them.

### **Lesson 2**

#### **Activity 1, page 10**

1. 1 hour and 30 minutes
2. 6:30am
3. 10:30 pm (8 hours sleep) or 11:30 pm (7 hours sleep)

#### **Activity 2, page 11**

- a) Trustworthy – Able to be relied upon as honest or truthful.
- b) Respect – A feeling of deep admiration for someone based on their abilities or qualities.

2. a) Examples: Making sure the cash balances, not giving away company secrets and not pretending to be sick to get a day off.
- b) Example: Complimenting your co-worker's achievements, being encouraging, etc.

### **Lesson 3**

#### **Activity 1, page 13**

1. Plant Manager, Executive Assistant and Human Resource Manager
2. Maintenance
3. 4 people
4. Customer Service Manager
5. The Packaging and Shipping supervisor
6. The Executive Assistant or Scheduling Officer (both is acceptable)

### **Lesson 4**

#### **Activity 1, page 18**

**Identify the problem:** Where to go to the dinner and the movies.

#### *Brainstormed solutions*

- ✓ Running variables through the computers.
- ✓ Eliminating theatres with no icy machines.
- ✓ Going somewhere with Twizzlers instead of Red Vines.
- ✓ Eat after movie instead of before.
- ✓ Get Slurpies instead of Icies.

#### *How are these solutions evaluated?*

Mostly turned down by Sheldon.

One suggestion (the one to get Slurpies instead of Icies) is discussed as a good idea and a possibility.

#### *Solution*

They decide to go without their friend (Sheldon). Sheldon says that that it was the only option.

#### **Activity 2, page 18**

1. #7
2. #1
3. #2 or #4
4. #8
5. #10 or #5

6. #6 or #9
7. #2
8. #3

## **Lesson 5**

### **Activity 1, page 22**

1. Ignoring boundaries
2. Bullying
3. Inappropriate joking
4. Abuse of power
5. Gender harassment
6. Body type discrimination

### **Activity 2, page 23**

#### *Example*

I think the memo is a fair response. Harassment should not be tolerated in the workplace.

## **Lesson 6**

### **Activity 1, page 24**

Answers will vary based on the personality style the student is given.

### **Activity 2, page 27**

1. Eagle
2. Dove
3. Peacock
4. Owl

### **Activity 4, page 28**

1. a) Jennifer is a dove.  
b) Chat with her a little and let her know how much the tea means to him and that he appreciates her effort.
2. a) Carlos is an owl.  
b) Be patient and understand that Carlos needs to follow the rules.
3. a) Peacock

b) Encourage her back on task by chatting about work.

4. a) Eagle

b) Limit conversations to just necessary work-related talks.

### **Activity 5, page 32**

Marks awarded for listing which of the four bird styles best suits the student.

Milestone Stop for Teamwork, located on page 24 of Group Activities for Practitioners booklet

### **Course Completion Certificate**

Following page

CESBA

# CERTIFICATE OF COMPLETION

- ✓ Tasks and Competencies
- ✓ Finding and Using Information
- ✓ Communicating Ideas and Information
- ✓ Workplace Numeracy Skills
- ✓ Digital Skills
- ✓ Soft Skills and Self-Management
- ✓ Engaging with Others and Teamwork



This certificate is awarded to:

\_\_\_\_\_

for successful completion of  
CESBA's *Work Skills Manual*

On this \_\_\_\_\_ day of \_\_\_\_\_ in the year \_\_\_\_\_

Signature: \_\_\_\_\_

Position: \_\_\_\_\_