MOVING FORWARD

Curricula and Resources
for Learners on the Independence Goal Path

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COMMUNITY LITERACY
OF ONTARIO

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"We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths."

—Walt Disney

Acknowledgements

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MODULES

Introduction

Project Overview

Community Literacy of Ontario was funded by the Ontario Ministry of Training, Colleges and Universities in April 2012 to research and write Ontario Adult Literacy Curriculum Framework (OALCF) competency-based learning curricula for learners on the Independence path. These curricula relate directly to the following broad areas of the Independence Goal Path: manage basic needs; manage health; manage personal issues and relationships; and participate fully as a member of the community. As an addendum to the curricula, a compendium of curricula, resources and materials related to literacy instruction for independence goals has also been developed.

Process

The project work was carried out through the following activities:

- Review of OALCF documents from Employment Ontario, Ministry of Training Colleges and Universities (see the Ontario Adult Literacy Curriculum Framework website at **http://www.tcu.gov.on.ca/eng/eopg/oalcf/index.html**)

- Review of Community Literacy of Ontario's *Foundations of Independence Framework,* which describes the four broad areas of the Independence Goal Path, along with applicable typical tasks and success indicators for each area.

- In-depth key informant interviews with more than 25 Ontario Anglophone literacy practitioners from community-based, school board and college programs. These interviews were used to define the most significant needs and wants, relative to a new curriculum for working with learners on the Independence Goal Path. Topics surveyed included competencies, tasks, literacy levels, general organization and types of content for inclusion. Suggestions for valuable learning resources were also sought during the interviews.

- Key-informant interviews with community partners with an interest in improving independence for people with literacy challenges; e.g., Community Living, Legal Services, Community Services and Adult Protection Service Workers (APSW). These interviews helped inform the project team about the life management skills issues that our community partners were seeing and possible task approaches to take in teaching these skills.

- As well as interviewing, extensive research was done to see how this was being handled in other constituencies in Ontario, in Canada and internationally.

- Two face-to-face focus groups were held to focus in on the topics for which there was the greatest need for learning materials. Initial draft ideas were also discussed.

- The information gathered from all sources was balanced against the resources and parameters of the project to determine the various aspects that would go in to the development and design of the curriculum and compendium.

- An online focus group, using Centra technology, provided valuable feedback on the initial drafts of the learning material and the compendium.

- An Advisory Group, with representation from the Community-based, School Board and College sectors, reviewed all the material for quality and appropriateness of content.

Results of Research

Perhaps the most significant result of the research, gleaned through interviews, focus groups and online keyword searches, was the need for more adult literacy resources for learners on the Independence Goal Path. These adults have the same wishes that people who have stronger literacy and life skills do. They would like to live independently, and take care of their basic needs, health and money. They want to be able to communicate well with friends, family and the community. However, most resources have been developed for adults moving on to employment or to teach life skills to children.

Other noteworthy research results that helped inform the curriculum development were:

- The key informants and focus groups represented a wide variety of literacy programs across Ontario, serving learners with very different needs and abilities. Some programs serve learners at only one level, while others serve all levels, yet all were looking for more resources. Therefore, this curriculum contains materials for a variety of competencies and at all three OALCF complexity levels.

- Practitioners wanted the curriculum to present activities in groups by topics rather than by competencies or levels. Consequently, the curriculum is laid out in five theme-based modules. Many programs work with several levels of learners at the same time, within the same class or small group. Activities at various levels, based on a common topic, make training delivery more inclusive. Each module includes learning activities ranging through all three OALCF levels and covering all competencies.

- The top five themes requested by the LBS field, in order of popularity, were: Time Management and Organization, Communicating with Others, Money Management, Volunteering in the Community, and Food and Nutrition. In response to this, the project team selected all but Volunteering in the Community as the themes of four of the five modules.

- As the research into resources divulged some excellent resources on volunte ering available in the Ontario adult literacy field (e.g., *Community Works Handbook,* from also – Alternative Learning Styles and Outlooks/Ottawa Community Coalition for Literacy, and *Giving Back: Volunteering for Work Experience Program,* Waterloo Catholic District School Board), the project team decided that developing new materials on this subject was not a priority.

- In addition, the Community Living and APSW partners surveyed felt that safety at home was a significant need for many who are trying to live independently. In light of this, it was decided to develop Household Dangers as a fifth module.

- The practitioners wanted an activity chart with OALCF competency articulation to assist with activity selection. At the beginning of each module there is an Activity Chart which includes the activity number and its starting page, along with the OALCF Indicator Codes (e.g., A1.1) and Task Group Overviews (e.g., Read continuous text) for competencies which may be used as the learner performs the task-based activity.

- Key informants were asked which of the following elements were most necessary in a curriculum –

  1 Task-based activities to practise and develop skills

  2 Assessment

  3 Activities that show transferability to real-life tasks

  4 Instruction on how to do tasks

Although most people felt that all four elements were beneficial, upon further questioning an order of importance was established, which is reflected in the numbering above. Because of this, the prime focus has been the development of task-based activities through which learners can practise and develop skills. Many of these activities also have a direct link to real-life tasks for independence.

In order to provide an informal method of assessing learners' progress, which is based on the OALCF, each activity has a checklist of performance descriptors for the supported/relevant Task Group Level Indicator that may be practised during the execution of the task-based activity.

Providing all the elements was beyond the scope of the project, so the last element – instruction – has not been included.

Discussions regarding the compendium brought forward the following preferences:

- The majority of informants and focus group participants wanted the following information to be included about each resource in the compendium: a visual of the resource, title, source, short description, Internet source (if applicable) and a checklist of OALCF competencies.

- The resources should be sorted into sections for purchasable books, downloadable resources and web-based resources.

How to Use this Curriculum

Intended Audience

This curriculum was designed by Community Literacy of Ontario for use by many practitioners, in a wide variety of programs, to assist numerous, different learners. It is intended for practitioners, whether teachers, instructors or tutors, to select activities that are suitable to the interests, goals, current abilities and learning needs of their learners. It is not envisioned as a workbook to be given to a learner to work through on his or her own. Some of the activities are meant for individual learners to do on their own or with instructional support. Others are designed for group activity.

Although this curriculum is articulated to the Ontario Adult Literacy Curriculum Framework (OALCF), this does not make it exclusive for use by Ontario's Literacy and Basic Skills (LBS) programs. The OALCF corresponds to the levels of the Essential Skills (Office of Literacy and Essential Skills, Human Resources and Skills Development, Canada **www.hrsdc.gc.ca/eng/ workplaceskills/LES/index.shtml**) and the two International Adult Literacy Surveys (IALS and ALLS). For more information on the OALCF, refer to the competency chart on page 7.

We have occasionally suggested adaptations to modify an activity to better meet yours or learners' specific needs. This does not limit practitioners from tailoring activities further, as they see fit. Community- or learner-specific content assists learners to see how task-based activities relate to their own lives. Practitioners are encouraged to adapt or expand the activities provided with more personalized, local documents and other materials.

Design

The curriculum contains five modules: Household Dangers; Time Management and Organization; Managing Your Money; Food and Nutrition; and Communication. Each module has:

1 An **overview** of its content and/or purpose.

2 A **chart** that lists each activity by number, its title, the page number it may be found on, and the task level indicators (with OALCF codes) that are supported by the activity.

3 A set of **information sheets** that contain the background material related to that particular topic. The information in these sheets will be needed for the learners to complete the activities noted in the text boxes at the top of the sheet.

4 **Learning Activities**, which will help learners to develop knowledge about different aspects of living independently, while they practise literacy and numeracy skills. Within each learning activity there are a number of sections:

a) **Practitioner Notes** with information appropriate to the activity, such as instructions on how to carry out the activity; what materials and/or supplies are to be given to the learners; and who or how many should take part in the activity. Some practitioner notes contain possible modifications to adapt the activity to different learner needs. These are not exclusive adaptations and practitioners are encouraged to adapt any activity as they see fit.

b) Answers to the activities.

c) A **list of the Task Group Level Indicators** (with OALCF codes) with the applicable **Performance Descriptors** that *may* be practised or demonstrated by the learner(s) during the activity. This list has check boxes to *help* practitioners and learners understand learner progress. It is important to keep in mind the *overall performance* of the learners as they complete these and other task-based activities.

Note:

- Some performance descriptors for a task group level may not be listed if they are not applicable to the activity.

- Task descriptors have not been included in the checklist but have been considered in the approximate levelling of the activity.

- It is up to the practitioner to determine if a learner succeeds at, or requires further practising of, each Performance Descriptor or Task Group Level. The list of Task Group Level Indicators and Performance Descriptors is merely an example of what a learner may accomplish while doing the task-based activity.

d) Activity handouts (if applicable) for the learners. These are instructions the learner reads and follows and/or documents required to complete the activity.

A Note about the Activities

The learning activities are not tests. There is no pass, fail or marking system applied. They were designed to provide learners with a task-based learning experience to practise literacy and numeracy tasks.

Within the curriculum, there are activities with tasks in all three difficulty levels of the OALCF (the first three levels of the Essential Skills). The activities also include tasks related to a variety of competencies. It is possible, if not probable, that learners may not have all the skills to perform all the pieces of an activity, that otherwise may be useful for the learner to try. Practitioners should consider the current skills of learners and provide assistance with any areas with which they may experience difficulty. For example, some activities require Internet use. You could assist the learner to access the Internet and find the information, then suggest the learner continue with the task-based activity. While you would not put a check mark in the section on Use of Technology, the other performance descriptors may have been demonstrated.

Choosing an Activity

For Individual Learners

So, how would you go about choosing which activity a learner might try?

1 Find out in what areas the learner wishes to improve his or her independence – safety at home; food and nutrition; time management; money management; or communication. Go to the appropriate module.

2 Explore with the learner what specific tasks he or she might be finding difficult in that area. We assume you have already assessed the learner's skills, so you will know what competencies and levels could use improving. Considering these pieces of information, check the chart at the front of the module to locate possible activities.

3 Read the Practitioner Notes and any applicable Information Sheets and Learner Handouts to confirm that this is a suitable activity for the learner. Make any adaptations required.

4 Present the learner with the activity. Provide background information and instructions, as appropriate. Support the learner through the activity. Be careful not to assume the learner has sufficient background skills to complete the task areas you are not focusing on.

5 Assess the learner's performance. Talk to the learner about the activity, what was easy and what was difficult. Set new objectives and consider further learning options.

For Groups of Learners

In an ideal world, we could work one-on-one with every learner and provide learning activities that were just for that individual. However, many of us work with groups of learners, teaching and adapting activities to many different levels of ability.

Many of the activities in this curriculum are intended for, or adaptable to, pairs or groups. By having the curriculum sorted by themes and topics, this should make it easier for group work. You may find activities for different competencies and levels within each theme. You may also adapt various activities to provide supports to lower-level learners, so that they may work alongside their peers.

OALCF Curriculum Framework Chart

with Competencies, Task Groups and Levels

Competency	Task Group	Level 1 Indicator	Level 2 Indicator	Level 3 Indicator
A. Find and Use Information	**A1.** Read continuous text	**A1.1** Read brief texts to locate specific details	**A1.2** Read texts to locate and connect ideas and information	**A1.3** Read longer texts to connect, evaluate and integrate ideas and information
	A2. Interpret documents	**A2.1** Interpret very simple documents to locate specific details	**A2.2** Interpret simple documents to locate and connect information	**A2.3** Interpret somewhat complex documents to connect, evaluate and integrate information
	A3. Extract info from films, broadcasts and presentations	Tasks in this task group are not rated for complexity.		
B. Communicate Ideas and Information	**B1.** Interact with others	**B1.1** Participate in brief interactions to exchange information with one other person	**B1.2** Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions	**B1.3** Initiate and maintain lengthier interactions with one or more persons on a range of topics
	B2. Write continuous text	**B2.1** Write brief texts to convey simple ideas and factual information	**B2.2** Write texts to explain and describe information and ideas	**B2.3** Write longer texts to present information, ideas and opinions
	B3. Complete and create documents	**B3.1a** Make straightforward entries to complete very simple documents **B3.1b** Create very simple documents to display and organize a limited amount of information	**B3.2a** Use layout to determine where to make entries in simple documents **B3.2b** Create simple documents to sort, display and organize information	**B3.3a** Decide what, where and how to enter information in somewhat complex documents **B3.3b** Create more complex documents to sort, display and organize information
	B4. Express oneself creatively	Express oneself creatively, such as by writing journal entries, telling a story, and creating art		
C. Understand and Use Numbers	**C1.** Manage money	**C1.1** Compare costs and make simple calculations	**C1.2** Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts	**C1.3** Find, integrate and analyze numerical information to make multi-step calculations to compare cost options and prepare budgets
	C2. Manage time	**C2.1** Measure time and make simple comparisons and calculations	**C2.2** Make low-level inferences to calculate using time	**C2.3** Find, integrate and analyze numerical information to make multi-step calculations using time
	C3. Use measures	**C3.1** Measure and make simple comparisons and calculations	**C3.2** Use measures to make one-step calculations	**C3.3** Use measures to make multi-step calculations; use specialized measuring tools
	C4. Manage data	**C4.1** Make simple comparisons and calculations	**C4.2** Make low-level inferences to organize, make summary calculations and represent data	**C4.3** Find, integrate and analyze data; identify trends in data
D. Use Digital Technology	n/a	**D.1** Perform simple digital tasks according to a set procedure	**D.2** Perform well-defined, multi-step digital tasks	**D.3** Experiment and problem-solve to perform multi-step digital tasks
E. Manage Learning	n/a	**E.1** Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning	**E.2** Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning	**E.3** Set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning
F. Engage with Others	n/a	This competency is not rated for complexity.		

Communication

Introduction

The development of strong interpersonal communication skills is an important key to independence and success. As learning to be a good communicator is a lifelong process, learners will be building on skills that they already have while finding out about new ones. These skills are used to let others know what we think, feel, need and want. However, sometimes a message's original meaning gets "lost in translation" between our thoughts and the act of communicating. Effective communication means not just delivering messages to other people clearly, but also receiving a clear message in return.

Games and role-play are a good way to learn and practise communication and interpersonal skills. While games have been used in many of the activities in this module, we understand that game playing can be stressful for some people. It is suggested that those who don't want to play the game could watch quietly from the side and try to notice or learn while watching.

In this module, activities will assist learners to:

- see communication as a two-way activity requiring a clear message and an accurate receipt of the same message.

- improve their speech in the areas of clarity, pace, expression, and use of fillers.

- understand that people also communicate with body language (facial expression, eyes, and posture).

- consider the issue of personal space and how it could affect communication.

- learn about and practise active listening skills.

- understand the importance of clarity and legibility in written communication.

Practitioners are encouraged to read the activity information sheets to become familiar with the topic. Activities should be selected based on each learner's abilities and chosen goal.

Activities List

Page	Activity	OALCF Task Group Level Indicators that are supported by this activity:
25	1 – Silent Ball Game	(B1.2) Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions
27	2 – Quiet and Loud	(A1.2) Read texts to locate and connect ideas and information (A2.1) Interpret very simple documents to locate specific details (B1.2) Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B3.1a) Make straightforward entries to complete very simple documents
31	3 – Speaking Clearly	(A1.1) Read brief texts to locate specific details (A1.2) Read texts to locate and connect ideas and information (B1.1) Participate in brief interactions to exchange information with one other person (D1) Perform simple digital tasks according to a set procedure
34	4 – I Say, You Say	(A1.2) Read texts to locate and connect ideas and information (A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (B1.2) Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B2.1) Write brief texts to convey simple ideas and factual information (B3.1) Create very simple documents to display and organize a limited amount of information
39	5 – Pace Yourself	(A1.2) Read texts to locate and connect ideas and information (A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (B1.2) Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B2.1) Write brief texts to convey simple ideas and factual information
41	6 – Express Yourself	(A1.2) Read texts to locate and connect ideas and information (A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (B1.2) Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions
44	7 – Leaving Out the Extras	(A1.2) Read texts to locate and connect ideas and information (A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (B1.2) Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions
46	8 – Emoticons	(A2.1) Interpret very simple documents to locate specific details (B3.1a) Make straightforward entries to complete very simple documents

Page	Activity	OALCF Task Group Level Indicators that are supported by this activity:
48	9 – Faces of Feelings	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (A2.1) Interpret very simple documents to locate specific details (B1.1) Participate in brief interactions to exchange information with one other person
51	10 – Gestures	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (B2.2) Write texts to explain and describe information and ideas (B3.1a) Make straightforward entries to complete very simple documents (D2) Perform well-defined, multi-step digital tasks
54	11 – Get Out of My Space	(A1.2) Read texts to locate and connect ideas and information (B1.1) Participate in brief interactions to exchange information with one other person
56	12– How Close is Too Close?	(A1.1) Read brief texts to locate specific details (A2.2) Interpret simple documents to locate and connect information (B1.1) Participate in brief interactions to exchange information with one other person (B3.1a) Make straightforward entries to complete very simple documents (C3.1) Use measures to make one-step calculations
60	13 – Touch	(A2.2) Interpret simple documents to locate and connect information (B3.2a) Use layout to determine where to make entries in simple documents
62	14 – Common Ground	(A1.2) Read texts to locate and connect ideas and information (A2.1) Interpret very simple documents to locate specific details (B1.2) Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B3.1b) Create very simple documents to display and organize a limited amount of information (optional) (B3.2a) Use layout to determine where to make entries in simple documents (D2) Perform well-defined, multi-step digital tasks (optional)
68	15 – Learning about Listening	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (B3.1a) Make straightforward entries to complete very simple documents (D2) Perform well-defined, multi-step digital tasks

Page	Activity	OALCF Task Group Level Indicators that are supported by this activity:
71	16 – Things We Write	(A1.2) Read texts to locate and connect ideas and information (A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (B3.1a) Make straightforward entries to complete very simple documents
74	17 – Opening Lines	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (B1.2) Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B2.3) Write longer texts to present information, ideas, and opinions (D2) Perform well-defined, multi-step digital tasks (optional)
77	18 – Writing Directions	(A1.2) Read texts to locate and connect ideas and information (B1.2) Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B2.1) Write brief texts to convey simple ideas and factual information (B3.1b) Create very simple documents to display and organize a limited amount of information
81	19 – Check, Check and Re-Check	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (B2.2) Write texts to explain and describe information and ideas (D2) Perform well-defined, multi-step digital tasks
84	20 – Share What You're Good At	(A1.2) Read texts to locate and connect ideas and information (A2.3) Interpret somewhat complex documents to connect, evaluate, and integrate information (B1.2) Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B2.3) Write longer texts to present information, ideas, and opinions (B3.3a) Decide what, where, and how to enter information in somewhat complex documents (B3.3b) Create more complex documents to sort, display, and organize information (D3) Experiment and problem-solve to perform multi-step digital tasks

Activity Information Sheets

Communication

For use with Activities. . . . .#1 to #16

Communication is the way that we send and receive messages between each other.

We do not have to speak or write to communicate – deaf people often communicate through signing. Babies communicate wants through crying. Even our pets have ways to tell us that they are hungry, need some love or want to go outside.

Communication does not have to include words. Many of the messages we send each other are wordless or unspoken. We sometimes call this "body language." We may send messages to others, through body language, even when we don't know we are doing it. These are subconscious messages, because they take place outside of our thinking or consciousness.

For communication to work well we have to send a clear message, and the intended audience has to receive the same message clearly. This means the message needs both a sender and a receiver.

Four broad areas of communication:

- Speaking
- Writing
- Body Language
- Active Listening

We spend our whole lives learning to be good communicators. Having good communication skills is an important key to independence. These skills are the tools we use to let others know what we think, feel, need and want.

Speech Clarity

For use with Activities. . . . . #2, #3, #4, #14

Talking is easy for most people. We speak every day, but sometimes we are hard to hear or to be understood.

We need to speak clearly (with **clarity**) so we are easily understood.

Speak at the right volume

Your voice is different from everyone else's. You can make your voice very soft and quiet or you can make your voice very loud.

If you talk too quietly, it is hard for people to hear and understand what you are saying. On the other hand, talking too loudly is very uncomfortable and annoying to listeners.

It is important to be able to control our voices, so that we are talking at the appropriate level. Sometimes when we get excited, whether happy or angry, our voice gets louder. When we feel sad or shy, our voice can be too quiet.

Pronounce each word clearly and properly

A speaker who doesn't pronounce each word properly and clearly ends up with words slurred or run together. The listener has a hard time understanding what is being said. This is especially true if there is noise or distraction around or if you are on a phone.

Dropping g's from words like "going," "thinking," "texting" and "running" is an example of poor pronunciation.

Speech Pace

For use with Activity . . . . **#5**

A good communicator speaks at a rate or **pace** that makes it comfortable for a listener to hear and understand. Most of us would have trouble keeping up with the pace of a speed skater. The same is true with a speed talker. We get tired and fall behind or stop listening. On the other hand, we get impatient with slow talkers, wanting them to hurry up and get to the point. Our minds can even wander off to think of more interesting things.

To get the right speaking pace:

- Don't speak too quickly or too slowly.

- Talk at a comfortable pace so that your words are pronounced clearly and aren't slurred or running together.

- Pause briefly between sentences or thoughts so the listener has time to think and understand what you are saying.

- Be careful not to hurry your speech when you are stressed or excited.

- Watch for glazed looks from your listener, or be alert to phrases such as "Could you repeat that?" Both of these clues probably mean your pace is off.

The best way to develop the proper pace in your speech is to practise.

Speech Expression

For use with Activity . . . . **#6**

Expression is a way to share your thoughts, feelings or emotions. When you express emotion and put life in your voice, your listener will be more interested and get a better idea about what you are saying.

Speech expression is especially important when you aren't speaking face to face. This is because you can't see each other's body language or facial expressions, like smiles or frowns. Telephone conversations are a good example of this.

When you can't see the person you are talking to, your ears become more aware of inflections in the speaker's voice. These changes tell you how the speaker is feeling. If you listen closely, you can tell if the other person is nervous, afraid, happy, angry, sad or excited.

Vary the pitch and inflection of your voice so that you aren't speaking in a monotone. Don't talk in a tired, dragging voice.

inflection – a rise or fall in the sound of a person's voice; a change in the pitch, loudness or tone of the voice

pitch – how high or low (as a musical note) the voice is; the variations are based on the rate of vibrations of the vocal folds

monotone – one tone, with no change in pitch, inflection or expression

As your speech expression increases, your listeners will be more interested in what you are saying and, as a result, they will be more attentive. They will also be more receptive to your message.

Speech Fillers

For use with Activity . . . . **#7**

Studies have shown that the most distracting and annoying speech habit is the use of a lot of **fillers**. Fillers are those meaningless sounds, words or phrases that people add as they talk. Some examples are *like, you know, he goes, right, um, uh and eh.*

Slangy responses such as *no problem, gotcha, right* or *you bet,* when used repeatedly, are also irritating. When you are talking, try to vary your responses and use something neutral. *I will, yes, of course,* or *certainly* are good options.

You should avoid slang, swearing, and foul language. Bad language offends many people and it makes them very uncomfortable.

It is becoming common to use acronyms (just the first letters of the words in a phrase) such as BFF (Best Friends Forever), TTYS (Talk To You Soon) and LOL (Laughing Out Loud). However, not everyone knows what these acronyms mean. When you throw them into a conversation, it may leave your listeners out or they may think you aren't able to talk properly.

For some peeps it's, um, you know, it's really f$^{*+\#\partial^*\wedge\%}$ *difficult for them to, like, understand anythink ur sayin', when, ya know, yur including, empty, additional phrases, right?*

Remember, good communication is getting your message to listeners clearly. If they can't understand or don't want to listen to you, they won't get your message.

Body Language

For use with Activity .... **#8**

Body language sends a message without using words. Our faces and bodies are communicating messages, whether we are speaking or not.

Like all communication, body language goes both ways:

Sending – Your body language reveals your feelings and meanings to others.

Receiving – Other people's body language reveals their feelings and meanings to you.

The sending and receiving of body language messages happens both consciously (when we intend to do it) and unconsciously (when we do it without even knowing). While we focus on the spoken message in a conversation, our brains are busy processing body language messages. Unfortunately, sometimes we send mixed messages – we say one thing, but our body language reveals something else.

The way we talk, walk, sit and stand, all say something about us. Just by watching a person you can get an idea of whether they are friendly, nervous, angry, afraid, happy or sad. Fidgeting hands, smiling, pacing, tears, and visible shaking are all examples of body language that give clues to a person's thoughts and feelings.

Some body language signals are influenced by experiences and cultural backgrounds. Until you get to know the person, only use their body language as a guide to their thoughts and feelings. Improving your body language can make a big difference in your people skills, attractiveness and general mood. You must be aware of your body language before you can improve it or use it to your advantage. Notice how you sit, how you stand, how you use your hands and legs and what you do while talking to someone. You might even want to practise in front of a mirror. Go ahead. No one is watching, and it will help you see how others see you. Observe others and their body language. Take bits and pieces you like from different people. Try using what you can learn from each of them.

What Your Body Says

For use with Activity . . . . **#8**

Facial Expressions

Some basic facial expressions of human emotion are universal. A smile, for example, sends a positive message to anyone from any background without you saying a word. Even babies react positively to a smile. Here are some other emotional facial expressions that are the same across differing backgrounds and cultures.

- Happiness
- Fear
- Surprise

- Sadness
- Disgust
- Anger

Eye Movement

The way you look at someone can reveal what you feel. Eyes can communicate many things, including interest, affection and anger. Called the "windows of the soul" for good reason, the eyes don't express everything, but they are very revealing. Research shows that a change occurs in the eyes when mood changes. Someone who is happy and content has a certain glow in his or her eyes. This is missing in the eyes of someone who is depressed or saddened.

Eye movement, because it often originates from the subconscious level, can send a lot of information in a few seconds without us planning it. When you look at people and make frequent eye contact, you show an interest in them and in what they are saying. When your eyes shift all over the room during a conversation, it makes you seem uncomfortable and disinterested. On the other hand, too much eye contact can seem confrontational or intimidating. It's important to remember that good eye contact does not mean staring fixedly into someone's eyes.

Body Posture

Posture communicates a great deal about how a person is feeling. It can also provide hints to whether a person is confident, open or shy. Your opinions of people are affected by the way they sit, walk, stand or even the way they hold their heads. Sitting up straight may indicate that a person is focused and paying attention to what's going on. Sitting with the body slumped back can make you think the person is bored or doesn't care. Good posture gives a look of confidence and improves your personal appearance as much as good grooming.

> **posture** – the way you position or hold your body while standing, sitting or walking

Gestures

Without even thinking about it, we give away messages through our movements and gestures. When we talk, our brains automatically involve our hands, giving out thoughts and emotions.

Gestures are the most direct and obvious body language signals. Using your fingers to indicate numbers, waving and pointing are all very common, easy to understand gestures. However, the meaning of gestures can be very different across cultures and regions, and you should be careful to avoid misunderstanding when using them. The following are examples of three common gestures and their possible meanings:

- Thumbs up and thumbs down are often used as gestures of good or bad.

- A clenched fist can indicate anger or solidarity.

- The "okay" gesture, made by touching together the thumb and index finger in a circle while extending the other three fingers can be used to mean okay. In some parts of Europe, however, the same signal is used to imply you are nothing, zero. In some South American countries, the symbol is actually a rude gesture.

Personal Space

For use with Activities. . . . . #11, #12, #13

When people are talking to each other, they usually stand a distance apart. Each person has an invisible boundary around his or her body, and when someone (except for maybe a family member or loved one) comes within that boundary, it makes us uncomfortable. Most of us will move to increase the distance between ourselves and anyone who crowds us. This is because closeness creates a sense of intimacy that doesn't match our relationship with the other person.

The amount of personal distance each of us needs varies from culture to culture. North Americans tend to require more personal space than people in other cultures. Try to be aware of personal space. If the person to whom you are speaking backs away a little, don't try to close the gap.

Touch

Touching is another area of wordless communication. It can come in different forms, such as rubbing, grabbing or patting. Try to avoid physical contact while you are speaking (except with family and close friends). Touching is a bit too intimate for most casual acquaintances, so don't put your arm around their shoulder, touch their face, or hold their hand. Shaking hands when you meet someone or part from them is acceptable, but keep it brief.

Active Listening

Effective communication is more than sending a clear message to others. It's also about receiving and understanding information that others are sending to us. This requires a skill called active listening. It is the communication skill most often needed in everyday life, and so should be developed and practised. We can't rely on the skill developing itself.

The opposite of talking should be listening, but, unfortunately, quite often the opposite of talking is "waiting to talk." In many conversations, instead of listening to what the speaker is saying, the listener is planning his or her own words, waiting for a turn to speak. There is a difference between hearing and listening, and the two words aren't synonymous. Hearing is a natural function, and like breathing or blinking it happens whether you are consciously telling yourself to do it or not. Listening, on the other hand, is a mental process. It requires thought, effort, and practice. Most of us want our own thoughts to be heard, so we should make the effort to listen to others.

Good communication involves being a good listener, considering and respecting another person's point of view, and working together. Attentive, thoughtful, *active* listening can help avoid troubled communications and misunderstandings leading to conflict. By becoming a better listener, you can develop better relationships with friends and colleagues, and gain a greater understanding of your children and other family members.
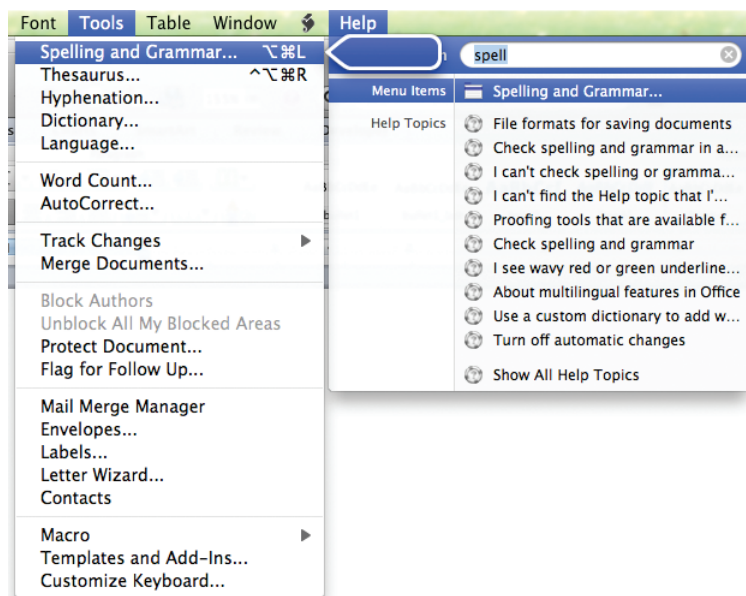
Writing

Written communication is any type or format that uses the written (or typed) word. For example:

- a note to your child's teacher
- a shopping list
- an email
- a text message
- a thank you letter
- a form that you have to fill out at the doctor's office

You don't have to send or deliver a written message on the spur of the moment. You can think your message over and revise it before you send it. Another advantage of written communication is that you can save it and reread or refer to it at a later date or time.

Correct spelling and grammar is usually important in written communication. As in all communication, you want the meaning of your message to be clear. If you are using word processing software on your computer, you can take advantage of the grammar and spell checking features to help you. A dictionary is useful for times when you aren't using a computer for writing.

While we do much of our "writing" these days using a computer or other device, legible handwriting is still important as well. If you take the time to write the message, you want the person receiving it to be able to read and understand it.

legible – refers to print or writing that is neat and clear enough to read

Activity 1 – Silent Ball Game

Practitioner Notes:

There are no learner handouts for this activity.

The instructor should review with the learners the *Communication* information sheet found on page 13 of this module.

This activity is a ball toss game. As an introduction, you should explain that the tossing and catching of the ball is the same as communication messages going from one person to another. There is a sender and a receiver. Both the sender and the receiver need to pay attention and be careful so that the ball is not dropped or the message lost. By dropping the ball or otherwise being "knocked out" of the game, they have failed to communicate well and are out of the "conversation."

The instructor should explain the following game play:

Silent ball is a game in which a ball is tossed (underhand) from player to player. A single ball (a nerf, foam or styrofoam ball would be good, safe choices) is needed. Have players spread out and find a spot to stand in the playing area. (Alternatively, they can sit on tables or chairs.) Once play begins, all players must remain silent and still on their spot. Play continues until only a single player remains. This player is then declared the winner. Start with the basic game and add variations as the learners progress.

In general, players are "out" and must sit down if they:

- move from their spot or off of their table or chair
- talk, whisper, or otherwise make a sound
- fail to catch a reasonable throw
- throw the ball too hard or aggressively

There are variations and additions to these rules. For example, if players who are sitting down because they are "out" are able to catch a throw, then they may re-enter the play. If the ball is purposely tossed inaccurately, then the person who threw the ball is "out." Other adaptations include disallowing players from returning the ball to the players from whom they have just received it (except in cases where only two players remain in the game) and setting time limits on how long players may hold the ball before passing it.

After playing the game, lead the learners in a discussion using the following questions as your guide.

a) Did you have to pay attention in order to catch a ball that was sent to you?

b) Should you pay attention when someone is trying to communicate with you?

c) What things could you do to help you "pay attention" to someone who is speaking to you?

d) Before the sender tossed the ball, what hints were there to suggest to you who it was going to be thrown to?

e) Just like throwing the ball, when you are trying to send a message to someone, what would be a good way to let the person know you are talking to him or her?

f) Were you able to pay better attention when you were not speaking in the Silent Ball Game?

g) When would this skill be useful in communicating with others?

Answers

Answers to the questions will be based on the learners' observations and thoughts. A general understanding of the two-way aspect of communication should be displayed. Learners should also be aware that attention and skill are required to maintain communication as well as to toss balls.

This activity incorporates elements of the following task indicator and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B1.2) by:

☐ Showing an awareness of factors that affect interactions, such as differences in opinions and ideas, and social linguistic and cultural differences

☐ Demonstrating some ability to use tone appropriately

☐ Using and interpreting non-verbal cues (e.g., body language, facial expressions, gestures)

Activity 2 – Quiet and Loud

Practitioner Notes:

The instructor should review with the learners the *Communication* information sheet found on page 13 of this module, and the *Speech Clarity* information sheet found on page 14.

Learners with communication and social issues often have no trouble modulating their voice volume. The difficulty lies in understanding the appropriate levels for different situations. Talk about the different settings in the learners' lives that may require different voice levels (in a library, you should use a soft voice; at a sporting event, you may use a loud voice; etc.).

This activity requires the learner to have a partner. The partner may be the instructor or another learner. The activity can also be done with a group.

Answers

Not applicable.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Following the main events of descriptive, narrative, and informational texts

Interpret very simple documents to locate specific details (A2.1) by:

☐ Scanning to locate specific details

☐ Interpreting brief text and common symbols

☐ Identifying how lists are organized (e.g., sequential, chronological, alphabetical)

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B1.2) by:

☐ Showing an awareness of factors that affect interactions, such as differences in opinions and ideas, and social linguistic and cultural differences

☐ Demonstrating some ability to use tone appropriately

☐ Speaking or signing clearly in a focused and organized way

☐ Rephrasing to confirm or increase understanding

☐ Using and interpreting non-verbal cues (e.g., body language, facial expressions, gestures)

Makes straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

Activity 2 – Quiet and Loud

Learning Activities

Before you begin this activity, your instructor will go over the *Communication* information sheet and the *Speech Clarity* information sheet.

You need a partner for this activity. It can also be done with a group.

People can make their voices louder and softer. It's an important social skill. It's like using the "volume control" on your TV, radio or MP3, to turn the sound up or down.

In this activity you will be speaking. While you are speaking, your partner or the other people in your group will use the Voice Meter on the next page to help you adjust the "volume control" on your own voice.

1 Try saying the following words in a normal talking voice:

   "This is really good. I think I will stay."

2 How did you do? Did your partner or the other people in your group think your voice was "Just Right" for a "Talking Voice"? If not, try again until you have the "volume control" set properly.

3 Discuss with your partner or group what the correct voice volume would be at each of the places listed below. Beside each place, write down the volume number (1, 2, 3, 4 or 5) that would identify the best volume to use there.

   - Library   • Party   • Classroom
   - Movie   • Hockey Game   • Restaurant

Repeat the same words at the volume you decided was best for each of the places listed. After each time, check with your partner or group to see if you should adjust your voice volume. Ask your partner or group why they feel that way.

Voice Meter

5 Loud

4 Raised Voice

3 Talking Voice

2 Whisper

1 Quiet
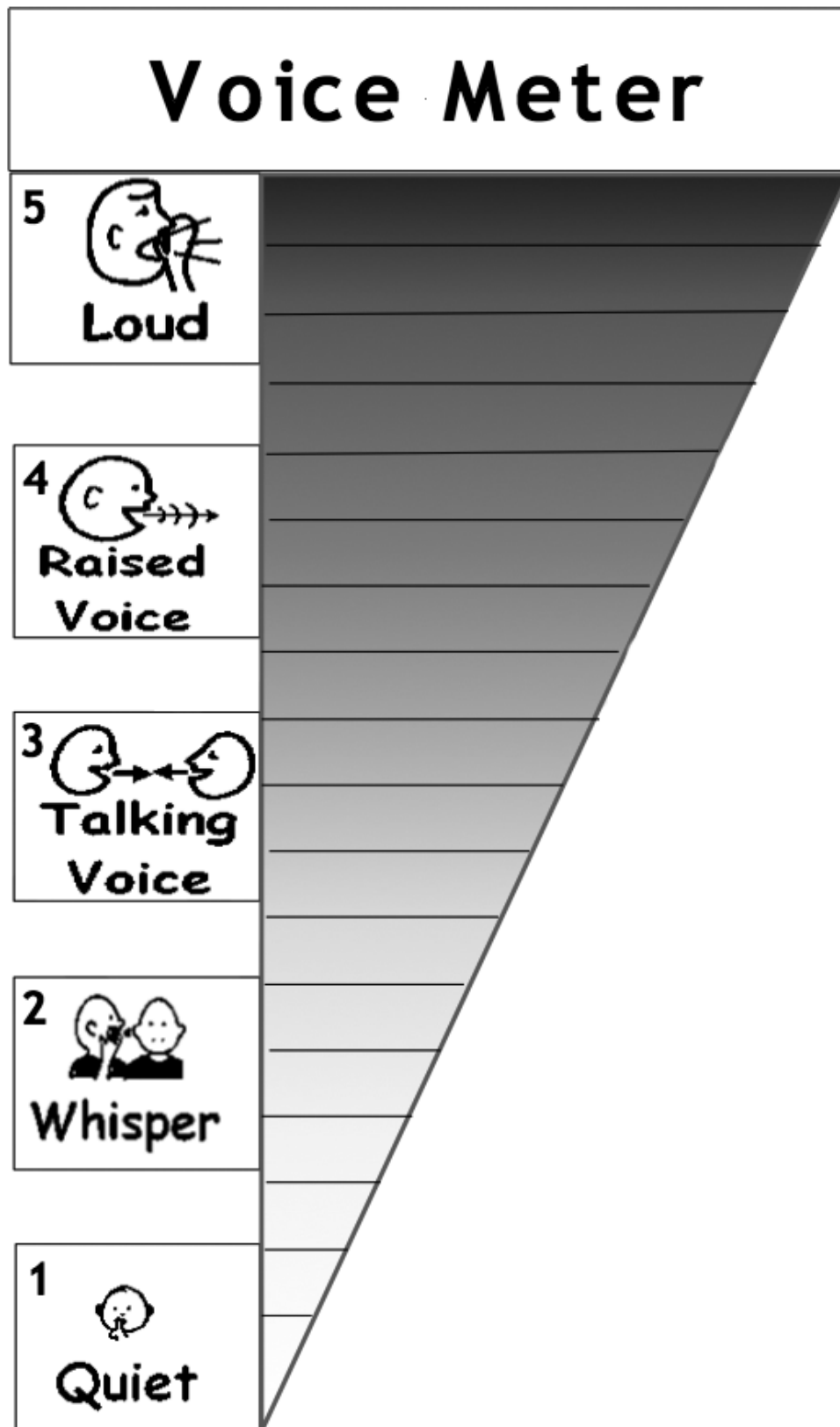
Activity 3 – Speaking Clearly

Practitioner Notes:

The instructor should review with the learners the *Communication* information sheet found on page 13 of this module, and the *Speech Clarity* information sheet on page 14.

This activity does not require an observer, but an observer could help the learner be aware of his or her enunciation skills. A recording device (tape recorder or sound recorder on a computer) would also be beneficial. This way the learner could play it back and see if there was any improvement. The learner would probably need help in acquiring, setting up and using the equipment.

Lower-level readers may need help with the instructions and reading the tongue twister sentences. These could be reprinted individually on slips of paper to make it easier for the learner to read. This way, the sentences could be presented in order of difficulty and stopped when the learner has reached his or her level of ability.

Answers

Not applicable. The learner should have an understanding of the importance of speaking clearly. Pronunciation and enunciation should have improved as the activity progressed.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read brief texts to locate specific details (A1.1) by:

☐ Decoding words and making meaning of sentences in a single text

☐ Following simple, straightforward instructional texts

☐ Identifying the main idea in brief texts

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Making low-level inferences

Participate in brief interactions to exchange information with one other person (B1.1) by:

☐ Choosing appropriate language in exchanges with clearly defined purposes

☐ Participating in short, simple exchanges

☐ Speaking or signing clearly in a focused and organized way

Perform simple digital tasks according to a set procedure (D1) by:

☐ Following apparent steps to complete tasks

☐ Interpreting brief text and icons

☐ Locating specific functions and information

Activity 3 – Speaking Clearly

Learning Activities

1 Read the following sentence aloud.

I've been running around all morning just trying to get ready for tonight.

a) Did you pronounce each word completely, or did you slip and say runnin', mornin' or tryin'?
If you slipped, try again until you can do it without dropping any letters.

b) Now try practising your enunciation using the tongue twisters listed below. Get someone to
listen to you and give you feedback.

- Are our oars oak?

- Shelter for six sick scenic sightseers.

- Irish wristwatch.

- A proper cup of coffee from a proper copper coffee pot.

- A big black bug bit a big black bear which made the big black bear bleed blood.

- I can think of six thin things and six thick things too.

- A tree toad loved a she-toad, who lived up in a tree.
  He was a two-toed tree toad, but a three-toed toad was she.
  The two-toed tree toad tried to win the three-toed she-toad's heart.
  For the two-toed tree toad loved the ground that the three-toed tree toad trod.
  But the two-toed tree toad tried in vain. He couldn't please her whim.
  From her tree toad bower, with her three-toed power, the she-toad vetoed him.

Activity 4 – I Say, You Say

Practitioner Notes:

The purpose of this activity is to teach learners ways to repair communication breakdowns.

The instructor should review with the learners the *Communication* information sheet found on page 13 of this module, and the *Speech Clarity* information sheet found on page 14.

The instructor may be the "other person" in the exchange. Alternatively, it should be a person who understands the meaning of "Clarification Strategies," as in ways to clarify just what a speaker said or meant. This can also be done in groups, with learners taking turns speaking and clarifying. In this case, the facilitator should understand "Clarification Strategies."

Instructions may be provided verbally to non-readers. Non-readers would only play the "You say…" roles.

Clarification strategies may be created beforehand by the instructor and then discussed with learners. Strategies may be made into posters for the walls, so learners can refer to them. Strategies can include:

- Please repeat.

- Could you please say that again?

- Could you repeat that slowly, please?

- Please speak slowly.

- How do you spell that?

- Is this right?

- Did you say _____ or _____?

During the activity, the facilitator should be alert for moments of confusion and offer support.

Explain to the class: "When I say something you don't hear clearly or you don't understand, you say one of the **Clarification Strategies**"

Examples:

I say, "That will be $7.16, please." You say, "Did you say 16 or 60?"

I say, "I went to Ochopee for my vacation." You say, "Could you please say that again?" or "How do you spell that?" or "Where is that?"

Answers

Not applicable.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Following the main events of descriptive, narrative, and informational texts

☐ Obtaining information from detailed reading

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

☐ Managing unfamiliar elements (e.g., vocabulary, context, topic) to complete tasks

☐ Inferring meaning which is not explicit in texts

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B1.2) by:

☐ Demonstrating some ability to use tone appropriately

☐ Speaking or signing clearly in a focused and organized way

☐ Rephrasing to confirm or increase understanding

☐ Using and interpreting non-verbal cues (e.g., body language, facial expressions, gestures)

Write brief texts to convey simple ideas and information (B2.1) by:

☐ Writing simple texts to request, remind or inform

☐ Conveying simple ideas and factual information

☐ Using sentence structure, upper and lower case, and basic punctuation

☐ Using highly familiar vocabulary

Create very simple documents to display and organize a limited amount of information (B3.1) by:

☐ Following conventions to display information in lists, labels, simple forms, signs (e.g., images support the message, text is legible)

Activity 4 – I Say, You Say

Learning Activities

You should review the *Communication* information sheet and the Speech Clarity information sheet before doing this activity.

1 With a partner or in a group, create a list of "Clarification Strategies", comments or questions that can help "clear up" confusion, when you don't understand what someone has said. One example is "Could you please say that again?"

2 In this activity, you are going to try to repair communication breakdowns.

a) Person 1 reads a comment aloud. (I say…) from the list on the next two pages.

b) While Person 1 is speaking, Person 2 needs to listen for something unclear or confusing. When this happens, Person 2 should use one of the "Clarification Strategies" on the list to check for understanding. (You say…)

c) Alternate, taking turns with "I say…" and "You say…" roles.

3 Try making up your own "I say…" clarity challenges to play with your partner or group.

4 Try listening for "Clarification Strategies," coming from people to whom you are talking. If it is happening often, then you probably are not speaking with "clarity."

I Say, You Say Challenges Page 1

I say (rapidly)   "The number is 5192956788."

    You say…   _____

I say (slowly)   "The number is 519 295 6788."

I say   "I'll meet you A3."

    You say…   _____

I say   "That means I'll meet you Anyplace, Anywhere, Anytime."

I say (turn head away and whisper)   "I should go for a walk."

    You say…   _____

I say (facing listener and normal voice) "I should go for a walk."

I say (run words together)   "S'nice peesa peesa ya gimme."

    You say…   _____

I say (clearly)   "It's a nice piece of pizza you gave me."

I say   "I'm thinkin ya otter het up some H ^{2} O furty."

    You say…   _____

I say   "I am thinking you ought to heat up some water for tea."

I Say, You Say Challenges – Page 2

I say (rapidly)   "The number is 623295678."

    You say…   _____

I say (slowly)   "The number is 623 295 678."

I say   "B-I-O-N I passed my drivers test."

    You say…   _____

I say   "Believe it or not I passed my drivers test."

I say (cover mouth and mumble)   "Peter Piper couldn't pick the peppers."

    You say…   _____

I say (removing hand and using normal voice) "Peter Piper couldn't pick the peppers."

I say (run words together)   "Marsey doetz and dozy doetz."

    You say…   _____

I say (clearly)   "Mares eat oats and does eat oats."

I say   "The doctor's office is on Sincomatamee Street."

    You say…   _____

I say   That is Sincomatamee, spelled S-I-N-C-O-M-A-T-A-M-E-E

Activity 5 – Pace Yourself

Practitioner Notes:

The instructor should review with the learners the *Communication* information sheet on page 13 of this module, and the *Speech Pace* information on page 15.

Answers

Not applicable.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Following the main events of descriptive, narrative, and informational texts

☐ Obtaining information from detailed reading

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B1.2) by:

☐ Demonstrating some ability to use tone appropriately

☐ Speaking or signing clearly in a focused and organized way

☐ Rephrasing to confirm or increase understanding

Write brief texts to convey simple ideas and information (B2.1) by:

☐ Writing simple texts to request, remind or inform

☐ Conveying simple ideas and factual information

☐ Demonstrating a limited understanding of sequence

☐ Using highly familiar vocabulary

Activity 5 – Pace Yourself

Learning Activities

You should read and understand the information found on the *Communication* information sheet and the *Speech Pace* information sheet before doing this activity.

You will need a partner for this activity. You will take turns speaking and listening to each other. Then give each other feedback. Your partner may be another learner or your tutor or instructor.

1 As the speaker, your job will be to give your partner (the listener) instructions on how to do something in five steps (e.g., how to make the perfect cup of tea). Think about it and jot down the five steps you're going to use.

a) As the first speaker, give your five instructions to the listener. Speak at a pace that is slow enough for the listener to hear, understand and process what you are saying, but not so slowly that her mind has time to wander off to another topic.

b) When the first speaker is finished, the listener should repeat the five steps. Were they all right?

c) Repeat the exercise, reversing your speaking and listening roles.

d) Talk to each other about how you felt as the speaker and as the listener. Did you find either job difficult? If so, in what way?

e) Do this activity again but try telling a short story about an experience you have had or maybe tell a story type of joke. Did the listener get the details of the story? Can the listener retell the joke accurately?

Activity 6 – Express Yourself

Practitioner Notes:

The instructor should review with the learners the *Communication* information sheet on page 13 of this module, and the *Speech Expression* information on page 16.

Answers

Not applicable

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Following the main events of descriptive, narrative, and informational texts

☐ Obtaining information from detailed reading

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B1.2) by:

☐ Demonstrating some ability to use tone appropriately

☐ Speaking or signing clearly in a focused and organized way

☐ Using and interpreting non-verbal cues (e.g., body language, facial expressions, gestures)

Activity 6 – Express Yourself

Learning Activities

You should read and understand the information found on the *Communication* information sheet and the *Speech Expression* information sheet before doing this activity.

1 You will need a partner for this activity. You will each take turns speaking and listening.

a) The following sentences are emotion sentences. Repeating them in different ways will help you understand and practise how to put emotion in your voice.

b) Partner One – Read each sentence aloud, as if you are happy.

- I scratched two lottery tickets that my sister gave me.
- I just changed the tires on my car.
- My best friend is moving to another city.
- Tomorrow I try my driver's test.

c) Partner Two – Discuss with your partner how well he/she expressed happiness in his/her voice for each of the above statements.

d) Now reverse roles. Partner Two should read each of the above sentences, as if he/she is extremely sad.

e) Partner One – Ask your partner how well he/she expressed sadness in his/her voice for each of the above statements.

2 The next set of sentences will help you understand and practise conveying meaning.

a) Partner Two – Read each sentence aloud, as if you really believe it.

- This extended warranty is a great deal.
- Buying this new phone was the best thing I've ever done.
- I know that I can get this done in time.
- You'll never regret coming on this trip with me.

b) Partner One – Discuss with your partner how well he/she expressed belief in his/her voice for each of the above statements.

c) Now reverse roles. Partner One should read each of the above sentences sarcastically, as if he/she just can't believe it.

d) Partner Two – Ask your partner how well he/she expressed disbelief in his/her voice for each of the above statements.

COMMUNICATION

Activity 7 – Leaving Out the Extras

Practitioner Notes:

The instructor should review with the learners the *Communication* information sheet on page 13 of this module, and the *Speech Fillers* information sheet on page 17.

Answers

Not applicable.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Following the main events of descriptive, narrative, and informational texts

☐ Obtaining information from detailed reading

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B1.2) by:

☐ Showing an awareness of factors that affect interactions, such as differences in opinions and ideas, and social linguistic and cultural differences

☐ Demonstrating some ability to use tone appropriately

☐ Speaking or signing clearly in a focused and organized way

☐ Using and interpreting non-verbal cues (e.g., body language, facial expressions, gestures)

Activity 7 – Leaving Out the Extras

Learning Activities

You should read and understand the information found on the *Communication* information sheet and the *Speech Fillers* information sheet, before doing this activity.

This exercise will test your speech to see if you use fillers and, if you do, which ones. For this activity, you will need a partner or listener. The instructor or another learner may be the "other person."

1   From the list below, choose a topic that you can speak about for one minute. If you would rather you can choose a topic of your own.

2   Don't give yourself any time to prepare. Speaking spontaneously or "off the cuff" will most closely resemble your normal speech habits.

  a) Set a timer for one minute and speak about your chosen topic until the time is up.

  b) While you are speaking, your partner's task is to identify and list all the fillers that you use as you speak.

  c) How did you do? Were you surprised?

  d) Repeat the exercise with different topics until you can do it "filler-free." Take turns with your partner, if you wish.

  e) **Topic ideas:**
  - helping my child with his homework
  - my new neighbour
  - joining the local exercise class
  - a date with my friend/spouse
  - bathing the dog

Activity 8 – Emoticons

Practitioner Notes:

The instructor should review with the learners the *Communication* information sheet on page 13 of this module, and the *Body Language* information on page 18.

Answers

Not applicable.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Interpret very simple documents to locate specific details (A2.1) by:

☐ Scanning to locate specific details

☐ Interpreting brief text and common symbols

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

Activity 8 – Emoticons

Learning Activities

Before doing this activity, your instructor should go over with you the material found on the *Communication* information and the *Body Language* information sheet.

Draw a line to match the emoticon pictures that represent the facial expressions of each of the following emotions:

Happy

Sad

Afraid

Surprised

Angry

Confused

Activity 9 – Faces of Feelings

Practitioner Notes:

This is a group or partner activity.

The instructor should review with the learners the *Communication* information sheet on page 13 of this module, and the *What Your Body Says* information sheet on page 19.

Before the activity, a number of slips of paper with suggested feelings or situations that can evoke strong feelings should be made up. There should be at least one for every person in the group. Partners or small groups may act out multiple feelings. The slips can be single words or phrases, depending on the reading skill of the participants. They can even be pictures. Some suggestions are: How I look when I am…

- angry
- disappointed
- bored
- impatient
- proud of myself
- excited

- sick
- happy
- receiving a gift
- very frightened
- being stepped on
- being snubbed or ignored by others

After the activity is done, a debriefing is recommended to have the learners reflect on how much they could tell just from facial expressions.

Answers

Not applicable.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

☐ Identifying the purpose and relevance of texts

☐ Skimming to get the gist of longer texts

☐ Inferring meaning which is not explicit in texts

Interpret very simple documents to locate specific details (A2.1) by:

☐ Interpreting brief text and common symbols

Participate in brief interactions to exchange information with one other person (B1.1) by:

☐ Participating in short, simple exchanges

☐ Using and interpreting non-verbal cues (e.g., body language, facial expressions, gestures)

Activity 9 – Faces of Feelings

Learning Activities

Before doing this activity you should have reviewed the information on *What Your Body Says* with your instructor.

This is a partner or group activity.

1 Everyone sits where they can observe each other's face. A circle works well.

2 No talking is allowed during the role-playing activity.

3 A number of feelings, or situations that would cause feelings, are written on slips of paper and put in a hat.

4 One at a time, each person picks one feeling. She or he tries to do the facial expression for that feeling.

5 The rest of the participants try to guess what the feeling is.

Activity 10 – Gestures

Practitioner Notes:

The instructor should review with the learners the *Communication* information sheet on page 13 of this module, and the *Gestures* information sheet on page 20.

Answers

Not applicable.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Making low-level inferences

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Using layout to locate information

☐ Beginning to identify sources and evaluate information

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Conveying intended meaning on familiar topics for a limited range of purposes and audiences

☐ Using a limited range of vocabulary and punctuation appropriate to the task

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

☐ Making entries using familiar vocabulary

Perform well-defined, multi-step digital tasks (D2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Making low-level inferences to interpret icons and text

☐ Beginning to identify sources and evaluate information

☐ Performing simple searches using keywords (e.g., Internet, software help menu)

Activity 10 – Gestures

Learning Activities

Before doing this activity, you should have reviewed the information on the *Communication* and *Gestures* information sheets by yourself or with your instructor.

1 There are many more common gestures. List some gestures that you use yourself. Explain what the signal is and what it means.

_____

_____

_____

2 Do an Internet search for "body language gestures." Find five or more common gestures (different than the three mentioned in the information sheet) and list them below. Explain what the signal is and what it commonly means.

a) _____

b) _____

c) _____

d) _____

Activity 11 – Get Out of My Space

Practitioner Notes:

The instructor should review with the learners the information found in the *Communication* information sheet on page 13 of this module, and the *Personal Space* information sheet on page 21.

Answers

Not applicable.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Making low-level inferences

☐ Following the main events of descriptive, narrative, and informational texts

Participate in brief interactions to exchange information with one other person (B1.1) by:

☐ Showing an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others

☐ Choosing appropriate language in exchanges with clearly defined purposes

☐ Participating in short, simple exchanges

☐ Using and interpreting non-verbal cues (e.g., body language, facial expressions, gestures)

Activity 11 – Get Out of My Space

Learning Activities

Before doing this activity your instructor should go over with you the material found on the *Communication* information sheet and the *Personal Space* information sheet.

Staying out of someone's "personal space" is an important social rule. It's a simple idea – we all have an invisible bubble around us where we feel safe. If someone crosses into it we become uncomfortable. The bubble or circle changes size depending on who is near us. The following distances are roughly how close people can get to you before you feel some discomfort.

1 Space Spin (You need at least one partner)

a) Stretch your arms out straight on both sides and turn slowly in a complete circle. This is about the area of your "personal space" for friends and family.

b) Watch while your partner demonstrates his or her space. Can you remember the distance?

c) Both you and your partner put your arms down at your sides. Now one of you walks toward the other. Stop just before you think you have reached the edge of the other person's personal space. When you stop, your partner should raise his or her arms out straight and slowly turn in place. If you get bumped, your partner can say, "Get out of my space!" and you have to try again. If you don't get bumped, switch roles with your partner.

d) Try this again with family or friends until you can get it right all the time.

e) At random times, get too close to another learner who has tried this activity, and see if they catch on.

Activity 12 – How Close Is Too Close?

Practitioner Notes:

The instructor should review with the learners the *Communication* information sheet on page 13 of this module, and the *Personal Space* information sheet on page 21.

Learners may need help with reading and measurement.

The learner will need a tape measure in either Imperial or Metric measures, as appropriate to your learners. This activity needs a space that is about 12 feet for the widest circle being measured. You will also need some masking tape or other material to temporarily mark distances.

Provide the learners with copies of the two information sheets noted above, the activity page and the "Personal Space" Circles diagram (on the page following the activity).

Answers

1a) **Intimate** distance for embracing, touching or whispering – less than 18 inches (46 cm)

1b) **Personal** distance for interactions among good friends or family members – 1.5 to 4 feet (46 to 120 cm)

1c) **Social** distance for interactions among acquaintances – 4 to 12 feet (1.2 to 3.7 m)

1d) **Public** distance used for public speaking – close phase – 12 to 25 feet (3.7 to 7.6 m) or more

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read brief texts to locate specific details (A1.1) by:
☐ Decoding words and making meaning of sentences in a single text
☐ Reading short texts to locate a single piece of information
☐ Following simple, straightforward instructional texts
☐ Identifying the main idea in brief texts

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Using layout to locate information

☐ Making connections between parts of documents

☐ Making low-level inferences

Participate in brief interactions to exchange information with one other person (B1.1) by:

☐ Choosing appropriate language in exchanges with clearly defined purposes

☐ Participating in short, simple exchanges

☐ Repeating or questioning to confirm understanding

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

☐ Making entries using familiar vocabulary

Measure and make simple comparisons and calculations (C3.1) by:

☐ Recognizing values in number and word format

☐ Recognizing simple, common shapes

☐ Measuring distance, length, width, height, weight, liquid volume, angles, and temperature

☐ Using common measuring tools, such as rulers, scales and thermometers

☐ Choosing appropriate units of measurement

☐ Using common standard units

Activity 12 – How Close Is Too Close?

Learning Activities

Before doing this activity, your instructor should go over, with you, the material found on the *Communication* information sheet and the *Personal Space* information sheet.

1 Look at the "Personal Space" Circles diagram on the next page. Think about the distances that each circle requires.
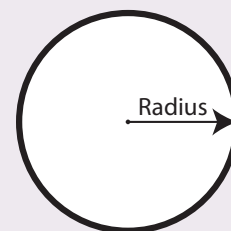
> **radius** – the distance from the centre to the edge of the circle
>
> Radius

   a) What is the radius of the circle for **Intimate** distance (for embracing, touching or whispering)?

   _____

   b) What is the radius of the circle for **Personal** distance (for interactions among good friends or family members)? _____

   c) What is the radius of the circle for **Social** distance (for interactions among acquaintances)? _____

   d) What is the radius of the circle for **Public** distance (used for public speaking)?

   _____

2 Use a tape measure and some masking tape to see how far these distances are. It might help to have another person to measure with you.

   a) Mark off the distances from the centre to each of the circles' radius with an object or a piece of masking tape.

   b) Look at the distances you have marked. Do they seem large? _____

   c) Do you stay that far away when you are interacting with others? _____

   d) Stand in the centre of your imaginary circles. Ask someone to stand on each of the personal circle measurement markers – Public, Social, Personal, and Intimate – as you call them out. At what circle distances did the person feel too close?

   _____

"Personal Space" Circles

Public Space

Social Space

Personal Space

Intimate Space

1.5 ft (.45 m)

4 ft (1.2 m)

The radius of each circle

12 ft (3.6 m)

25 ft (7.6 m)
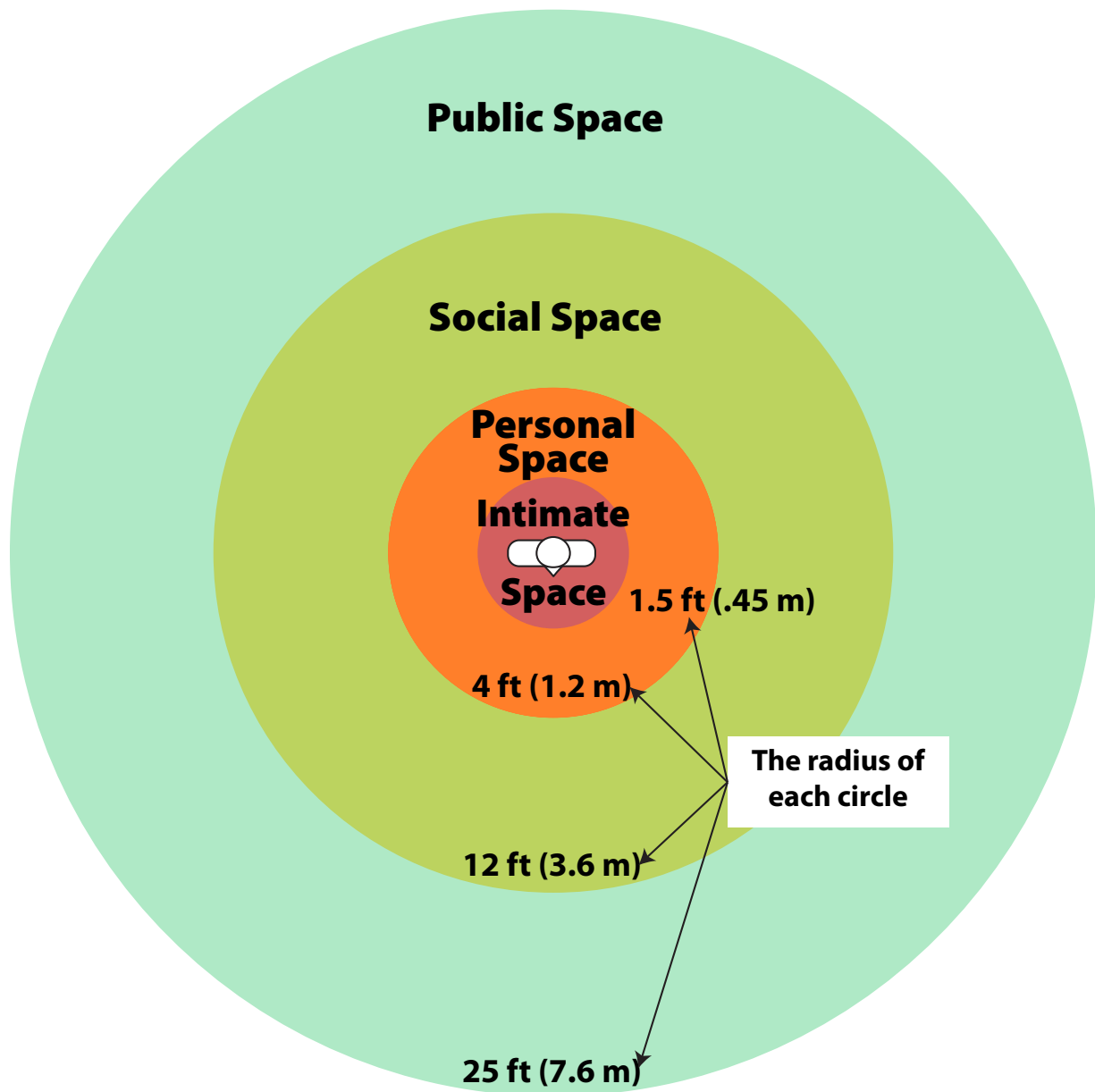
- **Intimate** distance for embracing, touching or whispering – less than 18 inches (46 cm)

- **Personal** distance for interactions among good friends or family members – 1.5 to 4 feet (46 to 120 cm)

- **Social** distance for interactions among acquaintances – 4 to 12 feet (1.2 to 3.7 m)

- **Public** distance used for public speaking – close phase – 12 to 25 feet (3.7 to 7.6 m) or more

Activity 13 – Touch

Practitioner Notes:

The instructor should review with the learners the *Communication* information sheet, on page 13 of this module, and the *Personal Space* information sheet on page 21.

Answers

A: Non-Verbal Message	B: Touch	C: Emotion
Excuse me.	A tap on the shoulder.	timid
It's wonderful to see you.	A hug.	friendly
You can do it.	A pat on the back.	reassuring
Run along. I'll take care of it.	A pat on the head.	patronizing
Come with me now.	A grip on the arm.	controlling
I know we'll work well together.	A handshake.	confident

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Interpret simple documents to locate and connect information (A2.2) by:
☐ Performing limited searches using one or two search criteria
☐ Extracting information from tables and forms
☐ Using layout to locate information
☐ Making connections between parts of documents

Use layout to determine where to make entries in simple documents (B3.2a) by:
☐ Using layout to determine where to make entries
☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information
☐ Making entries using a limited range of vocabulary
☐ Following instructions on documents

Activity 13 – Touch

Learning Activities

Before doing this activity your instructor should go over with you the material found on the *Communication* information sheet and the *Personal Space* information sheet.

1 Touch signifies several different types of information. Can you match the examples in Column A with the "Touch" in Column B and the corresponding emotion in Column C? Use the second chart to fill in your matching answers.

A: Non-Verbal Message	B: Touch	C: Emotion
Excuse me.	A pat on the back.	confident
It's wonderful to see you.	A grip on the arm.	timid
You can do it.	A firm handshake.	patronizing
Run along. I'll take care of it.	A hug.	controlling
Come with me now.	A pat on the head.	friendly
I know we'll work well together.	A tap on the shoulder.	reassuring

A: Non-Verbal Message	B: Touch	C: Emotion
Excuse me.		
It's wonderful to see you.		
You can do it.		
Run along. I'll take care of it.		
Come with me now.		
I know we'll work well together.		

Activity 14 – Common Ground

Practitioner Notes:

The instructor should review with the learners the *Communication* information sheet on page 13 of this module, and the *Speech Clarity* information sheet on page 14.

This reciprocal peer conversation activity is to help learners think about what other people like to talk about. To do this, have the learners make up "What Interests Me" signs. Use the template provided at the end of the activity, another of your choosing, or a blank sheet of paper for the signs. Learners can draw simple pictures that another person can understand and write the topic below the picture (if they are able to write). Alternatively, pictures can be pasted into a form, using a computer and printed or cut from a newspaper or magazine. Suggest to learners that they should have a variety of pictures. You won't have as much to talk about if all your pictures are really only about one topic. For example, four different x-box games are really just one topic.

To introduce the activity, explain that "Common Ground" means a place of shared interest or understanding. When you talk to another person, you always have to think about what the other person might like to talk about, not just what you want to talk about. In conversations, the interest should be two-sided. We should try to find "Common Ground" with things both people in the conversation are interested in.

Use a Venn Diagram. These are useful for having two peers identify common ground. Alternatively, we have provided a *What's their Conversational Common Ground?* sheet at the end of the activity.
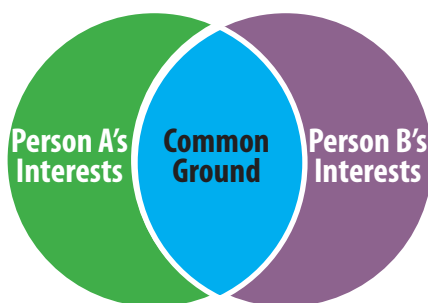
Learners may find it hard to consider the other person's interests in conversation, even with the visual prompts. Making a game out of it, with tokens, may help.

Answers

Answers will vary, but it would be beneficial to have an individual or group discussion at the end of the activity

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Making low-level inferences

Interpret very simple documents to locate specific details (A2.1) by:

☐ Scanning to locate specific details

☐ Interpreting brief text and common symbols

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B1.2) by:

☐ Showing an awareness of factors that affect interactions, such as differences in opinions and ideas, and social linguistic and cultural differences

☐ Demonstrating some ability to use tone appropriately

☐ Using strategies to maintain communication, such as encouraging responses from others and asking questions

☐ Rephrasing to confirm or increase understanding

☐ Using and interpreting non-verbal cues (e.g,. body language, facial expressions, gestures)

Create very simple documents to display and organize a limited amount of information (B3.1b) (optional) by:

☐ Following conventions to display information in lists, labels, simple forms, signs (e.g., images support the message, text is legible)

☐ Organizing lists to suit purpose (e.g., chronologically, alphabetically, numerically, sequentially)

☐ Using labels and headings to organize content

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

☐ Making entries using a limited range of vocabulary

Perform well-defined, multi-step digital tasks (D2) (optional) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Making low-level inferences to interpret icons and text

☐ Performing simple searches using keywords (e.g., Internet, software help menu)

Activity 14 – Common Ground

Learning Activities

"Common Ground" means a place of shared interest or understanding. When you talk to another person, you always have to think about what the other person might like to talk about, not just what you want to talk about. In conversations, the interest should be two-sided. We should try to find "Common Ground" with things both people in the conversation are interested in. This activity will help you talk about interests you share with other people.

1   Make up a "What Interests Me" sign for yourself. Use the template provided at the end of the activity, another of your choosing or a blank sheet of paper for the signs. You may draw simple pictures of things that interest you or you may cut and paste pictures from a computer, newspaper or magazine.

   a) You should have pictures showing a variety of different interests.

   b) You may write words to say what your interests are, if you wish.

   c) When you are finished, compare your sign to other people's What Interests Me signs. If you find anyone with an interest the same as one of yours, stop to talk to him or her.

Each of you should do your best to pay attention to the things the other person likes. Talk together, making comments and asking questions based on the other person's interests.

   d) Watch that you don't go off onto a topic that is not "Common Ground."

   e) If you finish, and there is still time, try to find another person with "Common Ground."

   f) How did you do? Were you able to stay talking only about shared interests? Talk about this with your partner or in your group.

   g) Did you enjoy talking with someone about things you are both interested in? Talk about this with your partner or in your group.

What's their conversational Common Ground?

I am interested in:
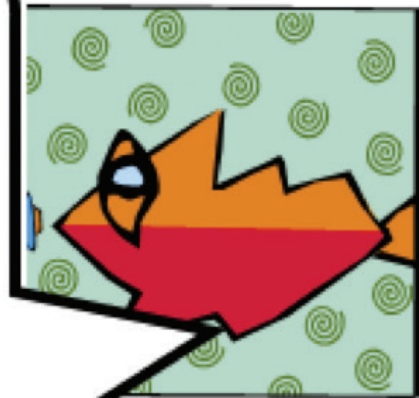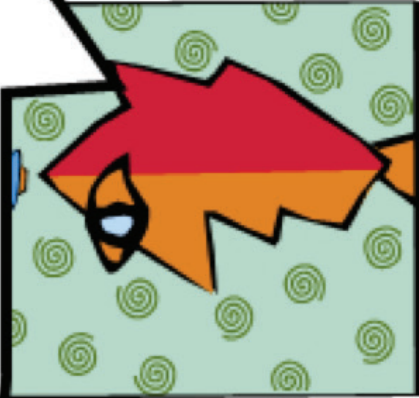
I want to talk about:

Activity 15 – Learning about Listening

Practitioner Notes:

Before doing this activity, learners should read the *Active Listening* information sheet found on page 22 of this module.

For this activity, learners will use the Internet to learn about listening skills. They will be using the *Types of Listening and Listening for Specifics* sections of the BBC *Skillswise* website **www.bbc.co.uk/ skillswise**. To locate these sections, click on the English tab, choose the Speaking and Listening link and then choose your *Types of Listening*. It is suggested that the instructor take a few minutes to browse the site and choose other activities that may be appropriate for the learner.

Learners will need some computer skills to select, enter and play interactive learning games. The learner may need help with this from the instructor or from a peer with sufficient computer skills or previous experience using the site.

The site has downloadable (Adobe .pdf and Word .doc), printable or pop-out fact sheets and worksheets at three different levels (at time of publication). Where applicable, the worksheets have downloadable answer sheets.

Although the site is aimed at learners with an employment goal path, many of the activities and scenarios are transferable to independence goals. The helping of a heart attack victim through the Doctor, Nurse and Paramedic interactive games provides useful tips for anyone.

Answers

Answers will vary depending on what quizzes the learner completes, but have the learner print the quizzes they do for later discussion or assessment purposes.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Locating multiple pieces of information in simple texts

☐ Making low-level inferences

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Using layout to locate information

☐ Making connections between parts of documents

☐ Making low-level inferences

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

☐ Making entries using familiar vocabulary

Perform well-defined, multi-step digital tasks (D2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Making low-level inferences to interpret icons and text

Activity 15 – Learning about Listening

Learning Activities

Before doing this activity, you should read the Active Listening information sheet.

For this activity, you will be using the *Types of Listening and Listening for Specifics* sections of the BBC Skillswise website **www.bbc.co.uk/skillswise**.

1   Go to **www.bbc.co.uk/skillswise**. To locate the sections listed above, click on the **English** tab, choose the **Speaking and Listening** link and then choose **Types of Listening**.

2   Under **Start Learning**, choose a level. Let's start with **Entry 1 and 2**.

   a) Try the Entry 1 and 2 **Quiz** by clicking on the big green **Q**.

   b) When you finish a section of the quiz, you will get a score. Look down through your answers to see which were right and which were wrong. If you scroll down to the bottom, you can print out a certificate.

   c) You can also choose to do that quiz again or move on to try a harder level. There is a total of three difficulty levels – A, B, and C. Try them all.

3   When you have finished the Entry 1 and 2 quiz, go to the **Entry 3** activities page.

4   Try the Entry 3 Quiz by clicking on the big green **Q**, as in step 2 above.

5   How are you doing so far? Are you an active listener? If you think you are ready for an even harder challenge, try the **Level 1 Quiz**. You will have to listen carefully! (You may skip this, if you have had enough of the Quizzes.)

6   Go back to the main **Types of Listening** page. Play the Casualty Challenge Paramedic Game. Try the Casualty Challenge Doctor and Nurse games as well.

7   You should now be an excellent listener!

Maybe there are other Quizzes and Games that interest you on this site. Explore and have fun learning.

Activity 16 – Things We Write

Practitioner Notes:

Before doing this activity, learners should read the *Communication* information sheet on page 13 of this module, and the *Writing* information sheet on page 23.

Instructions may be read to non-readers or low-level readers.

The activity page should be handed out to the learner for completion, if the learner is able to write short entries.

If you prefer, the answers may be just discussed with one person instead of being written, such as with the instructor or another person who is familiar with writing documents. Discussing the answers would remove the completing documents (B3) part of the activity and replace it with interact with others (B1).

Answers

Some suggestions are:

- Internet Chat
- Tweeting
- Email
- Letters
- Journals
- Blogs
- Texting
- Notes (on bulletin or notice boards, on fridge, to child's teacher)
- Reports
- Applications and forms
- Instructions and directions
- Lists (shopping, etc.)
- Phone messages and numbers
- Addresses
- Cheques

COMMUNICATION

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Following the main events of descriptive, narrative, and informational texts

☐ Obtaining information from detailed reading

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

☐ Making entries using familiar vocabulary

Activity 16 – Things We Write

Learning Activities

You should read and understand the information found on the *Communication* information sheet and the *Writing* information sheet before doing this activity.

1 We listed a few examples of written communications in the *Writing* Information Sheet. Can you think of other things people write or write in? Make a list of at least 10 in the spaces below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Activity 17 – Opening Lines

Practitioner Notes:

Before doing this activity, learners should read the *Communication* information sheet on page 13 of this module, and the *Writing* information sheet on page 23.

This activity encourages creative writing with a humorous application.

You start by having a brainstorming session with the learners to come up with a number (depending on size of group) of "opening lines." The opening lines should be something that entices the reader (or in this case the writer) to want to go on with the story. Some examples of "opening lines" are:

- Something very different was happening.
- It was a million dollar assignment.
- There it was just looking me in the eyes.
- I couldn't believe I had been so lucky.

Every learner gets a piece of lined paper on which to write the "opening line." You can have them all start with the same opening line, they may choose their own from the list the group has developed or you may print them on slips of paper and have them drawn out of a hat. The learners have 5 or 10 minutes (your choice) to continue writing the story on their own piece of paper. After the predetermined amount of time has passed, call out, "Pass!" at which time the learners must stop immediately and pass their papers on to another learner. Each learner reads what has been written by the previous learner, and then they have another 5 or 10 minutes to continue the story. Keep going, passing papers around, until the learners have their original papers back. The learners can then have time to provide their own endings to the story.

Take time at the end to share the stories, by reading them aloud. If learners are able, you can have each student rewrite the entire story that they began, correcting all spelling, grammar, punctuation and paragraphing mistakes. You could consider publishing them in a booklet.

Note: You can also do this activity using computers by transferring the files through wikis, Google Docs, shared networks or even USB drives.

Answers

Answers will vary, but learners should produce a finished version of their "opening line" document with spelling, grammar, punctuation and paragraphing corrected.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Managing unfamiliar elements (e.g., vocabulary, context, topic) to complete tasks

☐ Identifying the purpose and relevance of texts

☐ Inferring meaning which is not explicit in texts

☐ Following the main events of descriptive, and narrative, texts

☐ Making meaning of short, creative texts (e.g., poems, short stories)

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B1.2) by:

☐ Demonstrating some ability to use tone appropriately

☐ Speaking or signing clearly in a focused and organized way

☐ Using and interpreting non-verbal cues (e.g., body language, facial expressions, gestures)

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Conveying intended meaning on familiar topics for a limited range of purposes and audiences

☐ Beginning to sequence writing with some attention to organizing principles (e.g., time, importance)

☐ Connecting ideas using paragraph structure

☐ Using a limited range of vocabulary and punctuation appropriate to the task

☐ Beginning to select words and tone appropriate to the task

☐ Beginning to organize writing to communicate effectively

Express oneself creatively, such as by writing journal entries, telling a story, and creating art.

☐ Perform well-defined, multi-step digital tasks (D2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Making low-level inferences to interpret icons and text

Activity 17 – Opening Lines

Learning Activities

Before doing this activity, you should read and understand the information in the *Communication* and *Writing* information sheets.

1 Start by having a brainstorming session with your group to come up with a number of "opening lines." Each participant will need an "opening line" for this activity, although more than one person can use the same "opening line." Some examples of "opening lines" are:

- Something very different was happening.
- It was a million dollar assignment.
- There it was just looking me in the eyes.
- I couldn't believe I had been so lucky.

2 Start with your "opening line" on the top of a piece of blank paper. Continuing from your "opening line," you will have 5 minutes to write the beginning of a story.

a) On the "pass" signal, stop writing immediately. Pass your paper to the next learner in the group. You will receive one in return. Read what the previous learner wrote. You will have another 5 minutes to continue writing the story. Keep going in this manner, passing papers around, until you have your original paper back.

b) Write an ending to the story that you started.

c) Share the stories by reading them aloud.

3 Type the story you finished using a word processing program. You should be sure to use correct spelling, grammar, punctuation and paragraphing.

Activity 18 – Writing Directions

Practitioner Notes:

Before doing this activity, learners should review the information in the *Writing* information sheet found on page 23 of this module.

This activity helps learners understand the need for clarity in writing. It also helps them with sequencing, interacting with others, and developing skills to engage or work with others.

The activity requires the learners to design and build an original object from LEGO or other building blocks. They will write out step-by-step directions for another learner to complete it. They will use another learner's written directions to build a second object. At the end they will review each other's finished models and discuss the clarity and accuracy of the written instructions.

Time: about 45 minutes to one hour

The instructions that follow are written for groups; however, the activity may be done by a pair of learners or even numbers of groups (of 2 or 3 learners) divided into pairs.

Spend some time explaining the importance of clarity in writing, but especially when giving directions. Give some examples of what can go wrong if directions are not written down correctly. Ask the learners for some ideas as well. If you are working in groups, emphasize the importance of working together, communicating and showing respect.

To begin the activity, pair off the learners or groups. Groups must choose a writer and a reader for their team. Each team should be located so that they cannot easily observe or hear what the other team is doing. Provide each pair of groups with matching sets of 6 LEGO blocks in baggies (you can use more LEGO, but this increases time and difficulty). You can use any combinations of blocks as long as they are varied in size, shape, and color (maximum two alike or the assignment will be too simple). You should also put pieces of paper in the bags for the written directions. Explain that the pieces can be combined to form an object that resembles something in a very abstract way (examples: a person, a bridge, a house, an animal).

Each group is to decide upon a design and then write down the step-by-step instructions for constructing the design from the six pieces. Each group should then decide on a name/description for the design (house, car, etc.); however, this should remain secret and not be included anywhere within the instructions. For instance, they **can't** write "to form the walls of the house…", but they **can** write, "place red green blocks around the edge of the flat green piece …"

Once the groups have finished writing their instructions, they take all the Lego blocks apart and return them to the bag, along with their instructions.

The bag is then given to another group and that group tries to recreate the design based upon the instructions. That group then completes the exercise by correctly guessing what the initial group intended the design to represent.

If done in groups, this activity requires teamwork (Working with Others) and promotes discussion within the groups. This is particularly true during the instruction-writing phase and, even though only six blocks are used, you should expect the instructions to take up to 30 minutes to follow to completion.

It is worthwhile to take the "structures" back to the initial learner/group to show them what their instructions produced and then have the two learners/groups talk about what was good about the instructions and what suggestions can be made for improvement.

At the end, make sure learners have a debriefing around clarity of written communication, team skills, etc.

Answers

Answers will vary, but learners/groups should come together for discussion.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Making low-level inferences

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B1.2) by:

☐ Showing an awareness of factors that affect interactions, such as differences in opinions and ideas, and social linguistic and cultural differences

☐ Demonstrating some ability to use tone appropriately

☐ Rephrasing to confirm or increase understanding

☐ Using and interpreting non-verbal cues (e.g., body language, facial expressions, gestures)

Write brief texts to convey simple ideas and information (B2.1) by:

☐ Writing simple texts to request, remind or inform

☐ Conveying simple ideas and factual information

☐ Demonstrating a limited understanding of sequence

☐ Using highly familiar vocabulary

Create very simple documents to display and organize a limited amount of information (B3.1b) by:

☐ Organizing lists to suit purpose (e.g., chronologically, alphabetically, numerically, sequentially)

☐ Presenting text and numbers below one or more headings in lists

Note: If the groups have been together over a period of time for other activities, the competency Engage with Others can begin to be taken into account.

Activity 18 – Writing Directions

Learning Activities

Before doing this activity, your instructor should go over with you the material found on the *Writing* information sheet.

1 For this activity, you will be writing building directions for another person or group. You will also be following their directions on how to build something. If you are working in a group, you must pick one person to write your directions and one person who will read the directions from the other team.

2 You need a bag of building pieces. The pieces can be combined to form an object that resembles something in a very abstract way (examples: a person, a bridge, a house, an animal). You are to decide on what you are going to build and then you are to construct it.

3 While you are building your design, write down the step-by-step instructions for how the other learner or group would construct the same design from the six pieces. Decide on a name or description for the design (house, car, etc.), but don't include this anywhere in your directions, as it would spoil the game. For example, if you build a house, you **can't** write "to form the walls of the house…" in the instructions, but you **can** write, "Place red green blocks around the edge of the flat green piece."

4 Once you have finished writing the instructions, take all the Lego blocks apart and return them, with your instructions, to the bag. Trade your bag with another learner or group.

5 When you get a new bag from the trade, try to recreate the other learner's or group's design by following the instructions you receive.

6 Now, try to correctly guess what the initial group intended the design to represent.

7 When everyone is finished, look at each other's completed models.

Activity 19 – Check, Check and Re-check

Practitioner Notes:

The instructor should review with the learners the information found in the *Writing* information sheet on page 23 of this module.

Answers

Not applicable.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Managing unfamiliar elements (e.g., vocabulary, context, topic) to complete tasks

☐ Identifying the purpose and relevance of texts

☐ Inferring meaning which is not explicit in texts

Write texts to explain and describe information and ideas (B2.2) by:

☐ Using a limited range of vocabulary and punctuation appropriate to the task

☐ Beginning to select words and tone appropriate to the task

☐ Beginning to organize writing to communicate effectively

Perform well-defined, multi-step digital tasks (D2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Making low-level inferences to interpret icons and text

Activity 19 – Check, Check and Re-check

Learning Activities

Before doing this activity you should read and understand the *Writing* information sheet.

As you've read in the information sheet, correct grammar and spelling are important when you are writing. You want to get the right message across. This is especially true when you are writing letters that deal with business. You want the person receiving the letter to be able to understand the message you are trying to communicate.

1 On the following two pages are a letter and an email, which the writers did not check carefully before sending.

2 Read the letter, checking for mistakes, then re-type it with corrections.

3 Use the spell check and grammar check on your computer to look for errors and correct them.

4 Read the letter over one more time, listening to the voice in your head (read it aloud if this is easier for you). This is another way to check that you are really saying what you wanted to say. When we read, we put pauses in where there is punctuation, or where there **should** be punctuation. This helps to clarify the meaning. If you find any errors, correct them. Save your letter to the computer or USB drive.

5 Do steps 2, 3, and 4 above with the email.

6 Send the email to your instructor, with the letter that you typed and corrected as an attachment.

Letter

Tina Taylor
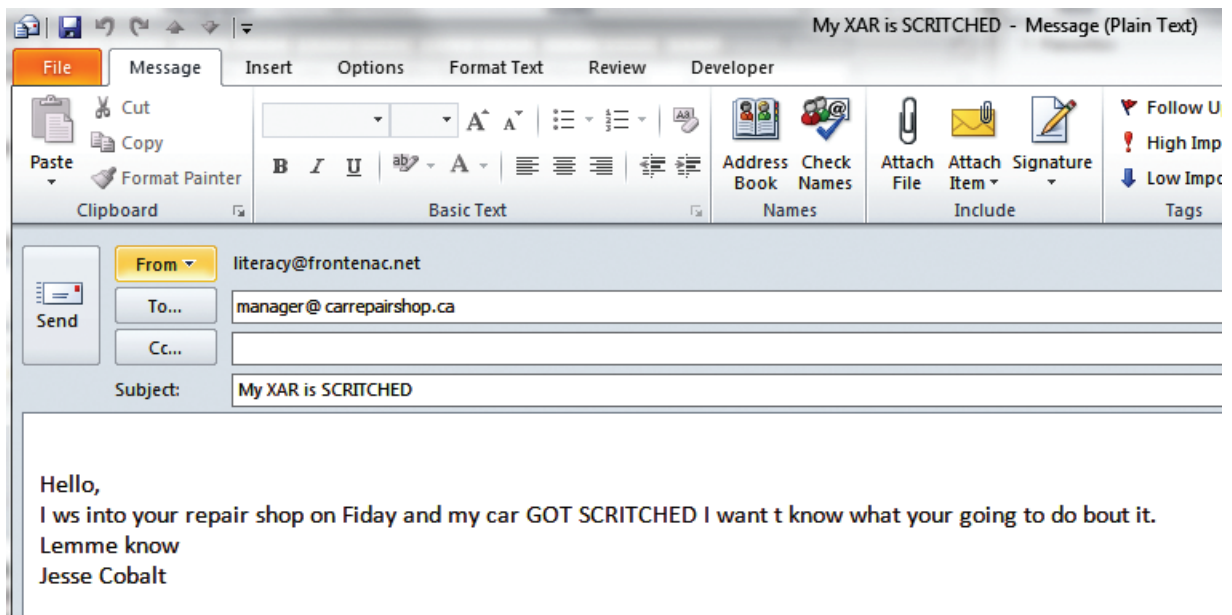
2936 Ardoch Rd.

Clarendon, ON K0H 1J0

May 23, 2013

Dear Mr. Black and Decker:

I just boughtyour 12cup programmable coffee machine. It don't work.I put the coffee and the water in the filer and evrythin in it.When I push the buttons they don't come on. It just wont work when I want it   and I want my mony bake. Send it to me write now, please. How come you donn't make better instructions for it

Your truly

Tina Taylor

Email

My XAR is SCRITCHED - Message (Plain Text)

File | Message | Insert | Options | Format Text | Review | Developer

Paste — Cut, Copy, Format Painter — Clipboard

B I U | A | Basic Text

Address Book | Check Names — Names

Attach File | Attach Item | Signature — Include

Follow U | High Imp | Low Impo — Tags

From: literacy@frontenac.net

To... manager@carrepairshop.ca

Cc...

Subject: My XAR is SCRITCHED

Hello,
I ws into your repair shop on Fiday and my car GOT SCRITCHED I want t know what your going to do bout it.
Lemme know
Jesse Cobalt

Activity 20 – Share What You're Good At

Practitioner Notes:

In this activity the learner will be creating a written presentation on how to do a task or activity. This is not easy; however, it can be rewarding for the learner to accomplish something that will benefit other learners. This could also be helpful for you, if your learner knows how to do an activity that you, yourself, are not familiar with and that some of your other learners may enjoy trying.

You should provide the learner with the activity instruction pages. Graphic organizers that help to plan presentations or step-by-step instructions may also be useful for the learner to plan the points or steps that he or she wishes to include (web diagrams, fishbone diagrams, lotus diagrams, flow charts, ladders, etc.)

You and the learner should decide, together, how long this activity should take to complete. Without this time frame, the learner could get bogged down and procrastinate over it. Assist the learner to make a plan to complete a SMART goal of completing the presentation. Use the steps in the Learner Activity Sheet to help with this. Keep checking on the learner over the set time period to ensure that he or she is not struggling with the process or some point or step. Remember, it is learning to transfer thoughts to paper that is the goal here, and that is not always easy. When the learner has completed the presentation, go through it step by step with him or her, to make sure that the steps are clear.

You should ensure that the instructions, once completed, are used by someone to learn the task or activity.

Answers

Answers will vary.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Making low-level inferences

☐ Obtaining information from detailed reading

Interpret somewhat complex documents to connect, evaluate, and integrate information (A2.3) by:

☐ Using layout to locate information

☐ Identifying the purpose and relevance of documents

☐ Making inferences and drawing conclusions from information displays

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B1.2) by:

☐ Demonstrating some ability to use tone appropriately

☐ Rephrasing to confirm or increase understanding

Write longer texts to present information, ideas, and opinions (B2.3) by:

☐ Writing texts to present information, summarizing, expressing opinions, presenting arguments, conveying ideas, or persuading

☐ Selecting and using vocabulary, tone, and structure appropriate to the task

☐ Organizing and sequencing writing to communicate effectively

Decide what, where, and how to enter information in somewhat complex documents (B3.3a) by:

☐ Using layout to determine where to make entries

☐ Making inferences to decide what, where, and how to enter information

Create more complex documents to sort, display, and organize information (B3.3b) by:

☐ Sorting entries into categories and subcategories

☐ Organizing information in a variety of ways

Experiment and problem-solve to perform multi-step digital tasks (D3) by:

☐ Experimenting and problem-solving to achieve the desired results

☐ Making inferences to interpret icons and text

☐ Selecting appropriate software when required by the task

Activity 20 – Share What You're Good At

Learning Activities

We are all good at different things. Some of us are good at fixing things, some of us are good at math, some at sports and some of us are good with computers. Your instructor helps you with things that you don't know, yet. You can help others by explaining to them how to do something that you know how to do.

In this activity you will create a brief written presentation with step-by-step instructions to teach someone how to do a short task or activity.

1 **Pick a topic**. Select a task or activity that you know how to do that others (other learners, your friends, your family, a seniors group, etc.) may not know a lot about. Below we have listed some sample ideas to do with technology, but you can pick a task or activity on other topics. Don't choose a task that is too difficult or complicated to explain in writing.

- How to use a calculator
- How to use Twitter
- How to find and play a video on YouTube
- How to find an image on Google.com
- How to use MapQuest, or Yahoo Maps, to find driving directions between two addresses
- How to find things to buy on Kijiji, Ebay or other online shopping sites
- How to create a safe password

2 Once you have picked a task or activity to explain, create an outline of your presentation. Include:

a) The **key points or main steps** that you would tell someone to help them learn your activity. Sometimes, graphic organizers can help you to sort out your thoughts and put them in order. Some examples are mind maps, fishbone diagrams, flow charts and ladder diagrams. Ask your instructor for help in selecting one of these organizers or try one of the following sites:

   www.educationoasis.com/curriculum/graphic_organizers.htm
   http://eduplace.com/graphicorganizer
   http://www.teachervision.fen.com/graphic-organizers/printable/6293.html

b) List the details you want to cover to explain each key point or main step.

c) Make note of why and when you might use pictures or other **audio-visuals**. Consider what form they could take (e.g., screenshots, video tutorials) and where you should put them in your writing.

d) Consider what your **conclusion, summary or review** of the points covered will be.

Topic	Key Points or Main Steps	Details Lists	Audio-visuals	Conclusion, Summary or Review
	Point or step #1	#1's - details list	Why?	
	Point or step #2	#2's - details list	When?	
	Point or step #3	#3's - details list	Where?	
	Point or step #4	#4's - details list	What?	
	etc.	etc.		
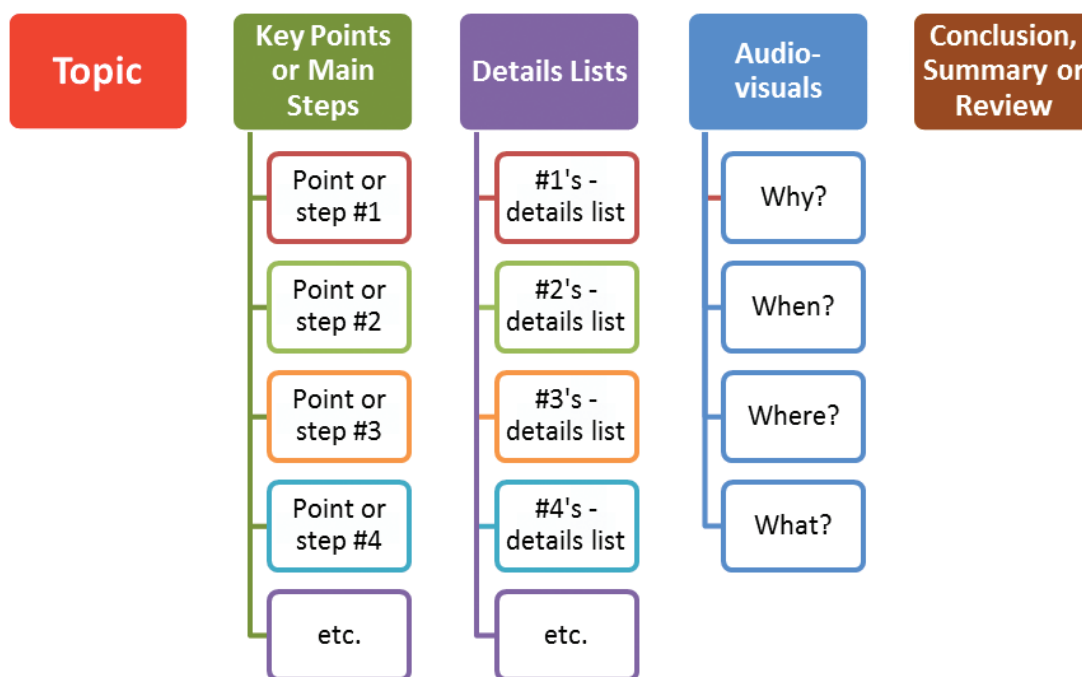
3 Once you have your outline, you can begin to do some research to find more information or ways to write instructions for your presentation. You may also find some audio or visual aids to help with the presentation. A good place to start is with an Internet search. Most likely, someone has tried to teach your task or activity before. You can look at how others have done it to develop your own ideas further. Remember that using someone else's copyrighted work is plagiarism and not legal. Have your instructor explain this concept, if you do not understand.

4 Now that you have fleshed out your information or instructions, go through it all from start to finish. Does it relay the information the other person will need to know? Are the steps all correct? Try to follow them yourself. Make any changes necessary.

5 Audio and visual additions make it easier for people to learn. However, too many pictures or other audio-visuals are distracting. Think about why you would want to include them. Will it make the presentation easier to understand? When or where, or at what point would it best be inserted into your writing? What would you want to include? Consider a picture of the keys you press or a computer screenshot of what you are explaining.

6 Create a short introduction, so people know what your topic is and a brief summary of your information or a review of the steps.

7 Read everything through very carefully. Watch for spelling and grammar mistakes.

8 Have someone test it for you. Sit beside the person and see if there are any areas that are difficult. You can re-write these.

9 At last, you are ready to help by sharing your written presentation with others. It will surely be appreciated.

Food and Nutrition

Introduction

Often adults with literacy issues do not have an understanding of how great an effect an unhealthy diet can have on their health, weight and vitality. In this section, you'll find information to help reduce the risk of nutrition-related chronic diseases such as diabetes, heart disease, stroke, and some types of cancer.

It is also difficult for some learners to buy and use food on a limited income. Therefore, we are providing tips on budget-wise shopping and cooking.

In this module, activities will encourage students to:

- become familiar with *Canada's Food Guide* and what it recommends they eat for a healthier life

- learn how to understand and use the Nutrition Facts table, ingredient list, and nutrition claims to make healthier food choices

- find ways to save while meal planning, shopping, cooking, eating and keeping food

- locate and follow recipes

For many of the activities in this module, practitioners and/or learners will need to refer to *Canada's Food Guide.* You may order copies, for only the cost of shipping, from Health Canada Publications (**www.hc-publication-sc.hc-sc.gc.ca**). You may also download and print pdf versions.

Practitioners are encouraged to read the activity information sheets to become familiar with the topic. Activities should be selected based on each learner's abilities and chosen goal.

Note: *Much of the information in this module has been copied or adapted from official work published by Health Canada (**http://www.hc-sc.gc.ca**) of the Government of Canada. However, it has not been produced in affiliation with, or with the endorsement of, the Government of Canada.*

Activities List

Page	Activity	OALCF Task Group Level Indicators that are supported by this activity:
101	1 – What Food Group?	(A2.1) Interpret very simple documents to locate specific details (B3.1a) Make straightforward entries to complete very simple documents
103	2 – Picture It	(A2.1) Interpret very simple documents to locate specific details (B4) Express oneself creatively, such as by writing journal entries, telling a story, and creating art (D2) Perform well-defined, multi-step digital tasks (optional)
105	3 – Favourite Foods	(A1.1) Read brief texts to locate specific details (B2.1) Write brief texts to convey simple ideas and factual information
107	4 – My Food Guide	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (A2.2) Interpret simple documents to locate and connect information (B3.2a) Use layout to determine where to make entries in simple documents (D2) Perform well-defined, multi-step digital tasks (optional)
110	5 – Keep Track of Your Eating	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (A2.3) Interpret somewhat complex documents to connect, evaluate, and integrate information (B3.2a) Use layout to determine where to make entries in simple documents (C4.1) Make simple comparisons and calculations (D2) Perform well-defined, multi-step digital tasks (optional)
113	6 – Nutrition Facts Label	(A1.1) Read brief texts to locate specific details (A2.2) Interpret simple documents to locate and connect information (A3) Extract information from films, broadcasts and presentations (B3.1a) Make straightforward entries to complete very simple documents (C3.2) Use measures to make one-step calculations
116	7 – % of Daily Values	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (A3) Extract information from films, broadcasts and presentations (B3.1a) Make straightforward entries to complete very simple documents (C3.2) Use measures to make one-step calculations (D1) Perform simple digital tasks according to a set procedure (optional)
119	8 – Comparison Shopping	(A1.2) Read texts to locate and connect ideas and information (optional) (A2.2) Interpret simple documents to locate and connect information (A3) Extract information from films, broadcasts and presentations (B2.2) Write texts to explain and describe information and ideas (B3.1a) Make straightforward entries to complete very simple documents (C4.1) Make simple comparisons and calculations

Page	Activity	OALCF Task Group Level Indicators that are supported by this activity:
124	9 – Fast Foods	(A1.2) Read texts to locate and connect ideas and information (optional) (A2.3) Interpret somewhat complex documents to connect, evaluate, and integrate information (B3.2a) Use layout to determine where to make entries in simple documents (C3.2) Use measures to make one-step calculations (D2) Perform well-defined, multi-step digital tasks (optional)
128	10 – Ingredients	(A1.2) Read texts to locate and connect ideas and information (optional) (A2.2) Interpret simple documents to locate and connect information (B2.2) Write texts to explain and describe information and ideas (B3.2a) Use layout to determine where to make entries in simple documents (D2) Perform well-defined, multi-step digital tasks (optional)
131	11 – Eating on a Tight Budget	(A1.2) Read texts to locate and connect ideas and information (optional) (B1.2) Indicate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions
133	12 – Following a Recipe	(A2.1) Interpret very simple documents to locate specific details (B1.1) Participate in brief interactions to exchange information with one other person (B3.1a) Make straightforward entries to complete very simple documents (C3.1) Measure and make simple comparisons and calculations
136	13 – Recipes on the Internet	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (A2.3) Interpret somewhat complex documents to connect, evaluate, and integrate information (B3.1a) Make straightforward entries to complete very simple documents (D2) Perform well-defined, multi-step digital tasks (optional)

Activity Information Sheets

Canada's Food Guide

(Page 1 of 2)

Canada's Food Guide is produced by Health Canada. It includes guidelines for nutritional eating based on food groups. It has information for both genders and various age groups. There are tips about which foods to choose, the recommended serving size of each food, and the healthiest cooking methods. Also included are physical activity tips to help readers maintain a healthy lifestyle and body weight.

Eating Well with Canada's Food Guide is a publication to help people understand and use *Canada's Food Guide*. It shows the Food Guide as a rainbow, with the largest arc of the rainbow representing the food group out of which you should eat the most servings and the smallest arc representing the food group from which you should eat the least. There are four main food groups.

Vegetables and fruits

The vegetables and fruits arc on the *Canada's Food Guide* rainbow is the largest, which means that people should eat the most from this food group. Studies have shown that a healthy diet with lots of different vegetables and fruits may help to reduce the risk of stroke, heart disease and some types of cancer. Eating at least one vegetable or fruit at every meal and as a snack will help you get the recommended daily amount of fruits and vegetables recommended by *Canada's Food Guide*. (Note: the *Diabetes Food Guide to Healthy Living* divides vegetables and fruits into two separate arcs, due to the higher sugar content in fruits.)

Grain products

The next largest arc is for grain products (bread, cereal, pasta, crackers, etc.). Grains provide carbohydrates for energy and can be a good source of B vitamins, minerals and fibre. Foods high in fibre can help you feel full and satisfied. Whole grains are the ones highest in fibre. Eating a diet high in whole grains could also help reduce the risk of heart disease and some cancers. It is recommended that at least half of the grain products you eat each day are whole grains.
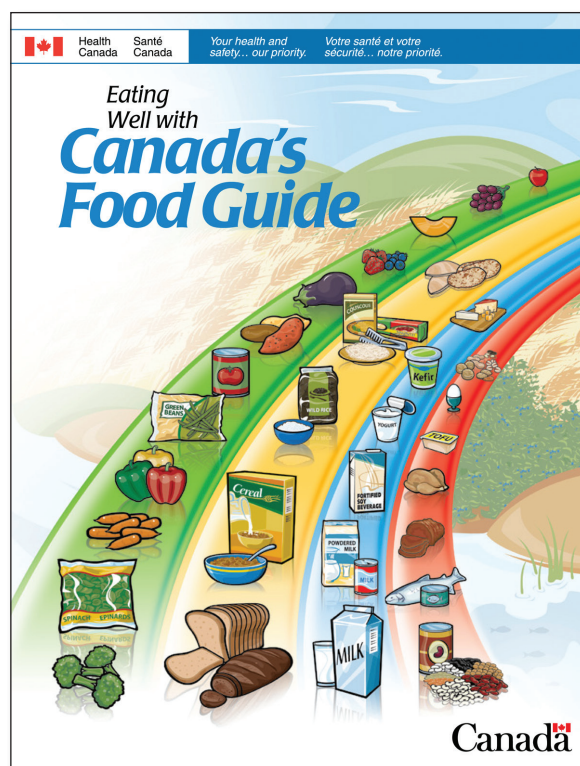
Canada's Food Guide – (**Page 2 of 2**)

Milk and alternatives

Milk and alternatives are essential for the body to maintain bone health. This food group includes milk and dairy products such as cheese, yogurt and fortified soy beverages. Canadian milk and many milk products are fortified with Vitamin D, a necessary vitamin.

Meat and alternatives

This group includes animal meat sources (beef, pork, poultry, fish, etc.) as well as alternatives such as nuts and lentils (beans). Meat and alternatives are a major source of protein, zinc, magnesium and B vitamins. This is the smallest arc on the *Canada's Food Guide* rainbow, meaning that only a few daily servings from this group are needed to meet an individual's nutritional requirements.

Foods not included in the main food groups

Any foods not included in the four main food groups are considered "other" and should be consumed in moderation. Two examples are Oils and Fats and Beverages. It is suggested that you consume a small amount of unsaturated fat each day in order to get the fat that your body needs. Unsaturated vegetable oils include canola oil, olive oil, corn oil, flaxseed oil, peanut oil, soybean oil and sunflower oil. Saturated and trans fats are considered unhealthy and should be limited in your diet. Examples of saturated fats are butter, hard margarine, lard and shortening. Hydrogenated oils are trans fats.

Canada's Food Guide recommends that you drink water as your main beverage. It is calorie-free, fat-free and sugar-free. It quenches your thirst and helps the body to function. You should drink more water when the weather is hot or when you are physically active. You should avoid beverages with added sugar or fat. Caffeinated beverages, unpasteurized fruit juices and energy drinks should be consumed only in moderation.

Get a copy

Eating Well with Canada's Food Guide was developed for Canadians. It is available to all Canadians through Health Canada's, *Canada's Food Guide* website. You can order a copy to be mailed to you free of charge. You can also download and print a copy from the Internet, or you can create a personalized one through the interactive *"Create My Food Guide"* tool (**http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php**).

Sources: Wikipedia and Health Canada

Nutrition Facts Tables

For use with Activities. . . . . #6 to #9

(Page 1 of 2)

| Health Canada | Santé Canada | *Your health and safety… our priority.* | *Votre santé et votre sécurité… notre priorité.* |

Using the Nutrition Facts Table: % Daily Value

How to CHOOSE

The Nutrition Facts table gives you information on calories and 13 core nutrients. Use the amount of food and the % Daily Value (% DV) to choose healthier food products.

Follow these three steps:

Yogurt

1 LOOK at the amount of food

Nutrition Facts are based on a specific amount of food (also known as the serving size). Compare this to the amount you actually eat.

2 READ the % DV

The % DV helps you see if a specific amount of food has a little or a lot of a nutrient.

5% DV or less is **a LITTLE**
15% DV or more is **a LOT**
} This applies to all nutrients.

Nutrition Facts
Per 3/4 cup (175 g)

Amount	% Daily Value
Calories 160	
Fat 2.5 g	**4** %
Saturated 1.5 g + Trans 0 g	**8** %
Cholesterol 10 mg	
Sodium 75 mg	**3** %
Carbohydrate 25 g	**8** %
Fibre 0 g	**0** %
Sugars 24 g	
Protein 8 g	
Vitamin A 2 % Vitamin C 0 %	
Calcium 20 % Iron 0 %	
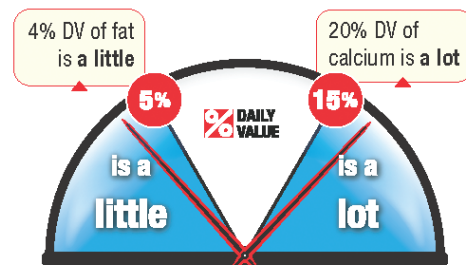
3 CHOOSE

Make a better choice for you. Here are some nutrients you may want…

less of	**more of**
• Fat	• Fibre
• Saturated and trans fats	• Vitamin A
• Sodium	• Calcium
	• Iron

Here is an example of how to choose:
You are at the grocery store looking at yogurt. The small container (175 g) of yogurt you pick has **a little** fat (4% DV) and **a lot** of calcium (20% DV) – this is a better choice if you are trying to eat less fat and more calcium as part of a healthy lifestyle!

4% DV of fat is **a little**
20% DV of calcium is **a lot**

5% is a **little**
15% is a **lot**
% DAILY VALUE

Canadä

Nutrition Facts Table – (**Page 2 of 2**)

How to COMPARE

Use the amount of food and the % Daily Value (% DV) to compare and choose healthier food products.

Follow these three steps:

① LOOK at the amounts of food

Compare the amounts of food (also known as the serving sizes) in the Nutrition Facts tables.

Cracker A has 9 crackers and weighs 23 grams.

Cracker B has 4 crackers and weighs 20 grams.

Because the weights are similar, you can compare these Nutrition Facts tables.

Cracker A

Nutrition Facts	
Per 9 crackers (23 g)	
Amount	**% Daily Value**
Calories 90	
Fat 4.5 g	**7** %
Saturated 2.5 g + Trans 0 g	**13** %
Cholesterol 0 mg	
Sodium 280 mg	**12** %
Carbohydrate 12 g	**4** %
Fibre 1 g	**4** %
Sugars 0 g	
Protein 3 g	
Vitamin A 0 % Vitamin C 0 %	
Calcium 2 % Iron 8 %	

Cracker B

Nutrition Facts	
Per 4 crackers (20 g)	
Amount	**% Daily Value**
Calories 90	
Fat 2 g	**3** %
Saturated 0.3 g + Trans 0 g	**2** %
Cholesterol 0 mg	
Sodium 90 mg	**4** %
Carbohydrate 15 g	**5** %
Fibre 3 g	**12** %
Sugars 1 g	
Protein 2 g	
Vitamin A 0 % Vitamin C 0 %	
Calcium 2 % Iron 8 %	

② READ the % DVs

Since you are comparing crackers, you may want to look at the % DVs for saturated and trans fats, sodium and fibre.

Cracker A has 13% DV for saturated and trans fats, 12% DV for sodium and 4% DV for fibre.

Cracker B has 2% DV for saturated and trans fats, 4% DV for sodium and 12% DV for fibre.

Remember: 5% DV or less is a little and **15% DV or more is a lot.** This applies to all nutrients.

Did you know?
You may be able to compare products that don't have similar amounts of food.

For example, you could compare the % DVs of a bagel (90 g) to the % DVs of 2 slices of bread (70 g) because you would most likely eat either amount of food at one meal.

③ CHOOSE

In this case, **Cracker B** would be a better choice if you are trying to eat less saturated and trans fats, less sodium and more fibre as part of a healthy lifestyle.

Use the Nutrition Facts table and *Eating Well with Canada's Food Guide* to make healthier food choices.

% DAILY VALUE healthycanadians.gc.ca/dailyvalue

Ingredients

For use with Activity . . . . **#10**

(Page 1 of 2)

In Canada, all prepackaged food products must have an ingredients list label on the package. It is important for healthy eating to know what ingredients are in the food or beverages that we consume. This is especially true if you or a family member has any food allergies or other health issues.

Ingredient labels list the ingredients from the highest to the lowest in terms of weight. In the example on this page, sugar is listed first because it is the main ingredient. It can be hard to understand ingredients labels, as we may not recognize all of the ingredient names.

Many companies will list more ingredients information on their packaging than the government requires. This could include common allergens. In the pictured example, at the end of the ingredient list, it reads "contains: wheat, soy." Some people have allergies to these ingredients.

Ingredients: SUGAR, ENRICHED FLOUR (WHEAT FLOUR, NIACIN, REDUCED IRON, THIAMINE MONONITRATE {VITAMIN B1}, RIBOFLAVIN {VITAMIN B2}, FOLIC ACID), HIGH OLEIC CANOLA OIL AND/OR PALM OIL AND/OR CANOLA OIL, AND/OR SOYBEAN OIL, COCOA (PROCESSED WITH ALKALI), HIGH FRUCTOSE CORN SYRUP, CORNSTARCH, LEAVENING (BAKING SODA AND/OR CALCIUM PHOSPHATE), SALT, SOY LECITHIN (EMULSIFIER), VANILLIN - AN ARTIFICIAL FLAVOR, CHOCOLATE. **CONTAINS: WHEAT, SOY.**

Sugars

Too much sugar has been linked to weight gain, tooth decay and increasing the risk of certain health issues. Perhaps the greatest risk is that of diabetes. Some people with diabetes lose the function of their kidneys, lose their eyesight, or lose a toe or a foot. People with diabetes have to closely monitor their sugar intake and check their blood sugar levels regularly. Studies have proven that good control of blood sugars will greatly decrease the risk of these complications.

If you are watching your sugar intake, you will want to avoid products that list sugar as one of its first three ingredients. It is not always easy to know what ingredient is a sugar though, as sugar goes by many other names such as glucose or fructose. Actually, any ingredient that ends with "ose" is a sugar. By including sugar under many different names, it no longer shows near the top of the list, making it seem like there is less sugar. Also, those people who are only looking for the word *sugar* will not find it.

Ingredients – **(Page 2 of 2)**

Sodium

Increased sodium intake has been linked with high blood pressure or hypertension. High blood pressure has been linked to kidney and heart disease and strokes. Although we need some sodium, most Canadians get far more than is necessary or recommended. A 2004 Canadian Community Health Survey showed that over 85% of men and 60% of women consumed more sodium than the recommended upper limit beyond which health risks increase (see box below regarding Canadian Institute of Medicine recommendations).

> The Institute of Medicine recommends the following Upper Daily Limits:
>
> - 1,500 to 2,200 milligrams (mg) for children aged 1 to 13
> - 2,300 mg for people aged 14 and over
>
> Consumption exceeding these limits increases the risks of adverse health effects, especially those linked to hypertension.

Most sodium is consumed as sodium chloride, which is table salt. Salt added at the table only accounts for a small amount (6%) of daily sodium intake. The biggest source of sodium is the salt that is in packaged foods and foods from restaurants. About 77% of the sodium in our diet comes from these sources. Another 12% occurs naturally in foods and salt added during cooking (6%) makes up the rest.

Eating less sodium does not have to be difficult, but you do have to think about it. Salt is present in many foods, so you have to do more than hide the salt shaker. You can start reducing the sodium in your diet by:

- Reading labels on packaged food to see how much salt and sodium is in the product. Limit your intake of food with high salt and sodium content.
- Not adding salt to your food when you cook or at the table.
- Not eating restaurant foods very often, as these are usually high in sodium.
- Making food tastier by using low-sodium spices and sauces to add flavour.
- Keeping careful track of your sodium intake.

Some sources of sodium, other than salt, include ingredients with the word sodium in them like monosodium glutamate, sodium citrate, sodium alginate and sodium phosphate.

Eating on a Tight Budget

(Page 1 of 2)

Living on a budget can be hard, especially with constantly rising costs of living. Many people think it is too hard to manage healthy foods on limited funds. Here are 15 tips to help feed you and your family nutritiously and to cut down on the grocery bill:

1 **Prepare a menu for at least a week.** Plan what you will eat for every meal and snack. Use grocery flyers to find specials and include these in your menu.

2 **Comparison shop.** Look for weekly specials and comparison shop between stores. Many stores will price match if proof is provided that the exact item is offered at a lower price somewhere else. Don't forget to take your flyer with you.

3 **Use a shopping list.** It can be fun to do things on the spur of the moment or to treat yourself, but grocery shopping on impulse can really raise expenses. Once you have made your menu, create a grocery list from it and then add in staples like bread, dairy, cleaning supplies, paper goods, etc.

4 **Shop only once a week** and buy only what is on your list. Plan and shop carefully so that you get it all done in one trip. Extra trips to the store can trigger impulse buying. You go shopping for one item and come out with ten.

5 **Use coupons.** Clipping coupons can save you money. It may not seem like much on each coupon, but they add up over time.

6 **Use a crock-pot** to slow cook meals so they are ready when you get home. An inexpensive model will prepare food equally as well as the expensive one with all the bells and whistles.

7 **Avoid premixed products.** Bottled sauces and packaged mixes are expensive and usually can be made at home.

8 **Cut back on expensive ingredients.** Use recipes that combine small amounts of more expensive ingredients, like meats, with cheaper ingredients. If your family loves chicken breast, add it to pasta, a casserole or a stir-fry.

9 **Fill up on less expensive foods.** Serve high fibre foods like tortillas, beans or whole wheat bread at every meal. These are cheap and fill up the stomach. Serve water at every meal, not high-priced juices and pop.

Eating on a Tight Budget – (**Page 2 of 2**)

10 **Shop seasonally.** Buy and serve fresh fruits and vegetables that are in season. Save expensive out-of-season foods for special occasions. Foods that are in season are plentiful, so they are cheaper than those items which have to be flown in from other places. Farmers' markets are an excellent choice for locating fresh produce. Otherwise, use frozen fruits and vegetables. Even better, freeze your own fruits and vegetables when they are in season for use later.

11 **Make your own snacks.** Popcorn, cereal mix snacks (nuts and bolts) and baked tortilla strips are low calorie and cost less than store bought snack foods.

12 **Teach your children to prepare meals.** This takes some of the work from you, gives your children more interest in the meal and can decrease the number of last minute take-out meals.

13 **Use meat alternatives.** Serve eggs and legumes (beans, lentils, peas, etc.) as a main dish at least twice a week. They are cheaper than meat and usually have less fat. **Eggs** are obviously great for breakfast, but you can also make an omelette, quiche or frittata with vegetables mixed in for a healthy dinner.

14 **Buy in bulk or Club Packs** if the price is more reasonable and if the larger quantity of items will be used. Meat and poultry can be separated into individual family portions and frozen.

15 **Eliminate waste** by storing food properly and planning menus that use leftovers. There are many ways to use leftovers to make an original meal. A few ideas are listed below or you can do a web search for "leftovers recipes."

- Stews and pot pies: Use leftover beef or chicken with carrots or broccoli for a new meal. You can make or buy pie crusts or use biscuit dough or potato as a topping. Try adding some herbs and gravy mix or canned soup and you have a tasty dish.

- Soups: Cut meat leftovers into small pieces. Add liquid, rice, barley or noodles, and veggies, and you have a hearty soup.

- Jambalaya or other rice dish: Add spices, peppers and vegetables to leftover sausage, pork or chicken and rice. You can add a can of soup for flavour, too.

- Stir-fry: Mix chicken, beef or pork in a frying pan with some fresh or frozen vegetables or even fruit, such as canned mandarin oranges or pineapple tidbits.

Following a Recipe

A recipe is a set of instructions for preparing a food or drink. The main parts of a recipe are:

- Description – the name and possibly a brief explanation and/or picture
- Ingredients – with amounts and usually listed in the order they will be added
- Method – instructions for preparing the recipe

Before you start, get your workspace ready. Start with a clean kitchen. You don't want to ruin your creation with germs or dirt. (It's a good idea to clean up as you go, rather than face a huge mess when you're finished.)

Read your recipe carefully. Make sure that you have all the ingredients and equipment before you begin. Read the whole recipe so that you are familiar with all the steps involved. Cooking has its own set of words that mean very specific things. If you don't know what a word means, ask someone or look it up on the Internet. Also, check the time needed to complete the recipe.

Set out all your supplies. Next, pull out all the measuring equipment, bowls, pots and pans you will require. Set out everything on the ingredient list. You don't want to get part way through and find that you are missing something.

Wash your hands before you start and regularly between each cooking task!

Pre-heat your oven (if you are using one) to the temperature in the recipe. This allows the oven to warm up while you complete the steps of the recipe.

Follow the numbered steps in the recipe directions, and mix ingredients together exactly as it says in the instructions. Sometimes, some of the ingredients need to be mixed together before they can be added to the others. If you just throw all the ingredients in together, they may not mix properly and your creation will be ruined.

Measure carefully. Use the stated amounts, and be accurate. Otherwise, the recipe might not work out.

Heat or cook the recipe, making sure your oven is set at the correct temperature. All ovens are a little different, so check to see how the food is cooking. Be sure that your food is completely cooked before you eat it, as some uncooked foods can make you sick.

Activity 1 – What Food Group?

Practitioner Notes:

The activity page should be handed out to the learner for completion, if the learner is able to read brief text. Instructions may be provided verbally to non-readers.

Instead of being written, the answers may be discussed with the instructor or another person who is familiar with *Canada's Food Guide* food groups. Discussing the answers only would remove the completing documents (B3) part of the activity.

Answers to Activity
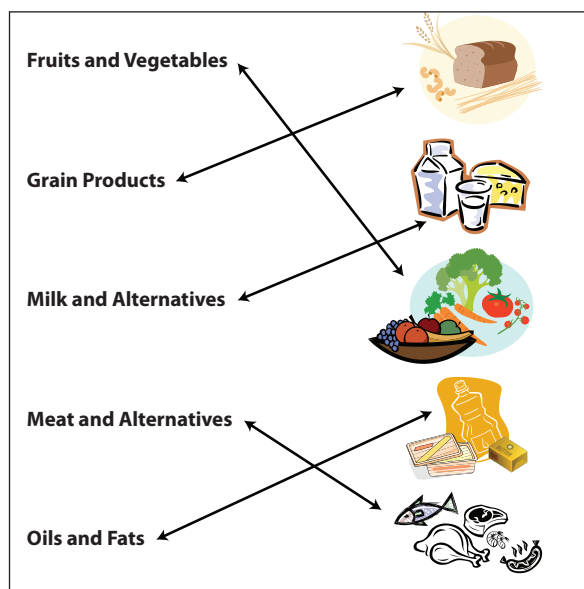
This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Interpret very simple documents to locate specific details (A2.1) by:

☐ Interpreting brief text and common symbols

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

Activity 1 – What Food Group?

Learning Activities

Draw lines to match the pictures to the food group names.

Fruits and Vegetables

Grain Products

Milk and Alternatives

Meat and Alternatives
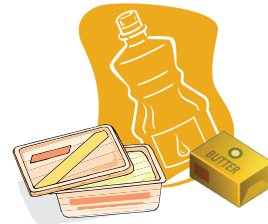
Oils and Fats
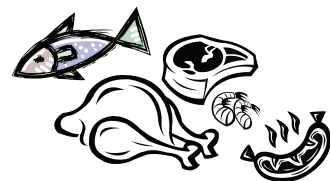
Activity 2 – Picture It

Practitioner Notes:

Before doing this activity, the instructor should review with the learners the *Canada's Food Guide* information sheet found on page 92.

There are no learner handouts for this activity.

The learners will need:

- Six or more sheets of paper – one piece half the size of the rest

- Glue, pencil/pen/marker and scissors

- Magazines or flyers with pictures of food items for cutting out. Alternatively, the learner may find pictures on the computer or Internet. Assistance for finding, resizing and printing pictures will probably be required. This might add competency D, Use Digital Technology, to the activity.

These instructions should be <u>read to learners,</u> one step at a time.

1 Using magazines, grocery store flyers or pictures from a computer, make a collage of foods for each of these food groups. Use a separate piece of paper for each.

2 *Canada's Food Guide* says that we should have limited oils and fats each day. Find some pictures of oils or fats and place these on a smaller piece of paper than your collages of the main four food groups.

3 Draw a big glass of water in the middle of a piece of paper. Find smaller pictures of other beverages to put around it.

Beverages – *Canada's Food Guide* says that we should drink lots of water. You should be careful not to drink too many:

- beverages that contain caffeine, as too much caffeine can be harmful. Caffeine is found in coffee, tea, colas and some energy drinks.

- drinks with lots of sugar like soft drinks (pop or soda), sports drinks, energy drinks, fruit drinks, punches, sweetened hot and cold beverages and alcohol. These beverages can be high in calories and low in nutrients.

4 Title each of your collages with the name of its food group.

5 Write the number of servings that you should have per day from the food group somewhere on each collage. (Note: these serving numbers may be different for different learners. For example, there are different *Canada's Food Guide*s for diabetics and Aboriginals.)

Modification: For learners with computer skills, this activity could be adapted to use a collage-making program. A peer, tutor or instructor could assist with this. This would add competency D, Use Digital Technology.

Suggestion: It would be beneficial to take some time, at the end of this activity, to talk about how students could use these collages to help make their food selections every day. If this is a discussion, it would also involve competency B1.

Answers to Activity

Learners should have created individual collage sheets representing each food group, including titles and number of recommended daily servings for each food group.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Interpret very simple documents to locate specific details (A2.1) by:

☐ Interpreting brief text and common symbols

Express oneself creatively, such as by writing journal entries, telling a story, and creating art (B4)

Perform well-defined, multi-step digital tasks (D2) (optional) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Making low-level inferences to interpret icons and text

☐ Performing simple searches using keywords (e.g., Internet, software help menu)

Activity 3 – Favourite Foods

Practitioner Notes:

Before doing this activity, the instructor should review with the learners the *Canada's Food Guide* information sheet found on page 92 of this module.

The activity page should be handed out to the learner for completion.

Answers to Activity

Answers will vary for this activity, but learners should be able to express what their favourite foods are in sentence form.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read brief texts to locate specific details (A1.1) by:

☐ Decoding words and making meaning of sentences in a single text

☐ Identifying the main idea in brief texts

Write brief texts to convey simple ideas and factual information (B2.1) by:

☐ Writing simple texts to request, remind or inform

☐ Conveying simple ideas and factual information

☐ Using sentence structure, upper and lower case, and basic punctuation

☐ Using highly familiar vocabulary

Activity 3 – Favourite Foods

Learning Activities

We all have foods that we like. In simple sentences, answer the following questions.

1 What is your favourite food in the Fruits and Vegetables group?

_____

_____

2 What is your favourite food in the Grain Products group?

_____

_____

3 What is your favourite food in the Milk and Alternatives group?

_____

_____

4 What is your favourite food in the Meat and Alternatives group?

_____

_____

5 What drink would you have the most trouble limiting in the Beverages group?

_____

_____

Activity 4 – My Food Guide

Practitioner Notes:

Before doing this activity, the learner should read the *Canada's Food Guide* information sheet found on page 92 of this module.

The activity page should be handed out to the learner for completion.

Learners may need some help in locating the link to the "My Food Guide" interactive tool on Health Canada's website. At the time of this curriculum's publication, the direct link was **http://hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index-eng.php**

A "My Food Guide" final printout is available in pdf format for the learner. Ensure that the learner knows how to print this from the interactive tool.

Answers

Learners should have been able to follow the interactive steps to create and print a personalized *Canada's Food Guide.*

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

☐ Identifying the purpose and relevance of texts

☐ Skimming to get the gist of longer texts

☐ Inferring meaning which is not explicit in texts

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Using layout to locate information

☐ Making connections between parts of documents

☐ Making low-level inferences

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

☐ Following instructions on documents

Perform well-defined, multi-step digital tasks (D2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Making low-level inferences to interpret icons and text

☐ Performing simple searches using keywords (e.g., Internet, software help menu)

Activity 4 – My Food Guide

Learning Activities

Before doing this activity, you should read the *Canada's Food Guide* information sheet.

For this activity, you will be using an interactive web tool to create your own food guide. To do this:

1　Do a web search for "my food guide" "Health Canada"

2　Find a result that includes "*Canada's Food Guide*" and "Health Canada." Below is an example of how the result you are looking for may appear on Yahoo or Google.

3　Click on the top area of the result you wish to go to. This should take you to the Health Canada website for *Canada's Food Guide.*

4　Find the link on the web page for "Create My Food Guide" or "Start building My Food Guide." Click on this.

5　Follow the instructions for the interactive tool.

6　When you are finished, print your own personalized food guide.

Note:

To locate this tool, you may also go to Health Canada's website at **www.hc-sc.gc.ca**
Choose English ➜ Food & Nutrition ➜ Canada's Food Guide ➜ Create My Food Guide

Activity 5 – Keep Track of Your Eating

Practitioner Notes:

Learners will need to be able to read text of multiple paragraphs and also be able to locate and record information in documents to complete this activity.

Before doing this activity, learners should read the *Canada's Food Guide* information sheet, on page 92, of this module. They should also have a copy of *Eating Well with Canada's Food Guide* and have some understanding of how to read and use it. This resource can be ordered or downloaded from Health Canada's website or learners may create a personalized version (see Activity 4 - *My Food Guide,* on page 107).

Provide learners with the activity sheet.

Each learner will also need a My Food Guide Servings Tracker. This can be downloaded in a pdf format from Health Canada's (**www.hc-sc.gc.ca**) Food and Nutrition, *Canada's Food Guide*, My Food Guide Servings Tracker web page. At the time of this curriculum's publication, the direct link was **http://hc-sc.gc.ca/fn-an/food-guide-aliment/track-suivi/index-eng.php**. Note: As trackers are specific to gender and age group, you should download the applicable copies for each learner.

To include the Use Digital Technology competency in this activity, learners could download and print their own copy of the tracker. This could be done by following the steps above or by conducting a web search.

Answers to Activity

Answers will vary depending on what the learners have eaten. Learners should have included all the foods and drinks they consumed, including snacks, candy, coffee, etc. They should have been able to check mark the correct number of servings they had in each food group. Lastly, they should have compared their own intake to the recommendations of *Canada's Food Guide*.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

☐ Managing unfamiliar elements (e.g., vocabulary, context, topic) to complete tasks

☐ Skimming to get the gist of longer texts

☐ Inferring meaning which is not explicit in texts

☐ Using organizational features, such as headings, to locate information

Interpret somewhat complex documents to connect, evaluate, and integrate information (A2.3) by:

☐ Managing unfamiliar elements (e.g., vocabulary, context, topic) to complete tasks

☐ Integrating several pieces of information from documents

☐ Using layout to locate information

☐ Identifying the purpose and relevance of documents

☐ Making inferences and drawing conclusions from information displays

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

☐ Making entries using a limited range of vocabulary

Make simple comparisons and calculations (C4.1) by:

☐ Adding, subtracting, multiplying, and dividing whole numbers and decimals

☐ Recognizing values in number and word format

☐ Identifying and comparing quantities of items

☐ Identifying and performing required operation

☐ Following apparent steps to reach solutions

☐ Using strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

Perform simple digital tasks according to a set procedure (D1) (optional) by:

☐ Following simple prompts

☐ Following apparent steps to complete tasks

☐ Interpreting brief text and icons

☐ Locating specific functions and information

☐ Beginning to perform simple searches (e.g., Internet, software help menu)

Activity 5 – Keep Track of Your Eating

Learning Activities

Before doing this activity, you should read the *Canada's Food Guide* information sheet. You should also have a copy of *Eating Well with Canada's Food Guide* and have some understanding of how to read and use it.

In this activity, you will find out how well you are eating by using a *"My Food Guide Servings Tracker"* from Health Canada. You should get this form from your instructor or download it from the Health Canada website by doing a web search for the key words *"My Food Guide Servings Tracker."*

Making wise food choices includes thinking about the amount and type of food that you eat each day. Following the recommended number of Food Guide Servings and the tips in *Canada's Food Guide* can help you make healthy food choices.

Using a simple menu tracker, such as My Food Guide Servings Tracker, is one way to help keep track of the foods you eat. This form can be helpful, as you start out using the Food Guide, to let you know if you are making wise choices.

1 Using the "My Food Guide Servings Tracker," keep track of all the foods and drinks you consume for at least one day.

2 Track the amount and type of food you eat at every meal and for snacks.

3 Put check marks in the boxes for each serving you have from a food group.

4 Compare your tracker to recommendations in *Canada's Food Guide.*

Activity 6 – Nutrition Facts Labels

Practitioner Notes:

Before doing this activity, the instructor should review the *Canada's Food Guide* information sheet found on page 92 of this module. The learners will also need the *Nutrition Facts Tables* found on page 94, before answering the questions.

For this activity, you will make a PowerPoint presentation to the learners using the *Ready-to-Use Presentation on Nutrition Labelling* that can be found on Health Canada's (**www.hc-sc.gc.ca**) Food and Nutrition, Food Labelling, Nutrition Labelling, Educator web pages. Both the PowerPoint slide deck and speaker's notes are available. At the time of this curriculum's publication, the direct link was **www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/educat/info-nutri-label-etiquet-eng.php**

After the learners have viewed the presentation, have them answer the questions on the learners' activity page.

Suggestion: Instead of the instructor doing this presentation, a learner who is looking to practise making oral presentations could present it to a group of learners.

Extra Resources can be found on the Healthy Canadians site **http://healthycanadians.ca**. From the **Food** tab drop-down menu, choose **Food labels**. Here you will find links to about 10 information pieces on nutritional food labels. Also on the web page are links to five interactive Flash Tools. Have learners try these out to increase or test their knowledge of nutritional food labels.

Answers to Activity

1 80

2 15 g

3 150 mg

4 1 g

5 Either 1 g or 4% DV (of Daily Value)

6 Either 2 g or 8% DV (of Daily Value)

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read brief texts to locate specific details (A1.1) by:

☐ Decoding words and making meaning of sentences in a single text

☐ Following simple, straightforward instructional texts

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making connections between parts of documents

☐ Making low-level inferences

Extract information from films, broadcasts and presentations (A3)

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

☐ Making entries using familiar vocabulary

Use measures to make one-step calculations (C3.2) by:

☐ Calculating using numbers expressed as whole numbers, fractions, decimals, percentages and integers

☐ Choosing and performing required operation(s); may make inferences to identify required operation(s)

☐ Selecting appropriate steps to solutions

☐ Using strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

Activity 6 – Nutrition Facts Labels

Learning Activities

Before doing this activity, you should have watched a presentation on Nutrition Labelling and have a general understanding of *Canada's Food Guide.*

Most of us aren't going to carry *Canada's Food Guide* around in our purse or pocket. However, if we take a few minutes to study it, we can get a good idea of how many servings of each food group we should consume every day. Most prepackaged foods in Canada come with a Nutrition Facts label that provides the serving size information.

Look at the label below. From the Nutrition Facts you can discover the serving size (look for the word "per") and the amount of calories it contains. It also shows the fat, cholesterol, sodium (salt), carbohydrates and protein in grams per serving.

1 How many calories are in one serving of this product?

_____

2 How many grams of carbohydrates are in one serving of this

product? _____

3 How much sodium (salt) is there in one serving?

_____

4 How much protein is in one serving?

_____

5 If you ate 36 of these chips (40 g), how much saturated fat

would you consume? _____

6 If you ate 36 of these chips (40 g), how much dietary fibre

would you consume?

_____

Nutrition Facts Valeur nutritive		
Per 18 crackers (20 g) pour 18 craquelins (20 g)		
Amount Teneur		**% Daily Value** % valeur quotidienne
Calories / Calories 80		
Fat / Lipides 2 g		3 %
Saturated / saturés 0.5 g + Trans / trans 0 g		2 %
Cholesterol / Cholestérol 0 mg		0 %
Sodium / Sodium 150 mg		6 %
Potassium / Potassium 115 mg		3 %
Carbohydrate / Glucides 15 g		5 %
Fibre / Fibres 1 g		4 %
Sugars / Sucres 1 g		
Protein / Protéines 1 g		
Vitamin A / Vitamine A		0 %
Vitamin C / Vitamine C		0 %
Calcium / Calcium		0 %
Iron / Fer		2 %

> **consume** – to eat or drink something, to use something up

Activity 7 – % of Daily Values

Practitioner Notes:

Before doing this activity, the instructor should review the *Canada's Food Guide* information sheet found on page 92 of this module, and have the learners view the *Nutrition Labelling* PowerPoint (see Practitioner Notes, Activity 6, *Nutrition Facts Labels* found on page 113). The learners will also need the *Nutrition Facts Tables* found on page 94, before answering the questions.

Provide the learners with the activity sheet.

Answers to Activity

1 6%

2 2%

3 No because less than 5% is "a little."

4 10

5 Because it is between 5% and 15% it is neither "a little" nor "a lot," so it would depend on how many servings you had and what else you were eating in a day. Therefore, answers may vary, but learners should be able to explain their reasoning.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making connections between parts of documents

☐ Making low-level inferences

Extract information from films, broadcasts and presentations (A3)

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Using a limited range of vocabulary and punctuation appropriate to the task

☐ Beginning to select words and tone appropriate to the task

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

☐ Making entries using familiar vocabulary

Use measures to make one-step calculations (C3.2) by:

☐ Calculating using numbers expressed as whole numbers, fractions, decimals, percentages and integers

☐ Choosing and performing required operation(s); may make inferences to identify required operation(s)

☐ Selecting appropriate steps to solutions

☐ Using strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

Perform simple digital tasks according to a set procedure (D1) (optional) by:

☐ Following simple prompts

☐ Interpreting brief text and icons

☐ Locating specific functions and information

☐ Beginning to perform simple searches (e.g., Internet, software help menu)

Activity 7 – % of Daily Values

Learning Activities

Before doing this activity, you should have watched a presentation on *Nutrition Labeling* and have a general understanding of *Canada's Food Guide*. You can use the *Nutrition Facts Table* to help you answer the following questions.

On the right side of the Nutrition Facts' label, we read **% Daily Value**. This column explains the percentage of total fat, cholesterol, sodium (salt), total carbohydrates and dietary fiber found in one serving of a product, compared to what is recommended for a person to have on a daily basis.

Health Canada tells us that 5% or less is not much, while 15% or more is a lot. Read more on % Daily Value at **http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/dv-vq/info-eng.php**

Using the **% Daily Values** from the label on this page, answer the following questions:

1 What percentage of your daily value of carbohydrates do you get from one serving of this product?

_____

2 What percentage of your daily value of iron do you get from one serving of this product?_____

3 Would this be considered a good source of iron? Explain your answer._____

_____

_____

Nutrition Facts		
Per 125 mL (87 g)		
Amount		**% Daily Value**
Calories 80		
Fat 0.5 g		**1 %**
Saturated 0 g + Trans 0 g		**0 %**
Cholesterol 0 mg		
Sodium 0 mg		**0 %**
Carbohydrate 18 g		**6 %**
Fibre 2 g		**8 %**
Sugars 2 g		
Protein 3 g		
Vitamin A	2 %	Vitamin C 10 %
Calcium	0 %	Iron 2 %

4 About how many servings in one day would you have to consume, to reach the recommended daily value of Vitamin C, if this was your only source?

_____

5 The doctor tells you to consume more fiber. Is this a good product from which to get fibre? Explain your answer. _____

_____

Activity 8 – Comparison Shopping

Practitioner Notes:

Before doing this activity, the instructor should review the *Canada's Food Guide* information sheet, found on page 92 of this module, and the *Nutrition Facts* Tables found on page 94.

It would also be helpful for learners to view the *Nutrition Labelling* PowerPoint (see Practitioner Notes, Activity 6, *Nutrition Facts Labels,* found on page 113).

Provide the learners with the activity sheet and nutrition label handouts.

For the last section of this activity, learners will need to go to a store to compare nutrition labels on a number of foods. This might be a good group field trip.

Answers to Activity

1 a) Answers will vary but should include some of the following comparisons. They are similar in the number of chips with A. Lays Potato Chips at 27 and B. Special K Cracker Chips at 20. By weight they are much different with A. Lays being more than twice the weight (50 g) of B. Special K (20 g). A is 150% more than B.

b) B. Special K Cracker Chips as they have only 6% DV (120 mg) while A. Lays have 14% DV (330 mg)

c) A. Lays Potato Chips have 20% DV. 15% DV or more is considered "a lot".

2 Both products have only 4% DV. 5% DV or less is considered "a little".

3 Answers will vary, but learner should have noted that, even taking into account the difference in weight, B. Special K Cracker Chips have much fewer calories.

4 a) Answers will vary but should include some of the following comparisons. While they are both the same serving size at 1 cup, Product D. Spoon Size Shredded Wheat weighs 17 g (53%) more than C.

b) D. Spoon Size Shredded Wheat has no sodium.

c) No. (They both have more than the 5% DV which is the start point of "a little". Product D. at 24% DV, actually would be considered "a lot" as it is over 15%.)

d) D. Spoon Size Shredded Wheat has no sugar, while C. Corn Pops has 12g.

5 Answers will vary depending on the products chosen for comparison. The point of the activity is to encourage learners to start reading labels and making product comparisons on their own.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) (optional) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Making low-level inferences

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making connections between parts of documents

☐ Making low-level inferences

Extract information from films, broadcasts and presentations (A3)

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Using a limited range of vocabulary and punctuation appropriate to the task

☐ Beginning to select words and tone appropriate to the task

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

☐ Making entries using familiar vocabulary

Make simple comparisons and calculations (C4.1) by:

☐ Recognizing values in number and word format

☐ Identifying and comparing quantities of items

☐ Understanding numerical order

Activity 8 – Comparison Shopping

Learning Activities

Before doing this activity, you should have watched a presentation on *Nutrition Labeling* and have a general understanding of *Canada's Food Guide*. You can use the *Nutrition Facts Tables* to help you answer the following questions.

1 Use the labels for pair #1– Chips (found at end of this activity), to answer the following:

a) Compare the serving size (the number of chips/crackers). Are they about the same or are they quite different? How do they compare to each other?

_____

b) If you were on a low-sodium diet, which chips should you choose?

_____

c) Do either of the products have what Health Canada's Nutrition Facts Table considers **a lot** of fat? If so, explain which and why you think so?

_____

d) Do either of the chips have what Health Canada's Nutrition Facts Table considers only **a little** fibre? If so, explain which and why you think so?

_____

e) If you were counting calories, which chips would be a better snack? Why?

_____

2 Use the labels for pair #2 Cereal (found at end of this activity) to answer the following:

a) Compare the serving size by both cups and weight. Are they about the same size or are they quite different? How do they compare to each other?

_____

b) Eating too much sodium is linked to high blood pressure. Which cereal has the least sodium?

_____

c) Do either of the cereals have what Health Canada's Nutrition Facts Table considers only a **little** fibre? If so, explain which and why you think so?

_____

d) Too much sugar can also be harmful. Which cereal has the least sugar?

_____

3 At home or at a grocery store, find two similar foods and compare their nutritional labels. Find out the following.

   a) Are the serving sizes similar or, if not, how do they differ? _____

   b) Which has the most calories? _____

   c) Which has the most fat? _____

   d) Which has the most salt? _____

   e) Which has the most sugar? _____

   f) Which has the most fibre? _____

   g) Which do you think is the healthier food? _____

4 At home or at a grocery store, find two similar beverages and compare their nutritional labels. Find out the following.

   a) Are the serving sizes similar or, if not, how do they differ? _____

   b) Which has the most calories? _____

   c) Which has the most salt? _____

   d) Which has the most sugar? _____

   e) Which has the most fibre? _____

   f) Which has the most calcium or vitamin C? _____

   g) Which do you think is the healthier food? _____

Pair #1 Chips labels

Product A: Lays Potato Chips

Nutrition Facts / Valeur nutritive	
Per 27 chips (50 g) / pour 27 croustilles (50 g)	
Amount / Teneur	**% Daily Value / % valeur quotidienne**
Calories / Calories 270	
Fat / Lipides 17 g	**26 %**
Saturated / saturés 1.5 g + Trans / trans 0 g	**9 %**
Cholesterol / Cholestérol 0 mg	**0 %**
Sodium / Sodium 330 mg	**14 %**
Carbohydrate / Glucides 27 g	**9 %**
Fibre / Fibres 1 g	**4 %**
Sugars / Sucres 2 g	
Protein / Protéines 3 g	
Vitamin A / Vitamine A	0 %
Vitamin C / Vitamine C	15 %
Calcium / Calcium	2 %
Iron / Fer	4 %

Product B: Special K Cracker Chip

Nutrition Facts / Valeur nutritive	
Per 20 crackers (20 g) / pour 20 craquelins (20 g)	
Amount / Teneur	**% Daily Value / % valeur quotidienne**
Calories / Calories 80	
Fat / Lipides 1.5 g	**2 %**
Saturated / saturés 0.3 g + Trans / trans 0 g	**2 %**
Cholesterol / Cholestérol 0 mg	**0 %**
Sodium / Sodium 150 mg	**6 %**
Potassium / Potassium 120 mg	**3 %**
Carbohydrate / Glucides 15 g	**5 %**
Fibre / Fibres 1 g	**4 %**
Sugars / Sucres 0 g	
Protein / Protéines 1 g	
Vitamin A / Vitamine A	0 %
Vitamin C / Vitamine C	0 %
Calcium / Calcium	0 %
Iron / Fer	2 %

Pair #2 Cereal labels

Product C: Corn Pop

Nutrition Facts	
Serving Size: 1 (1 cup, 32 grams)	
Amount Per Serving	
Calories 120	Calories from Fat 0
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 180mg	8%
Total Carbohydrate 29g	10%
Dietary Fiber 3g	12%
Sugars 12g	
Protein 1g	2%
Calcium	

* Percent Daily Values are based on a 2,000 Calorie diet. Your daily values may be higher or lower depending on your Calorie needs.

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

•Calories per gram:
Fat 9   •   Carbohydrate 4   •   Protein 4

Product D: Spoon Size Shredded Wheat

Nutrition Facts	
Serving Size: 1 (1 cup, 49 grams)	
Amount Per Serving	
Calories 170	Calories from Fat 9
	% Daily Value*
Total Fat 1g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 40g	13%
Dietary Fiber 6g	24%
Sugars 0g	
Protein 6g	12%
Calcium	

* Percent Daily Values are based on a 2,000 Calorie diet. Your daily values may be higher or lower depending on your Calorie needs.

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

•Calories per gram:
Fat 9   •   Carbohydrate 4   •   Protein 4

Activity 9 – Fast Foods

Practitioner Notes:

Before doing this activity, learners should read the *Nutrition Facts Tables,* found on page 94, of this module. It would also be helpful for learners to view the *Nutrition Labelling* PowerPoint (see Practitioner Notes for Activity 6, *Nutrition Facts Labels,* found on page 113 of this module).

Provide the learners with the activity sheet and a page of blank Nutrition Facts Labels.

This activity requires use of the Internet to research fast foods. You may need to advise learners that they should be looking for the Canadian sites of the various fast-food chains.

Answers to Activity

Answers to all the questions will vary depending on the products the learners choose, however, learners should have filled out the blank Nutrition Facts Labels from information on the Internet. For **3.a** & **3.b,** they should have remembered that 5% DV or less is "a little" and 15% DV or more is "a lot". In 4, learners should have evaluated the sodium and fat contents of the foods in order to decide if the foods were "healthy" or not.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Making low-level inferences

Interpret somewhat complex documents to connect, evaluate, and integrate information (A2.3) by:

☐ Performing complex searches using multiple search criteria

☐ Managing unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks

☐ Integrating several pieces of information from documents

☐ Using layout to locate information

☐ Identifying the purpose and relevance of documents

☐ Making inferences and drawing conclusions from information displays

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

Use measures to make one-step calculations (C3.2) by:

☐ Calculating using numbers expressed as whole numbers, fractions, decimals, percentages and integers

☐ Choosing and performing required operation(s); may make inferences to identify required operation(s)

☐ Selecting appropriate steps to solutions

☐ Using strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

Perform well-defined, multi-step digital tasks (D2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Making low-level inferences to interpret icons and text

☐ Performing simple searches using keywords (e.g. Internet, software help menu)

Activity 9 – Fast Foods

Learning Activities

Before doing this activity, you should read and understand the Nutrition Facts Tables.

1 Using the Internet, find Nutrition Facts for each of your four favourite take out or fast foods. Usually, restaurant chains, like Tim Hortons and McDonalds, etc. have this information on their website (add "Canada" to your search).

2 Using the information that you get from the Internet, create a Nutritional Facts Label for each of your foods, using the blanks on the next page. **Note:** Values for every nutrient may not be published on every fast food restaurant's site.

3 If the % DV is not published on the site, you should calculate it by using the Daily Recommendations Table on the next page. (**Remember that % DV stands for the % of Daily Value recommended.**)

4 Look at the % DV listings on the labels you have just completed. (**Remember that 5% DV or less is considered a little, and 15% DV or more is a lot.**)

a) Which nutrient % DV's are "a lot" for your favourite foods? _____

_____

b) Which nutrient % DV's are "a little"? _____

5 Considering the following statements, are your favourite foods healthy?_____

- Consuming sodium in excess amounts is linked to high blood pressure and heart and stroke disease.

- Consuming too much fat especially saturated and trans-fats can increase your risk of heart disease and some cancers.

Nutrient	Amount
Fat	65 g
Saturated fatty acids and trans fatty acids	20 g
Cholesterol	300 mg
Carbohydrate	300 g
Fibre	25 g
Sodium	2400 mg

← Canadian Food Inspection Agency, *Guide to Food Labelling and Advertising, Reference Standards,* Table 6-7 (**www.inspection.gc.ca**)

Nutrition Facts

Serving Size
Servings Per Container

Amount Per Serving

Calories

% Daily Value*

Total Fat
  Saturated Fat
  Trans Fat
Cholesterol
Sodium
Total Carbohydrate
  Dietary Fiber
  Sugars
Protein

Vitamin

Nutrition Facts

Serving Size
Servings Per Container

Amount Per Serving

Calories

% Daily Value*

Total Fat
  Saturated Fat
  Trans Fat
Cholesterol
Sodium
Total Carbohydrate
  Dietary Fiber
  Sugars
Protein

Vitamin

Nutrition Facts

Serving Size
Servings Per Container

Amount Per Serving

Calories

% Daily Value*

Total Fat
  Saturated Fat
  Trans Fat
Cholesterol
Sodium
Total Carbohydrate
  Dietary Fiber
  Sugars
Protein

Vitamin

Nutrition Facts

Serving Size
Servings Per Container

Amount Per Serving

Calories

% Daily Value*

Total Fat
  Saturated Fat
  Trans Fat
Cholesterol
Sodium
Total Carbohydrate
  Dietary Fiber
  Sugars
Protein

Vitamin

Activity 10 – Ingredients

Practitioner Notes:

Before doing this activity, the learner should read the *Ingredients* information sheet, found on page 96, of this module.

Provide the learners with the activity sheet.

Learners will need to get an ingredient list from a prepackaged food product that they eat on a regular basis. They can do this at home, bring a product to the learning centre, or do Internet research for the ingredients (this last option would add a Use Digital Technology (D) aspect to the activity).

Learners may use a computer and word processor to respond to question 2.

Answers to Activity

Answers to this activity will vary depending on the products the learners choose. Learners should have found a product with at least six ingredients. The ingredients should have been written in the first column of the table. Those ingredients that the learners were familiar with should have their food group or nutrient group placed in the second column beside the ingredient, Those that learners were not familiar with should have been investigated online and then noted what group or nutrient group the ingredient belonged to or purpose they had in the product.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Making low-level inferences

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making low-level inferences

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Conveying intended meaning on familiar topics for a limited range of purposes and audiences

☐ Beginning to sequence writing with some attention to organizing principles (e.g. time, importance)

☐ Connecting ideas using paragraph structure

☐ Using a limited range of vocabulary and punctuation appropriate to the task

☐ Beginning to select words and tone appropriate to the task

☐ Beginning to organize writing to communicate effectively

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

Perform well-defined, multi-step digital tasks (D2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Making low-level inferences to interpret icons and text

☐ Beginning to identify sources and evaluate information

☐ Performing simple searches using keywords (e.g. Internet, software help menu)

Activity 10 – Ingredients

Learning Activities

Before doing this activity, you should have read the *Ingredients* information sheet.

1 Find the list of ingredients on a prepackaged food product that you eat frequently. The list should have at least six ingredients, some of which are not familiar to you.

a) List the ingredients in the chart below. Beside each mark the food group or nutrient group (sodium, sugar, etc.) to which it belongs. Put a question mark beside those ingredients you do not know. Some ingredients do not necessarily belong to a food or nutrient group, but are included in the ingredients for a purpose, such as a thickening agent.

Ingredient	Food Group, Nutrient Group or Purpose

b) Use the computer to research the ingredients that are not familiar to you and add their information to the chart.

2 Write a few paragraphs explaining what you have discovered about the ingredients and the healthiness of the product. Use proper sentence and paragraph form.

Activity 11 – Eating on a Tight Budget

Practitioner Notes:

This is a group discussion activity.

Learners should read the *Eating on a Tight Budget* information sheet found on page 98, which has 15 tips to help save money while shopping and making meals.

There are no learner handouts for this activity.

After reading the sheet, learners should discuss the following questions and prompts:

1 Have you tried any of these tips before? (Tally results on board or flip chart.)

2 If so, share your experience. (Encourage responders with prompts…What was good about it? How successful was it? What didn't you like about it? Are you still doing it?)

3 Do you have any other tips that weren't suggested in the 15 tips that you might be able to share with others? (Encourage responders with prompts…Can you describe it to us? What was good about it? How successful was it? What didn't you like about it? Are you still doing it?)

4 What tip, that you have never tried before, do you think that you might be able to start doing? (Encourage responders with prompts…What interests you about it? What steps can you take to make it easier to start? What do you think might be hard about it?)

5 Is there a tip that you don't think you would be able to do? Does anyone else in the group see how this could be managed?

6 Do you have any recipe ideas that can be created with little money or using leftovers? Tell us about them. Could you write them down to share with the group?

Suggestion: You could hold a potluck lunch where everyone brings in a dish that was made using one of the tips (cooked in a crockpot, used meat alternatives, avoided pre-mixed packaged ingredients, cut back on expensive ingredients, used leftovers, etc.) Everyone could bring in their dish's recipe to share with the group.

Answers to Activity

No set answers are applicable. The purpose of the activity is to encourage learners through peer discussion, to start to use cost saving tips when buying and using food.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Locating multiple pieces of information in simple texts

☐ Making low-level inferences

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B1.2) by:

☐ Showing an awareness of factors that affect interactions, such as differences in opinions and ideas, and social linguistic and cultural differences

☐ Demonstrating some ability to use tone appropriately

☐ Speaking or signing clearly in a focused and organized way

Activity 12 – Following a Recipe

Practitioner Notes:

Before doing this activity, you should provide the learner with a quick overview of the information in the *Following a Recipe* information sheet, found on page 100.

In this activity, the learner will practise word recognition between the main ingredients' words and picture of the ingredients' packaging. Next he or she will follow steps to a no-bake recipe, provided verbally.

You should read the activity instructions and later the steps of the recipe to the learner.

The learner should try to choose the right ingredient packages, as they are read in the recipe steps. Assist with choosing the right measuring cups. Otherwise, encourage the learner to do as much as he or she can.

For this activity, you will need a microwave and refrigerator; a small bowl or cup for melting chocolate; a set of imperial measuring cups; a whisk and spatula; a bowl and mixer; and the ingredients in the recipe.

You may substitute another simple no-bake recipe.

Answers to Activity

Rock Road No-bake Cheesecake

Ingredients

3 oz. BAKER'S Semi-Sweet **Chocolate,** divided

2 pkg. (8 oz. each) PHILADELPHIA **Cream Cheese,** softened

⅓ cup **sugar**

¼ cup **milk**

2 cups thawed **Cool Whip** Whipped Topping

¾ cup Miniature **Marshmallows**

⅓ cup chopped PLANTERS COCKTAIL **Peanuts**

1 **OREO Pie Crust** (6 oz.)

FOOD AND NUTRITION

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Interpret very simple documents to locate specific details (A2.1) by:

☐ Interpreting brief text and common symbols

Participate in brief interactions to exchange information with one other person (B1.1) by:

☐ Conveying information on familiar topics

☐ Participating in short, simple exchanges

☐ Repeating or questioning to confirm understanding

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

Measure and make simple comparisons and calculations (C3.1) by:

☐ Adding and subtracting whole number measurements

☐ Recognizing values in number and word format

☐ Measuring distance, length, width, height, weight, liquid volume, angles and temperature

☐ Using common measuring tools, such as rulers, scales and thermometers

☐ Using common standard units (e.g. metres, inches) and non-standard units (e.g. paces, cupsful, scoops)

☐ Identifying and performing required operation

☐ Interpreting and representing measures using symbols and abbreviations (e.g. inches as ", centimetres as cm, pounds as lbs, kilograms as kilos or kg)

☐ Following apparent steps to reach solutions

☐ Using strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)

Activity 12 – Following a Recipe

Learning Activities

1 In the recipe below, connect the ingredient words to the right package.

2 Make the recipe. (Note: If you are allergic to peanuts leave them out)

Rocky Road No-bake Cheesecake

Recipe from Kraft Foods **http://www.kraftcanada.com/en/recipes**

Ingredients

3 oz. BAKER'S Semi-Sweet **Chocolate,** divided

2 pkg. (8 oz. each) PHILADELPHIA **Cream Cheese,** softened

⅓ cup **sugar**

¼ cup **milk**

2 cups thawed **Cool Whip** Whipped Topping

¾ cup Miniature **Marshmallows**

⅓ cup chopped PLANTERS COCKTAIL **Peanuts**

1 **OREO Pie Crust** (6 oz.)

Instructions

- **MICROWAVE** 1 oz. chocolate as directed on package. Coarsely chop remaining chocolate.

- **BEAT** cream cheese, sugar and milk with mixer until blended. Add melted chocolate; mix well. Whisk in COOL WHIP, marshmallows, nuts and chopped chocolate. Pour into crust.

- **REFRIGERATE** 4 hours or until firm.

Activity 13 – Recipes on the Internet

Practitioner Notes:

Before doing this activity, learners should read the *Following a Recipe* information sheet, found on page 100 of this module.

Learners will need to use the Internet to locate a recipe and a printer to print the recipe out.

Answers to Activity

Answers will vary depending on the recipes the learners choose.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:
- ☐ Integrating several pieces of information from texts
- ☐ Identifying the purpose and relevance of texts
- ☐ Inferring meaning which is not explicit in texts
- ☐ Comparing or contrasting information between two or more texts
- ☐ Using organizational features, such as headings, to locate information
- ☐ Identifying sources, evaluating and integrating information

Interpret somewhat complex documents to connect, evaluate, and integrate information (A2.3) by:
- ☐ Integrating several pieces of information from documents
- ☐ Comparing or contrasting information between two or more documents
- ☐ Using layout to locate information
- ☐ Identifying the purpose and relevance of documents
- ☐ Making inferences and drawing conclusions from information displays
- ☐ Identifying sources, evaluating and integrating information

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

☐ Making entries using familiar vocabulary

Perform well-defined, multi-step digital tasks (D2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Making low-level inferences to interpret icons and text

☐ Beginning to identify sources and evaluate information

☐ Performing simple searches using keywords (e.g. Internet, software help menu)

Activity 13 – Recipes on the Internet

Learning Activities

Before doing this activity you should read the *Following a Recipe* information sheet.

1 The Internet is a great place to look for recipes, but where do you start? If you know what you want to make, you can search for just that recipe. For example, in the search engine of your choice, type in "apple crisp recipes". Check out a couple of these recipes.

2 Sometimes, you have ingredients but don't know what you can make with them. For example, type in "chicken" "broccoli" and "recipes" as your search words. Look at some of the links to find three different recipes that include chicken and broccoli. What are they?

   _____

   _____

   _____

3 Think about ingredients you have at home. List three ingredients that you have at home that you might want to include in a recipe. What are the ingredients?

   _____

   _____

   _____

4 Type the ingredients above in a search engine, as search words. Check out several of the links until you find a recipe that you would like to make. What is the name of the recipe you are interested in? _____

5 Print the recipe. On the printout, put a tick mark beside all the ingredients that you already have at home. Put an X beside ingredients that you would have to buy in order to make this recipe.

6 Read the instructions carefully. Do you have all the equipment you would need to make the recipe? Are there any steps or words that you do not understand. If there are, highlight them and ask someone about them, or look them up on the Internet.

7 If you wish, take the recipe home and make it there.

Household Dangers

Introduction

*Much of the information in this module is adapted from Health Canada (**www.hc-sc.gc.ca**)*

Chemical products are commonly found throughout the home. Household chemicals are safe if used and stored in the recommended way. These products include cleaning liquids and powders, polishes, drain cleaners, paint thinners and windshield washers. Product labels appear on all chemicals. Labels with danger symbols and safety warnings give information you need to use the product safely.

Many people with literacy issues routinely use hazardous household chemicals, without being able to read and understand the dangers. Learning the symbols and following the instructions could prevent an injury or even save a life.

In this module, activities will encourage learners to:

- develop an understanding of the word "danger"
- identify common household dangers
- know that danger symbols can be found on containers in the house, in the garage, and in the yard
- identify dangerous products or chemicals
- recognize common danger symbols/warnings on dangerous household products
- understand danger symbols on products
- understand the meaning of the danger symbol frames
- locate danger symbols on products
- identify and understand key "signal words" on products
- use products safely
- store products safely

Practitioners are encouraged to read the activity information sheets to become familiar with the topic. Activities should be selected based on each learner's abilities and chosen goal.

Note: *Much of the information in this module has been copied or adapted from official work published by Health Canada (**http://www.hc-sc.gc.ca**) of the Government of Canada. However, it has not been produced in affiliation with, or with the endorsement of, the Government of Canada.*

Activities List

Page	Activity	OALCF Task Group Level Indicators that are supported by this activity:
145	1 – Danger	(B1.1) Participate in brief interactions to exchange information with one other person
147	2 – Dangers at Home	(A2.1) Interpret very simple documents to locate specific details (B1.1) Participate in brief interactions to exchange information with one other person (B3.1a) Make straightforward entries to complete very simple documents
149	3 – Danger Symbols	(A2.1) Interpret very simple documents to locate specific details (B1.2) Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions (B3.1a) Make straightforward entries to complete very simple documents
152	4 – Danger Symbol Pictures Match	(A1.1) Read brief texts to locate specific details (A2.1) Interpret very simple documents to locate specific details (B3.1a) Make straightforward entries to complete very simple documents
155	5 – Danger Symbol Frames	(A1.1) Read brief texts to locate specific details (A2.1) Interpret very simple documents to locate specific details (B3.1a) Make straightforward entries to complete very simple documents
158	6 – Finding Danger Symbols on Products	(A1.1) Read brief texts to locate specific details (A2.1) Interpret very simple documents to locate specific details (B2.1) Write brief texts to convey simple ideas and factual information (B3.1a) Make straightforward entries to complete very simple documents
161	7 – Understanding Danger Symbols on Products	(A1.1) Read brief texts to locate specific details (A2.1) Interpret very simple documents to locate specific details (A2.2) Interpret simple documents to locate and connect information (B3.1a) Make straightforward entries to complete very simple documents
165	8 – Signal Words	(A1.2) Read texts to locate and connect ideas and information (A1.3) Read longer texts to connect, evaluate and integrate ideas and information (A2.2) Interpret simple documents to locate and connect information (B2.1) Write brief texts to convey simple ideas and factual information (D1) Perform simple digital tasks according to a set procedure
168	9 – Consumer Product Symbols	(A1.1) Read brief texts to locate specific details (A2.2) Interpret simple documents to locate and connect information (B3.1) Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions
172	10 – Household Hazards in the News	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (B2.2) Write texts to explain and describe information and ideas (D2) Perform well-defined, multi-step digital tasks

Activity Information Sheets

Household Chemicals Danger Symbols

For use with Activities. . . . .#3–#9

Everything we buy at the store has a label. Dangerous household products or chemicals have danger symbols and safety warnings on the labels. These give you information you need to know to use the product safely. Some dangerous products are:

- cleaning liquids and powders
- polishes
- drain cleaners
- paint thinners
- windshield washers

These products are safe if used and stored in the right way. Learn the symbols. Follow the instructions on the label and you could prevent an injury. You could even save a life.

Symbol		The Danger	Product Examples
Explosive		This ***container*** can explode if it's heated or punctured. Flying pieces of metal or plastic can cause serious injuries, especially to the eyes.	• water repellant for shoes or boots in an aerosol container • spray paint in an aerosol container
Corrosive		This ***product*** will burn skin or eyes on contact, or throat and stomach if swallowed.	• toilet bowl cleaner • oven cleaner
Flammable		This ***product,*** or its fumes, will catch fire easily if it's near heat, flames or sparks.	• contact adhesives • gasoline
Poison		Licking, eating, drinking, or sometimes smelling, this ***product*** will cause illness or death.	• windshield washer fluid • furniture polish
Note: Products used in the workplace, pesticides, cosmetics, drugs and food have different warning symbols than household products.			

Danger Symbol Frames

The danger symbols have a frame around them.

These frames tell us if it is the container or the contents that is dangerous.
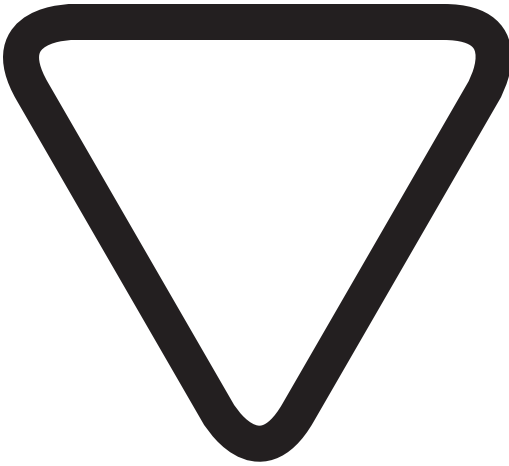
- Means the **container** is dangerous
- Triangle frame
- Has 3 sides
- Shaped like yield signs on roads
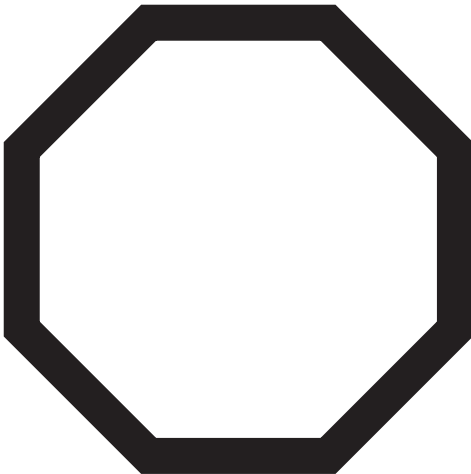
- Means the **contents** are dangerous
- Octagon frame
- Has eight sides
- Shaped like a stop sign

Signal Words

Along with each danger symbol on a product label is a **word** to **signal** you about how dangerous the product is to you when you are exposed to it. The word or words are located either beside or below the symbol and frame.

Levels of hazards are identified this way:

Danger Symbol

- CAUTION
- DANGER
- POISON
- EXTREME DANGER

Signal Word

DANGER DANGER

CORROSIVE/CORROSIF
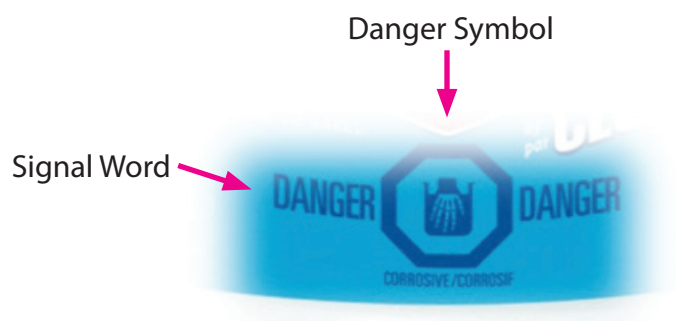
Caution

The signal word CAUTION means that the product may frequently cause temporary injury. More permanent injury or even death may occur with extreme exposure.

Danger

This signal word means that a product is a *DANGER* because it is very flammable, corrosive or highly toxic. It may cause permanent damage to skin or eyes (including blindness) or may result in death. *DANGER* is also used to indicate if a product or package could ignite or explode when exposed to heat or an open flame.

Bleach, ammonia, drain cleaners, and oven cleaners are some chemicals labelled with the signal word *DANGER*. Even products that are plant-based or eco-friendly can be dangerous to our health. Read the labels of all cleaning products carefully!

Poison

If a product is highly toxic, and may cause death if accidentally inhaled or ingested, then the word *POISON* is usually included on the label.

toxic – poisonous

inhale – to breathe in

ingested – swallowed

Extreme Danger

The *EXTREME DANGER* signal word means that exposure to very low quantities may cause death For use with Activity or temporary or permanent injury.

Consumer Product Symbols

Public Services Health & Safety Association™

CONSUMER PRODUCT SYMBOLS

These warning labels are used for household, science education kits and special products

Hazard Category	Precautions	Degrees of Hazard	Label Warning
TOXIC PRODUCT **Poisonous** May be lethal. *or* May cause serious and irreversible effects.	Do not get in eyes or on skin. Do not breathe fumes. Wear protective clothing and safety equipment as indicated on the label.	**Very toxic** **Toxic** **Harmful**	- Extreme Danger - Sales Restricted - Danger - Caution
CORROSIVE PRODUCT **Causes Burns** Will cause chemical burns to the skin, eyes and lungs. May form dangerous fumes when mixed with other chemicals.	Do not mix with other chemicals. Do not get in eyes or on skin. Do not breathe fumes. Do not swallow. Wear protective clothing as indicated on the label.	**Very Corrosive** **Corrosive** **Irritant**	- Extreme Danger - Danger - Caution
FLAMMABLE PRODUCT **Fire hazard** May ignite if exposed to a spark or flame. *or* May spontaneously ignite.	Read the specific instructions on the label. Use only in well ventilated areas. Keep away from flames and objects that spark. Store in a safe location.	**Very Flammable** **Flammable** **Spontaneously Combustible**	- Extreme danger - Danger - Caution
PRESSURIZED CONTAINER **Explosion Hazard** Under pressure may explode if heated. If ruptured hazardous contents will be released.	Do not puncture. Do not burn. Store away from heat.		

Example of Consumer Labelling

The symbols and hazard warnings must be on the front or main display panel of the container.

POISON   DANGER   CORROSIVE

These warnings may be located in a border anywhere on the displayed part of the container.

English warnings, precautions, first aid, and hazardous ingredients	Français avertissements, précautions, premiers soins, et ingrédients dangereux

QUICK SKIN BONDING ADHESIVES		
Bonds Skin Instantly	Do not get in mouth, eyes or on skin.	

For More Information:

Health & Safety ONTARIO. | **ESAO** the EDUCATION SAFETY ASSOCIATION of ONTARIO | Municipal Health & Safety Association | Ontario Safety Association for Community & Healthcare

Activity 1 – Danger

Practitioner Notes:

The instructor may be the "other person" in the exchange. Alternatively, it should be a person who understands the meaning of "danger," as it is provided in the definitions with the activity.

Instructions may be provided verbally to non-readers.

Answers

There is no specific answer for this activity. The learner should have or develop an understanding of the concept of danger and be able to talk about it with another person.

This activity incorporates elements of the following task indicator and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Participate in brief interactions to exchange information with one other person (B1.1) by:

☐ Conveying information on familiar topics

☐ Showing an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others

☐ Choosing appropriate language in exchanges with clearly defined purposes

☐ Participating in short, simple exchanges

☐ Speaking or signing clearly in a focused and organized way

☐ Repeating or questioning to confirm understanding, if necessary

Activity 1 – Danger

Learning Activities

What does *danger* mean? With one other person:

1 Talk about what danger means.

2 Talk about 3 or more things that are dangerous.

3 Talk about what is dangerous about them.

danger – anything that can hurt or even kill you. These things are dangerous.

hazard – is another word for danger. Things that are hazards are said to be hazardous.

Activity 2 – Dangers at Home

Practitioner Notes:

The activity page should be handed out to the learner for completion.

The instructor or another learner may be the "other person" in the exchange.

Instructions may be provided verbally to non-readers.

Answers

Obvious dangers include household chemicals, hot toast and the toaster, tripping on a cord, jumping on a bed, using a saw, and the child climbing from chair to counter. However, the learner may also consider that you could choke on an apple or be hurt by cutlery or broken china, etc. The point is that the learner can identify dangers (by circling them) and be able to tell another person about the risk.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Interpret very simple documents to locate specific details (A2.1) by:

☐ Scanning to locate specific details

☐ Locating specific details in simple documents

Participate in brief interactions to exchange information with one other person (B1.1) by:

☐ Conveying information on familiar topics

☐ Showing an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others

☐ Choosing appropriate language in exchanges with clearly defined purposes

☐ Participating in short, simple exchanges

☐ Giving short, straightforward instructions or directions

☐ Speaking or signing clearly in a focused and organized way

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a match between what was requested and what needed to be entered

Activity 2 – Dangers at Home

Learning Activities

Some things in our homes are dangerous. Sometimes we have to tell other people about dangers, so they do not get hurt.

1 Circle the pictures below that show dangerous things.

2 Tell another person what is dangerous about the ones you chose.

3 When you go home, think about the dangers in your home. Tell someone about those dangers.
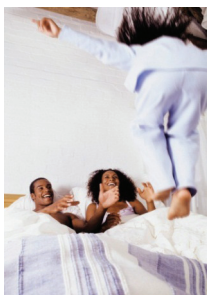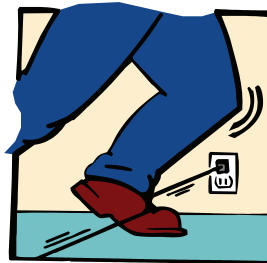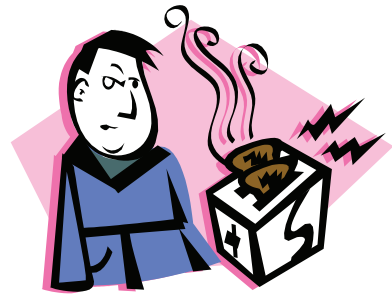
Activity 3 – Danger Symbols

Practitioner Notes:

Before doing this activity, the instructor should review the information in the *Household Chemicals Danger Symbols* information sheet on page 141 of this module with learners.

The activity page should be handed out to the learner for completion, if the learner is able to write short entries.

If you prefer, the answers may just be discussed with one person instead of being written. This may be the instructor or another person who is familiar with the danger symbols. Discussing the answers only would remove the completing documents (B3) part of the activity.

Instructions may be provided verbally to non-readers.

Answers

The learner should be able to identify the symbols as follows:

Flame, fire, flammable	**Exploding, explosive**	**Poison, Poisonous**	**Corrosive, burn your skin**

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Interpret very simple documents to locate specific details (A2.1) by:

☐ Interpreting brief text and common symbols

☐ Locating specific details in simple documents, such as labels and signs

Participate in brief interactions to exchange information with one other person (B1.1) by:

☐ Conveying information on familiar topics

☐ Showing an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others

☐ Choosing appropriate language in exchanges with clearly defined purposes

☐ Participating in short, simple exchanges

☐ Speaking or signing clearly in a focused and organized way

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a match between what was requested and what needed to be entered

Activity 3 – Danger Symbols

Learning Activities

What do the symbol pictures below look like? What do you think they mean?

Write your answers on the lines below the pictures or discuss them with someone.

Activity 4 – Danger Symbol Pictures Match

Practitioner Notes:

The learner will require basic reading skills (practitioner may assist with difficult vocabulary).
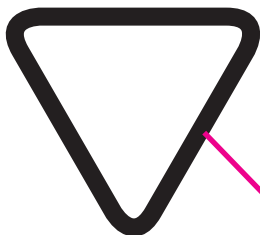
Before doing this activity, the instructor should review the information in the *Household Chemicals Danger Symbols* information sheet on page 141 of this module with learners.

The activity page should be handed out to the learner for completion.

Answers

Answers should look similar to those on the right.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read brief texts to locate specific details (A1.1) by:

☐ Decoding words and making meaning of sentences in a single text

☐ Reading short texts to locate a single piece of information

☐ Identifying the main idea in brief texts

Interpret very simple documents to locate specific details (A2.1) by:

☐ Scanning to locate specific details

☐ Interpreting brief text and common symbols

☐ Locating specific details in simple documents, such as labels and signs

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a match between what was requested and what needed to be entered

Activity 4 – Danger Symbol Pictures Match

Learning Activities

Draw lines to connect the symbol pictures and words to the matching phrases.

Symbol	Phrase

Flammable

Something may cause illness or death from licking, eating, drinking or sometimes smelling.

Explosive

Something that may burn your skin or eyes on contact, on your throat and stomach if swallowed.

Poison
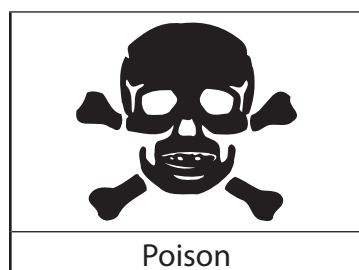
Something that may catch fire easily if it's near heat, flames or sparks.

Corrosive
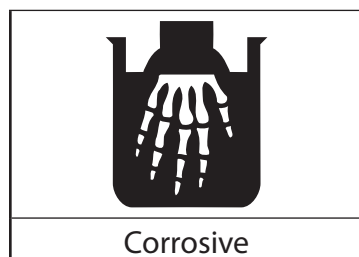
Something that may explode if it's heated or punctured. Flying pieces of metal or plastic can cause serious injuries.

Activity 5 – Danger Symbol Frames

Practitioner Notes:

The learner will require basic reading skills (practitioner may assist with difficult vocabulary).

Before doing this activity, the instructor should review with learners the information in both the *Household Chemicals Danger Symbols* information sheet on page 141 of this module, and the *Danger Symbol Frames* information sheet on page 142.

The activity page should be handed out to the learner for completion.
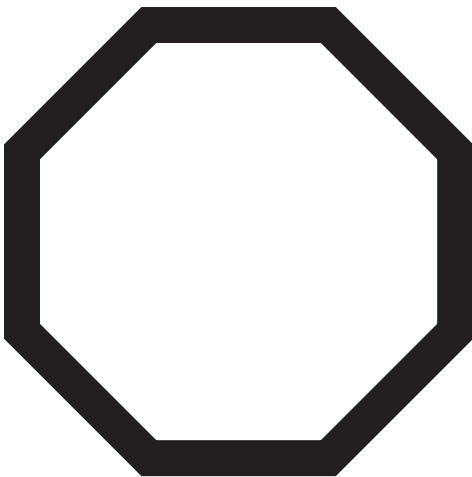
Answers

Answers should be similar to those on the right.

1 Draw an arrow from the triangle frame symbol below to the triangle frame on the spray paint can picture.

2 Draw arrows from the octagon frame symbol below to the octagon frames on the spray paint can picture.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read brief texts to locate specific details (A1.1) by:

☐ Decoding words and making meaning of sentences in a single text

☐ Reading short texts to locate a single piece of information

☐ Identifying the main idea in brief texts

Interpret very simple documents to locate specific details (A2.1) by:

☐ Scanning to locate specific details

☐ Interpreting brief text and common symbols

☐ Locating specific details in simple documents, such as labels and signs

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a match between what was requested and what needed to be entered

Activity 5 – Danger Symbol Frames

Learning Activities

1 Draw an arrow from the triangle frame symbol below to the triangle frame on the spray paint can picture.
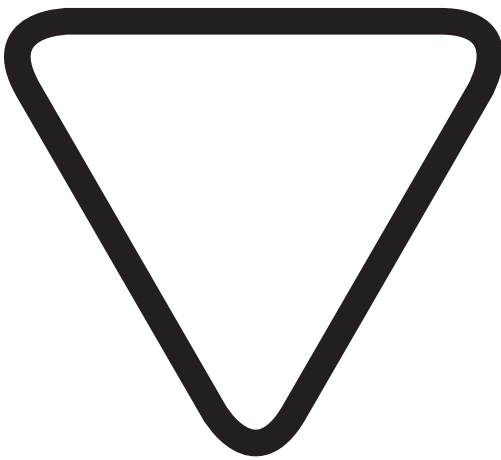
2 Draw arrows from the octagon frame symbol below to the octagon frames on the spray paint can picture.

Activity 6 – Finding Danger Symbols on Products

Practitioner Notes:

The learner will require basic reading skills.

Before doing this activity, the instructor should review with learners the information in both the *Household Chemicals Danger Symbols* information sheet, located on page 141 of this module, and the *Danger Symbol Frames* information sheet on page 142.

The activity page should be handed out to the learner for completion.

Answers

The ant spray container is explosive.

The contents of the President Choice Buttered Flavour spray are flammable and the container is explosive.

The Plastic Wood contents are poisonous and flammable.

The contents of the Tremclad Spray Paint are flammable and poisonous, and the container is explosive.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read brief texts to locate specific details (A1.1) by:

☐ Decoding words and making meaning of sentences in a single text

☐ Identifying the main idea in brief texts

Interpret very simple documents to locate specific details (A2.1) by:

☐ Scanning to locate specific details

☐ Interpreting brief text and common symbols

☐ Locating specific details in simple documents, such as labels and signs

Write brief texts to convey simple ideas and information (B2.1) by:

☐ Writing simple texts to request, remind or inform

☐ Conveying simple ideas and factual information

☐ Using sentence structure, upper and lower case, and basic punctuation

☐ Using highly familiar vocabulary

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a match between what was requested and what needed to be entered

Activity 6 – Finding Danger Symbols on Products

Learning Activities

Below are pictures of four products you might find around the house. Each has one or more danger symbols. Circle the danger symbols on each product. Write in the box below each picture what is dangerous about that product.

Activity 7 – Understanding Danger Symbols on Products

Practitioner Notes:

The learner will require basic reading skills.

Before doing this activity, the instructor should review with learners the information in both the *Household Chemicals Danger Symbols* information sheet, located on page 141 of this module, and the *Danger Symbol Frames* information sheet on page 142.

The activity page should be handed out to the learner for completion.

Answers

WD 40

- The container is explosive.
- The contents are poisonous and flammable.

Lysol

- The contents are corrosive.

Easy-Off

- The container is explosive.
- The contents are corrosive.

Javex

- The contents are corrosive.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read brief texts to locate specific details (A1.1) by:

☐ Decoding words and making meaning of sentences in a single text

☐ Identifying the main idea in brief texts

Interpret very simple documents to locate specific details (A2.1) by:

☐ Scanning to locate specific details

☐ Interpreting brief text and common symbols

☐ Locating specific details in simple documents, such as labels and signs

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making connections between parts of documents

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a match between what was requested and what needed to be entered

Activity 7 – Understanding Danger Symbols on Products

Learning Activities

Below and on the next page are pictures of products you might find around the house. Each has one or more danger symbols. Check the boxes for the correct dangers.

Is this container dangerous because:

It is explosive?	☐ Yes	☐ No
It is poison?	☐ Yes	☐ No
It is flammable?	☐ Yes	☐ No
It is corrosive?	☐ Yes	☐ No

Are the contents dangerous because:

They are explosive?	☐ Yes	☐ No
They are poison?	☐ Yes	☐ No
They are flammable?	☐ Yes	☐ No
They are corrosive?	☐ Yes	☐ No

Is this container dangerous because:

It is explosive?	☐ Yes	☐ No
It is poison?	☐ Yes	☐ No
It is flammable?	☐ Yes	☐ No
It is corrosive?	☐ Yes	☐ No

Are the contents dangerous because:

They are explosive?	☐ Yes	☐ No
They are poison?	☐ Yes	☐ No
They are flammable?	☐ Yes	☐ No
They are corrosive?	☐ Yes	☐ No

Is this container dangerous because:

It is explosive?   ☐ Yes ☐ No

It is poison?   ☐ Yes ☐ No

It is flammable?   ☐ Yes ☐ No

It is corrosive?   ☐ Yes ☐ No

Are the contents dangerous because:

They are explosive? ☐ Yes ☐ No

They are poison?   ☐ Yes ☐ No

They are flammable? ☐ Yes ☐ No

They are corrosive? ☐ Yes ☐ No

Is this container dangerous because:

It is explosive?   ☐ Yes ☐ No

It is poison?   ☐ Yes ☐ No

It is flammable?   ☐ Yes ☐ No

It is corrosive?   ☐ Yes ☐ No

Are the contents dangerous because:

They are explosive? ☐ Yes ☐ No

They are poison?   ☐ Yes ☐ No

They are flammable? ☐ Yes ☐ No

They are corrosive? ☐ Yes ☐ No

Activity 8 – Signal Words

Practitioner Notes:

The learner will require reading skills. The instructor may need to assist with difficult vocabulary and provide instruction on skimming and scanning, reading and document use techniques.

Before doing this activity, the learner should read the information in the *Household Chemicals Danger Symbols* information sheet, located on page 141 of this module; the *Danger Symbol Frames* information sheet on page 142; and the *Signal Words* information sheet on page 143.

Answers

There is no exact answer for this activity. The learner should write three paragraphs, one for each of three hazardous household products found at home or at your learning centre. Each paragraph should fully explain the danger of the product. It should include:

- the type of hazard (flammable, explosive, poisonous and/or corrosive)

- whether the danger is the container and/or the contents

- the level of danger (caution, danger, poison or extreme danger)

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Locating multiple pieces of information in simple texts

☐ Reading more complex texts to locate a single piece of information

☐ Following the main events of informational texts

☐ Obtaining information from detailed reading

Read longer texts to connect, evaluate and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

☐ Skimming to get the gist of longer texts

☐ Following the main events of informational texts

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making connections between parts of documents

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Conveying intended meaning on familiar topics for a limited range of purposes and audiences

☐ Connecting ideas using paragraph structure

☐ Using a limited range of vocabulary and punctuation appropriate to the task

☐ Beginning to organize writing to communicate effectively

Perform simple digital tasks according to a set procedure (D1) by:

☐ Following simple prompts

☐ Following apparent steps to complete tasks

☐ Interpreting brief text and icons

☐ Locating specific functions and information

Activity 8 – Signal Words

Learning Activities

Before doing this activity, you should read and understand the information in the Household Chemicals Danger Symbols information sheet, the Danger Symbol Frames information sheet and the Signal Words information sheet. Get these sheets from your instructor.

Look at three products around your home or learning centre that have "Signal Words" to tell you about how the product is hazardous. Write a short paragraph for each of the products to tell people about the danger. Make sure you explain what is dangerous about it and how dangerous it is. Write your paragraph using a computer, if you can.

Activity 9 – Consumer Product Symbols

Practitioner Notes:

The learner will require some reading, document use and writing skills. The instructor may need to assist with difficult vocabulary and provide instruction on skimming and scanning, reading and document use techniques.

This activity includes learner judgement on identifying sources and evaluating information. Some discussion and instructional support may be required in this area.

Before doing this activity, the learner should read the information in the *Household Chemicals Danger Symbols* information sheet, located on page 141 of this module; the *Danger Symbol Frames* information sheet on page 142; and the *Signal Words* information sheet on page 143.

Hand out to the learner the activity and its accompanying Public Services Health & Safety Association, *Consumer Product Symbols* information sheet, located on page 144 of this module.

Answers

1 The document is from the Public Services Health & Safety Association.

2 This is a trusted source. One rationale is that they are backed by Health & Safety Ontario, the Education Safety Association of Ontario, the Municipal Health & Safety Association and the Ontario Safety Association for Community & Healthcare. Learners may have other reasons why they would trust the source.

3 Do not get it in eyes or on skin. Do not breathe fumes. Wear protective clothing and safety equipment as indicated on the label.

4 Will cause chemical burns to the skin, eyes, and lungs. May form dangerous fumes when mixed with other chemicals.

5 Extreme Danger

6 Toxic and Corrosive Products

7 Flammable Products

8 Do not puncture. Do not burn. Store away from heat.

9 Toxic Products

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Locating multiple pieces of information in simple texts

☐ Reading more complex texts to locate a single piece of information

☐ Beginning to identify sources and evaluate information

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making connections between parts of documents

☐ Making low-level inferences

☐ Beginning to identify sources and evaluate information

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Conveying intended meaning on familiar topics for a limited range of purposes and audiences

☐ Connecting ideas using paragraph structure

☐ Using a limited range of vocabulary and punctuation appropriate to the task

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a match between what was requested and what needed to be entered

☐ Making entries using familiar vocabulary

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Drawing on additional simple sources, such as a list

Activity 9 – Consumer Product Symbols

Learning Activities

Before doing this activity, the learner should read and understand the *Household Chemicals Danger Symbols* information sheet, the *Danger Symbol Frames* information sheet and the *Signal Words* information sheet. Get these sheets from your instructor.

Use the *Consumer Product Symbols* information sheet to answer the following questions.

1 What is the source of this document? (Who produced or published it?)

_____

_____

2 Do you feel that you can trust this source and believe the information the document provides? Please explain why.

_____

_____

_____

3 What Precautions should you take when working with a Toxic Product?

_____

_____

4 What is the Hazard Category description for a Corrosive Product that causes burns?

_____

_____

5 What is the Label Warning for a Very Corrosive product?

_____

6 For which products should you use protective clothing?

_____

_____

7 Which products may spontaneously ignite?

_____

_____

8 What precautions should you take when working with a Pressurized Container?

_____

_____

_____

9 Which group of products "may be lethal or may cause serious and irreversible effects"?

_____

toxic – poisonous

lethal – deadly, something that can kill you

irreversible – something that cannot be fixed or put back the way it was

ignite – to catch fire, or begin to burn

spontaneously ignite – to begin to burn by itself, without any help

ruptured – broken open or apart

protective clothing – things you can wear to protect you from harm (e.g., gloves, masks, glasses)

Activity 10 – Household Hazards in the News

Practitioner Notes:

The learner will require reading, document and writing skills. Computer skills are required, including the ability to do simple key word web searches, print web pages and use a word processing program with spelling and grammar checks.

A computer is required for Internet research, printing and word processing.

Hand out the activity to the learner.

Answers

There is no exact answer for this activity. Learners should write several paragraphs to summarize the information in the article they selected from the Internet. The summary should include the following points:

- what the hazard was
- what was dangerous about it
- if there were any injuries or deaths because of the hazard
- where they got the article and who wrote it
- their conclusions of what they thought should be done about the hazard

Learners should have done a check of their grammar and spelling using the word processor's tools.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Locating multiple pieces of information in simple texts

☐ Reading more complex texts to locate a single piece of information

☐ Making low-level inferences

☐ Following the main events of descriptive, narrative, and informational texts

☐ Obtaining information from detailed reading

☐ Beginning to identify sources and evaluate information

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making connections between parts of documents

☐ Making low-level inferences

☐ Beginning to identify sources and evaluate information

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Conveying intended meaning on familiar topics for a limited range of purposes and audiences

☐ Beginning to sequence writing with some attention to organizing principles (e.g., time, importance)

☐ Connecting ideas using paragraph structure

☐ Using a limited range of vocabulary and punctuation appropriate to the task

☐ Beginning to select words and tone appropriate to the task

☐ Beginning to organize writing to communicate effectively

Perform well-defined, multi-step digital tasks (D2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Making low-level inferences to interpret icons and text

☐ Beginning to identify sources and evaluate information

☐ Performing simple searches using keywords (e.g., Internet, software help menu)

Activity 10 – Household Hazards in the News

Learning Activities

Find an article on the Internet about household hazards or dangers. You could try using either Yahoo or Google and click on their "News" link found along the top.

Use a computer word processing program to write a summary of the article. You should include:

- what the hazard was
- what was dangerous about it
- if there were any injuries or deaths because of the hazard
- where you got the article and who wrote it
- your conclusions of what you think should be done about the hazard

Don't forget to use the grammar and spell check to go over your writing.

Managing Your Money

Introduction

Managing one's money is something with which many of us struggle. Managing money can be an even greater challenge to some learners on the Independence Goal Path who find themselves on fixed incomes. As a result, they may have little, if any, money left after paying for their basic living expenses.

This module will provide activities for learners to help them gain an awareness of where their money is actually going and ways to save money.

In this module, activities will assist students to:

- Understand that all households have some bills
- Learn how to find important information on bills
- Understand the value in budgeting
- Learn ways of tracking expenses by hand or by using technology
- Learn ways of saving money
- Find out what credit is
- Practise calculating interest

Discussing money can be a very personal issue. It is important that learners know that they do not have to share their financial situation with us. However, if they do so, it will be held in strict confidence. Many of the activities come with their own set of data. Those that do not can be completed either using the learners' data or invented data. Either way, the learners will be developing financial management skills.

Practitioners are encouraged to read the activity information sheets to become familiar with the topic. Activities should be selected based on each learner's abilities and chosen goal.

Activities List

Page	Activity	OALCF Task Group Level Indicators that are supported by this activity:
191	1 – Household Bills	(B1.1) Participate in brief interactions to exchange information with one other person
193	2 – Finding Information on a Bill	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (B3.2a) Use layout to determine where to make entries in simple documents (C1.1) Compare costs and make simple calculations
199	3 – Paying Your Bills	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (B2.2) Write texts to explain and describe information and ideas (B3.2a) Use layout to determine where to make entries in simple documents (B3.2b) Create simple documents to sort, display, and organize information (D2) Perform well-defined, multi-step digital tasks
202	4 – Budgets	(A2.1) Interpret very simple documents to locate specific details (B3.2a) Use layout to determine where to make entries in simple documents
205	5 – Why Budget?	(A1.2) Read texts to locate and connect ideas and information (A2.1) Interpret very simple documents to locate specific details (B2.2) Write texts to explain and describe information and ideas (B3.1a) Make straightforward entries to complete very simple documents
207	6 – What's Your Income?	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (B3.2a) Use layout to determine where to make entries in simple documents (B3.2b) Create simple documents to sort, display, and organize information (C1.2) Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts (D2) Perform well-defined, multi-step digital tasks (optional)
213	7 – Where Your Money Goes	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (B3.2a) Use layout to determine where to make entries in simple documents (C1.2) Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts

Page	Activity	OALCF Task Group Level Indicators that are supported by this activity:
219	8 – Tracking Spending On Paper	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (A2.3) Interpret somewhat complex documents to connect, evaluate, and integrate information (B2.2) Write texts to explain and describe information and ideas (B3.2a) Use layout to determine where to make entries in simple documents (B3.2b) Create simple documents to sort, display, and organize information (optional) (C1.2) Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts
222	9 – Tracking Spending With An App	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (A2.3) Interpret somewhat complex documents to connect, evaluate, and integrate information (B2.2) Write texts to explain and describe information and ideas (B3.2a) Use layout to determine where to make entries in simple documents (D.3) Experiment and problem-solve to perform multi-step digital tasks
227	10 – The Bottom Line	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (A2.3) Interpret somewhat complex documents to connect, evaluate, and integrate information (B3.1a) Make straightforward entries to complete very simple documents (C1.1) Compare costs and make simple calculations
230	11 – Saving Money	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (A2.2) Interpret simple documents to locate and connect information (B2.3) Write longer texts to present information, ideas, and opinions (D2) Perform well-defined, multi-step digital tasks
233	12 – Setting Goals	(A1.2) Read texts to locate and connect ideas and information (B2.2) Write texts to explain and describe information and ideas
235	13 – Managing Your Payments	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (B3.3a) Decide what, where, and how to enter information in somewhat complex documents (C1.1) Compare costs and make simple calculations (C2.1) Measure time and make simple comparisons and calculations (D2) Perform well-defined, multi-step digital tasks

Page	Activity	OALCF Task Group Level Indicators that are supported by this activity:
239	14 – Credit and Credit Cards	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (A2.3) Interpret somewhat complex documents to connect, evaluate, and integrate information (B3.2a) Use layout to determine where to make entries in simple documents (C1.3) Find, integrate, and analyze numerical information to make multiple calculations to compare cost options and prepare budgets (D3) Experiment and problem-solve to perform multi-step digital tasks
242	15 – Interest	(A1.2) Read texts to locate and connect ideas and information (B3.1a) Make straightforward entries to complete very simple documents (C1.3) Find, integrate, and analyze numerical information to make multiple calculations to compare cost options and prepare budgets (D2) Perform well-defined, multi-step digital tasks
247	16 – Online Credit Calculators	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (B2.2) Write texts to explain and describe information and ideas (C1.3) Find, Integrate, and analyze numerical information to make multiple calculations to compare cost options and prepare budgets (D2) Perform well-defined, multi-step digital tasks

Activity Information Sheets

Bills

Almost all of us have to deal with some kind of household or personal bills. We may have bills for:

- Hydro
- Heat (such as natural gas, propane or oil)
- Telephone, whether home phone or cell phone
- Television from cable or satellite
- Credit cards

> **household** – all the people living in a single dwelling or house; also used to refer to the living space or things that belong to those people

These days most bills can be paid in a number of different ways.

1 By mail – Mail a cheque with the amount due to the address mentioned on the bill. Be sure to write your account number somewhere on the cheque. (You can look it up on the bill or statement you received.)

2 In person – Some businesses have a local office or store at which you can pay your bill directly.

3 Through the bank - Most banks allow you to pay bills from larger businesses through them. You can do this

- in person
- at a bank machine (automatic teller/ATM)
- online
- by telephone

Finding Information on a Bill

For use with Activity .... **#2**

Not all bills are alike, but most use document design features to make it easy for you to find the important details or information. When you are looking at a document to find a specific piece of information, you don't have to read the whole document.

Let's walk through some document design features…

- ► Find out what the document is for, where it is from or who wrote it.
  - The title or name should be **near the top** in strong print or colours. What do you notice first?

- ► Look at headings, pictures and charts.
  - Headings are usually in large, bold print, and are sometimes underlined.
  - What is the first heading you see? The most important headings will be in print that stands out.

- ► Pay attention to the first and last sentences of each paragraph or section to figure out the main idea or theme of that section. If the document is not written in paragraphs, you can look at the smaller headings in each section.

Most bills include the following information:

1 Name of billing company

2 Your account number with them

3 Bill date or billing date

4 Past due amount

5 Current charges or current monthly charges

6 Amount due, total amount due or current amount due

7 Taxes (GST, PST or HST)

8 Due date

Budgeting

For use with Activities. . . . . #5, #10

(Page 1 of 2)

Budgets are tools that help people keep track of their money and make future plans for it. We receive money in the form of income and we pay it out for various expenses.

Discover ways you can save money

Creating a budget organizes your finances and helps you save money or put it aside for emergencies. Unexpected expenses such as car repairs, a leak in the roof or new shoes and clothing for a growing child can catch us all. Budgeting can also help you save for special occasions, events or a big item purchase.

Become more aware of where you are spending your money

A budget is not only for saving money. You can use a budget to track and control the amount of money spent on food, housing, transportation, entertainment and extras such as cigarettes, snacks and beer. Once you identify where your money is going, you will be better able to avoid wasteful or unplanned spending.

Set financial goals

We all have goals and dreams. You may want to own a car or home. You might want to go on vacation. Some people say a budget is like a roadmap. It tells you whether or not you are going in the direction you want to be going. Your budget can help you see money as the vehicle to reach your goals. It can keep you from going off on impulsive spending detours. Without a budget, it is difficult to stay on the route to your financial goals.

Budgeting – (**Page 2 of 2**)

Improve family communication over money

If you are married, have a family, or share money with someone else, discussing a budget together can reveal differences of opinion around money handling and spending priorities. Agreeing on and creating a budget can deal with these issues before they become a problem. Children learn more about the value of money when they are involved in some of the budgeting decisions.

Budgets are one way you can begin to take control of your money instead of letting your lack of money control you.

To reduce debt

A budget will also let you know if you are living beyond your means. If you see that your expenses are continuously more than your income, you know you are heading towards debt. Adjusting your budget will help keep your spending under control so you don't have to rely on debt to make ends meet. If you already have debt, a budget can help you figure out exactly how much you can afford to spend to get out of debt and stay there.

Lower stress over money

Done correctly, a budget will relieve a lot of financial stress from your life. You won't have to wonder if you have enough money to pay your bills. With a budget, you know upfront if you need to cut back and you can pinpoint where you can do this. You will know how much money you have to last the next week, two weeks, or a month and on what it needs to be spent.

You CAN do it!

Creating a budget doesn't mean that all of your problems are going to be solved. It is an important step, though, to your financial health and stability. It isn't very hard to create a budget, but it can sometimes be difficult to stick to one. Don't give up if it doesn't work for you right away. Keep trying.

Your Income

For use with Activities. . . . .#6, #10

Income is the amount of money you receive each month from any source. Some common sources of income are:

- Benefits such as Employment Insurance, Ontario Disability Support Program (ODSP) or Ontario Works (OW)

- A Workplace Safety and Insurance Board (WSIB) or other insurance claim

- Employment wages, salary or commissions

- A company pension or Canada Pension Plan (CPP) or Old Age Security (OAS)

- GST Credit, Child Tax Credit, Ontario Child Benefits

- Interest made from investments and loans

- Rental income from rooms, apartments, buildings or equipment

- Alimony or Child Support payments received

For many different reasons, we need to know our total income. You may need to report it in order to get benefits, subsidies or supports. To do a monthly budget, you will need to determine what your income is. Make sure you include all sources of income, including that of a partner if you're married or living common-law.

To get the amount of your income, look on your pay stub for your net pay amount (the amount after deductions for taxes and benefits). Otherwise, you may find the amount on your cheque or on your bank statement, if your income is directly deposited there.

If you are paid once per month, just record the amount from your pay stub, cheque or bank account. If you aren't paid monthly, you will have to do some math using an adjustment factor. Determine your pay after deductions, your payment frequency (how often you are paid) and then use one of the following factors to calculate what your monthly take-home pay is:

- Weekly cheques, multiply by 4.333

- Every-two-week (bi-weekly) cheques, multiply by 2.167

- Twice-a-month cheques, multiply by 2

- Annual income (once a year) divide net total by 12

> If your income varies, take last year's total income and divide by 12. Use this amount as your monthly income.

Where Your Money Goes

Tracking your expenses is an important part of managing money. If you don't know what your expenses are, how can you tell when you are overspending?

You should track your expenses, or spending, for at least a month. To do this, write down every payment and to whom it's paid. You can use any type of monthly record sheet – a piece of paper, a computer program or an app on a cell phone or tablet.

Expenses are anything you spend your money on, but there are two main types of expense – essential and non-essential. **Essential expenses** are expenses that are required for living. Some things like clothing and shoes may be considered essential expenses too. **Non-essential expenses** are the "extra things" you spend your money on, which aren't necessities. Non-essentials include books, movies, magazines, games, dining out, gifts, and snacks. To bring our expenses under control it is important to consider whether each one is actually essential.

The easiest expenses to track are your fixed expenses. Record these on your monthly tracking sheet first.

Tracking your variable expenses is more difficult. For expenses that are billed monthly, you can add bills up for the year and divide by 12. This will get you an average monthly cost. Record the averages in your tracking sheet.

Other variable expenses such as groceries, especially those you pay cash for, need to be tracked in detail over a month or more (see the *Tracking Daily Spending* Information Sheet, page 185 on how to do this).

> **Fixed expenses** stay the same (or close to the same) from month to month. Some examples are: rent, mortgage, insurance, property taxes and loan payments.
>
> **Variable expenses** occur regularly but the amount varies from month to month. Examples include gasoline, food, electricity, heating, phone, cable or satellite.

Track your expenses for at least one month. This will let you see where your money is going and help you determine where you might be able to spend less.

Tracking Daily Spending

For use with Activities. . . . . #8, #9

- Do you find that your cash sometimes seems to disappear?

- Do you ever take money out of the bank for the week and a few days later you have none left and don't know where you spent it?

- Do you use your debit card for all your purchases, then check your bank balance and notice that it is much lower than you expected, or worse, overdrawn?

- Do you keep track of all of your major purchases, but don't remember using your debit card to buy coffee or snacks?

Fortunately, there are simple ways to find out where your money goes. Keeping track of your daily spending not only keeps you from coming up short when you need cash, but can also be useful in helping you come up with a realistic budget.

Many people find it helpful to use a form to track optional or "out-of-pocket" purchases. You should track the date, the amount spent and what you purchased. You can use a small, portable notebook with the same columns on each page or create forms. You can also get apps for a cell phone or tablet. Take the notebook, form or electronic device wherever you go so you can record expenses immediately after paying.

You don't need to use this daily tracking for the rest of your life. Recording expenses on it for a month or so will provide an understanding of where you spend money. It might help, however, to recheck your spending habits once a year to see if you are still on track with your budget and goals.

Don't forget the rest of your family, if you have one. When trying to make a reasonable budget, each family member should know exactly where all the "out-of-pocket" money goes – for groceries, repairs, gas, fast food, coffee, lotteries, etc.

In the long run, tracking daily expenses helps people save money. Experts say that thinking about where your money is going **generally reduces spending by 30% or more.**

Saving Money

For use with Activity . . . . #11

What do you do when your budget shows that you spend more money than you take in or the amount you save is only $10 a month? Look over your expenses and ask yourself if there are some you can reduce or cut out altogether. Here are 15 ways you can save money:

- Review and possibly downgrade your cell phone plan.

- Review and possibly downgrade your cable or satellite TV options.

- Review your insurance plans and check prices with other companies or agents. Try doing online comparison shopping through sites like **www.Kanetix.ca** or **www.insurancehunter.ca**. (Note: Insurance is important to cover accidents. Cancelling insurance to save money may not be your best solution.)

- Cut back on food and beverages from coffee shops and fast food restaurants.

- Skip or cut down on cigarettes, alcohol, lottery tickets, bingo, etc.

- Plan your meals for the week and cut back on prepackaged foods.

- Read the store flyers and shop for deals. Avoid impulse buying.

- Clip and use coupons.

- Use online consumer coupon and deal sites like **www.websaver.ca**, **www.save.ca**, **www.gocoupons.ca**, **www.smartsource.ca** and **www.groceryalerts.ca**

- Check out online trading sites like **www.kijiji.ca** and **www.usedeverywhere.ca**

- Follow blogs about economical living and saving such as **www.youngandthrifty.ca**, **www.simplyfrugal.ca**, **www.squawkfox.com** or **www.my3littlekittens.com**

- Follow or join an online shopping community blog and sharing group such as **www.bargainmoose.ca**

- Join an online swapping site like **www.swapsity.ca**

- Clip mobile coupons by downloading a mobile coupon app at **www.getclip.ca**

- Check out the articles or get email article posts from **www.howtosavemoney.ca**

Managing Your Payments

For use with Activity . . . . **#13**

When bills aren't paid on time late fees or interest may be added to the account. Paying bills late (especially for credit cards) is terribly expensive.

Getting organized can help you pay your bills on time. You could pay each bill as soon as it comes in but that takes a lot of time and isn't always convenient. Instead, try these four simple steps to get your bill paying organized and done on time.

1 **Make a list of all of your bills.** Next to each one, write the day that it is due. If there is not a due date, just leave it blank.

2 **Decide on two days per month that you will pay your bills.** Pay days are a good option if you are paid twice a month, or the 1st and 15th if you are paid monthly.

3 **Organize your bills by due date relative to your chosen payment dates,** giving each bill at least a week to get through the mail or to be processed.

Payment Date	Bills may be late if due:	So you pay bills due on:
1st	1st to the 7th	8th to the 22nd
15th	15th to 22nd	23rd to 7th

4 **Make adjustments to your payment schedule.** You can adjust the payment timing of bills that don't have a set due date to balance the total amounts for each payment date. For example, if you get paid twice a month, you will want to pay close to half of your bills on each payment date.

Monthly Bill Payment Schedule

Due Date	Pay Date	Paid To	Amount	Jan	Feb	Mar
No set date	15th	Vacation fund	$75.00		√	√
24th	15th	Explornet	$40.00	√	√	√
25th	15th	Telephone	$20.00	√	√	√
1st	15th	Car Payment	$300.00	√	√	√
No set date	15th	Emergency Fund	$150.00	√	√	
24th	15th	Esso Fuels	$80.00	√	√	√
27th	15th	Rogers Cell Phone	$70.00	√	√	√
		Total for 1st check	**$735.00**			
10th	1st	Credit Card	$35.00	√	√	√
15th	1st	Mortgage or Rent	$600.00	√	√	√
17th	1st	Hydro One	$50.00	√	√	√
21st	1st	Car Insurance	$85.00	√	√	√
		Total from 2nd check	**$770.00**			
		Monthly Total	**1,505.00**			

Credit

When you buy something on **credit,** you make an agreement to pay for it later. Someone, usually a bank or finance company, is actually lending you the money to make the purchase. When you buy something on credit, you usually have to pay interest, a service charge or an administration fee.

Credit Cards

Credit cards allow the person whose name is on the card (cardholder) to pay for things without using cash. This is also called buying on credit. They allow you to purchase things that you may not currently have the cash with you to pay for.

When you use a credit card, the bank or credit company that issued the credit card pays the store. Once a month, you will get a bill in the mail from your credit card company for the amount you owe. At that time, you can either pay the bill in full, or only pay a minimum amount, and pay the balance later. If you do not pay the full amount of the bill, the credit card company will charge you interest on the amount that you do not pay.

Interest is the cost for borrowing money. Usually, interest is charged at a rate that is a set percentage of the amount of money borrowed. The interest on credit cards can be quite expensive.

Failing to pay your bills on time could also result in late charges or late fees. These are charges from the lender.

These charges can add up over time, as each month more charges are added and interest is calculated even on the charges.

Being late with your payments does more harm than just accumulating interest and costs. It can also badly affect your credit rating, which will make it more difficult to borrow money, get credit cards, rent apartments, get a mortgage, get a phone or sometimes even open a bank account.

Simple and Compound Interest

For use with Activity . . . . **#15**

Simple Interest

Simple interest is calculated on the **original principal only**. No interest from previous periods is used in calculations for the following periods.

Simple interest can be calculated by multiplying the principal (p) times the interest rate (r) times the period of time the interest is calculated over (t). The interest rate, which is expressed as a percentage, needs to be converted to decimal form.

$$p \times r \times t = i$$

Example: You borrow $1,000 at 5% simple annual interest for 3 years.

$$\$1,000 \times 5\% \times 3 = \$150$$

This makes the interest $150.00

Compound Interest

On the other hand, compound interest is calculated each period on the **original principal and all interest accumulated during past periods.** You can think of compound interest as a series of back-to-back simple interest contracts. The interest earned in each period is added to the principal of the previous period to become the principal for the next period. Even though the interest is stated as a yearly rate, the compounding periods can be different – yearly, semi-annually, quarterly, monthly or even daily.

The compounding of interest can have a big effect on the accumulation of debt or wealth, depending on whether you are borrowing money or you are investing money. For example, the $1,000.00 borrowed over 3 years at 5% interest compounded annually would come to $157.63. If compounded more often, the effect would be even greater.

Use the formula below to calculate compound interest. In the formula, 'A' represents the final amount including interest after 't' years, compounded 'n' times, at interest rate 'r', starting with the principal amount 'p'. The interest rate, which is expressed as a percentage, needs to be converted to decimal form.

$$A = p \times (1 + {}^r\!/_{12})^{(n \times t)}$$

Example: If you have a bank account with a principal = $1000, and your bank compounds the interest monthly at an interest rate of 2%, how much money do you have in your account at the year's end?

$$A = \$1000 \times (1 + {}^{2\%}\!/_{12})^{(12 \times 1)}$$

Activity 1 – Household Bills

Practitioner Notes:

The instructor should review the *Bills* information sheet found on page 179 of this module.

The instructor may be the "other person" in the exchange. Alternatively, it should be a person who has some understanding of household bills. If the discussion is in a small group, the task level of the oral communication is higher.

The instructions and questions may be provided verbally to non-readers. Question 4 would not be applicable to non-readers.

Answers

Answers will vary, but the learner should be engaged in the discussion.

This activity incorporates elements of the following task indicator and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Participate in brief interactions to exchange information with one other person (B1.1) by:

☐ Conveying information on familiar topics

☐ Showing an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others

☐ Choosing appropriate language in exchanges with clearly defined purposes

☐ Participating in short, simple exchanges

☐ Speaking or signing clearly in a focused and organized way

☐ Repeating or questioning to confirm understanding, if necessary

Activity 1 – Household Bills

Learning Activities

Discuss your answers to the following questions with another person or in a small group.

1 What bills does your household have?

2 Who usually pays the bills in your household?

3 Have you ever paid a bill?

4 If you have paid bills, did you have difficulty reading the bill?

Activity 2 – Finding Information on a Bill

Practitioner Notes:

Before doing this activity, the instructor should review with the learner the *Bills* information found on page 179 of this module, and the *Finding Information on a Bill* information sheet on page 180 of this module.

The four activity pages should be handed out to the learner for completion along with the Bills information sheet and the *Finding Information on a Bill* information sheet.

This activity could be adapted by using the learner's own bills. However, as information on bills is private and confidential, this should be considered carefully.

Answers

SHAW DIRECT

1

JAMES BOND
2 Your Account   007-5678-1234
SERVICE ADDRESS   482 Collingwood Way
Arden, On K0H 1B0

3 INVOICE DATE   Sept. 12, 2012
8 DUE DATE   Oct 04, 2012

How to Contact Us::
Call 1-866-554-7627
Or visit us at shawdirect.ca

Your Shaw Direct Satellite Invoice
SUMMARY OF YOUR ACCOUNT

Amount of Previous Invoice	$104.31
Payment Received Thank You Aug. 4, 2012	$104.31
4 Balance Carried Forward	$ 0.00
5 Current Charges 21-09-12 to 20-10-12	$99.35
Current Monthly Services	$12.60
7 HST (Registration 838635290)	$ 5.60
CRTC 1.0% Local Program Fund	$ 1.18
6 **TOTAL AMOUNT DUE**	**$108.73**

• PAYMENT OPTIONS
Shaw Direct provides you with the following convenient payment alternatives:

> Online Customer Care Services – receive and pay your bill online;

> Pre-authorized Monthly Payment Plan from your bank account or credit card;

> Your payment may be mailed directly to Shaw Direct (address shown on front). Cheques are payable to Shaw Direct;

> Contact us by telephone at 1-888-554-7827 and use our automated telephone services 24/7/365.

Sports action so lifelike you'll be reaching for your toque and mittens.

With Shaw Direct's great HD programming you won't miss a moment of sports history in the making.
Visit SHAWDIRECT.CA/STORE and upgrade today.

Payment by mail, tear off this slip and send cheque payable to Shaw Direct
Please do not staple for ease of processing

YOUR ACCOUNT
6 AMOUNT DUE $108.73
8 DATE DUE   October 4, 2012
AMOUNT ENCLOSED

J BOND
482 Collingwood Way,
Arden, On K0H 1B0

SHAW DIRECT
PO BOX 2530 STN M
CALGARY, AB T2P 9C2

Your Phone bill   1 **Bell**

MARTIN HARRIS
3 BILL DATE: December 1, 2012
2 ACCOUNT NUMBER: 6135553378(849)
ELECTRONIC BANKING ID 3555 3378 984464 556
➢ Use your electronic banking ID number when you are registering to pay your bill through online or telephone banking

Summary of your charges	
Previous Charges	
Previous Balance	98.60
Payment – November 15 – Thank You	98.60cr
4 Balance Forward	00.00
Late Payment Fee	00.00
5 Current Charges	87.26
7 Usage Charges	0.00
6 Taxes	11.34
Total current charges	98.60

QUESTIONS?
Visit   www.bell.ca
Billing inquiries 1-800-446-6678

➢ Please pay upon receipt. To avoid late payment charges please ensure that we receive your payment in full by January 1, 2013

8

Bell

	3555 3378 984464		
ACCOUNT NUMBER 613 555 3378 (849)	BILL DATE 2012 12 01	AMOUNT DUE 98.60	AMOUNT PAID

DUE UPON RECEIPT

Please remit payment

ALEXANDER G. BELL
P.O. Box 911
45 Main St.
Toronto, On K0H 2P0

0 3 5 8 5 5 1 4 0 0 8 7 3 2 0 0 0 8 4 8 3 1 2 0 1 0 0 0 0 0 0 4 4 0 0 0 0 0 0 0 0 0 8 8 0 4

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs

☐ Making low-level inferences

Interpret simple documents to locate and connect information (A2.2) by:

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making low-level inferences

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

Compare costs and make simple calculations (C1.1) by:

☐ Recognizing values in number and word format

Activity 2 – Finding Information on a Bill

Learning Activities

Before doing this activity you should read and understand the information on the Bills information sheet and the *Finding Information on a Bill* information sheet.

Find all the following pieces of information on each of the bills on the next three pages. Circle each piece of information and mark it with its matching number from the list below. You may not find all pieces of information on all bills. We have done #1 on the first bill, as an example for you.

1 Name of billing company

2 Account number

3 Bill date or billing date

4 Past due amount

5 Current charges or current monthly charges

6 Amount due, total amount due or current amount due

7 Taxes (GST, PST or HST)

8 Due date

#1 hydro one

Service address:	MS JANE DOE	
	1234 MAIN STREET	
Your account number:	65432-09876 Bill Group 0	
Billing date:	January 31, 2013	Page 1 of 2

Here's what you owe

Balance forward	$188.67
Your new charges	$166.45
Adjustments	$5.75
Total amount you owe	$360.87

#1 hydro one

Service address:	MS JANE DOE	
	1234 MAIN STREET	
Your account number:	65432-09876 Bill Group 0	
Billing date:	January 31, 2013	Page 2 of 2

How we calculated your charges

Balance forward

Amount of your last bill	$188.67
Balance forward that is past due	$188.67

Your electricity charges

Your service type is Residential - Low Density

Electricity used this billing period
Metered usage in kilowatt-hours (879.7700 X 1) = 879.77 kWh
Adjusted usage in kilowatt-hours (879.77 X 1.092*) = 961 kWh

Off-peak: 609.46 kWh @ 6.3000 ¢	$38.40
Delivery	$72.54
Regulatory Charges	$6.31
Debt Retirement Charge	$6.16
HST (87086-5821-RT0001)	$21.28
Total of your electricity charges	$184.94
Ontario Clean Energy Benefit: 10% off applicable electricity charges and taxes	$18.49 CR
New total of your electricity charges	$166.45

Adjustments

Late payment charge**	$5.75
Total adjustments	$5.75

**GST/HST exempt

Time of Use Periods for Summer and Winter

Time Period	Summer (May 1st – Oct 31st)	Winter (Nov 1st – April 30th)
On-Peak	Weekdays: 1a.m – 5p.m.	Weekdays: 7a.m. – 11a.m. & 5p.m – 7p.m.
Mid-Peak	Weekdays: 7a.m. – 11a.m. & 5p.m. – 7p.m.	Weekdays: 11a.m. – 5p.m.
Off-Peak	Weekdays: 7p.m. – 7a.m. & Weekends & Holidays	Weekdays: 7p.m. – 7a.m. & Weekends & Holidays

1 SHAW) DIRECT

JAMES BOND

Your Shaw Direct Satellite Invoice

2 Your Account   007-5678-1234

SERVICE ADDRESS   482 Collingwood Way
Arden, On K0H 1B0

3 INVOICE DATE   Sept. 12, 2012

8 DUE DATE   Oct. 04, 2012

How to Contact Us::
Call 1-866-354-7627
Or visit us at shawdirect.ca

SUMMARY OF YOUR ACCOUNT

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7 HST (Registration 838635290)	$5.60
CRTC 1.0% Local Program Fund	$1.18
TOTAL AMOUNT DUE	**$108.73** **6**

• **PAYMENT OPTIONS**
Shaw Direct provides you with the following convenient payment alternatives:

> Online Customer Care Services – receive and pay your bill online;

> Pre-authorized Monthly Payment Plan from your bank account or credit card;

> Your payment may be mailed directly to Shaw Direct (address shown on front). Cheques are payable to Shaw Direct;

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Sports action so lifelike you'll be reaching for your toque and mittens.

With Shaw Direct's great HD programming you won't miss a moment of sports history in the making.
Visit SHAWDIRECT.CA/STORE and upgrade today.

Payment by mail, tear off this slip and send cheque payable to Shaw Direct
Please do not staple for ease of processing

YOUR ACCOUNT	
6 AMOUNT DUE	$108.73
8 DATE DUE	October 4, 2012
AMOUNT ENCLOSED	

J BOND
482 Collingwood Way,
Arden, On K0H 1B0

SHAW DIRECT
PO BOX 2530 STN M
CALGARY, AB T2P 9C2

Your Phone bill

Bell

MARTIN HARRIS

BILL DATE: December 1, 2012

ACCOUNT NUMBER: 6135553378(849)

ELECTRONIC BANKING ID 3555 3378 984464 556

➢ Use your electronic banking ID number when you are registering to pay your bill through online or telephone banking

Summary of your charges

Previous Charges

Previous Balance	98.60
Payment – November 15 – Thank You	98.60cr
Balance Forward	**00.00**
Late Payment Fee	00.00
Current Charges	**87.26**
Usage Charges	0.00
Taxes	11.34
Total current charges	**98.60**

QUESTIONS?

Visit   www.bell.ca

Billing inquiries 1-800-446-6678

➢ Please pay upon receipt. To avoid late payment charges please ensure that we receive your payment in full by January 1, 2013

✂ -

Bell

3555 3378 984464

ACCOUNT NUMBER 613 555 3378 (849)	BILL DATE 2012 12 01	AMOUNT DUE 98.60	AMOUNT PAID

DUE UPON RECEIPT

Please remit payment

ALEXANDER G. BELL

P.O. Box 911

45 Main St.

Toronto, On K0H 2P0

0 3 5 8 5 5 1 4 0 0 8 7 3 2 0 0 0 8 4 8 3 1 2 0 1 0 0 0 0 0 0 4 4 0 0 0 0 0 0 0 0 0 8 8 8 0 4

Activity 3 – Paying Your Bills

Practitioner Notes:

Before doing this activity, the instructor should review the *Bills* information sheet found on page 179 of this module.

The activity page should be handed out to the learner for completion.

The learner may use a computer to create his or her own chart.

The activity instructions and questions could be read to learners who are low-level readers with answers provided orally. Doing so would remove the task groups in the assessment below and replace them with interacting with others (B1.1).

Answers

Answers may vary, but the learner should be able to explain his or her choices.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs

☐ Scanning texts to locate information

 Interpret simple documents to locate and connect information (A2.2) by:

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making connections between parts of documents

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Conveying intended meaning on familiar topics for a limited range of purposes and audiences

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

Create simple documents to sort, display, and organize information (optional) (B3:2b) by:

☐ Following conventions to display information in simple documents (e.g., use of font, colour, shading, bulleted lists)

☐ Displaying one or two categories of information organized according to content to be presented

☐ Identifying parts of documents using titles, row and column headings, and labels

Perform well-defined, multi-step digital tasks (optional) (D.2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

Activity 3 – Paying Your Bills

Learning Activities

Before doing this activity, you should read and understand the information in the *Bills* information sheet.

> **pros** – benefits or rguments for making that choice
>
> **cons** – disadvantages or arguments against making that choice

1   Fill in the chart below or create your own similar chart, using a computer program. Write in any benefits (Pros) and disadvantages (Cons) you can think of for each method of paying bills.

Ways to Pay Bills	Pros	Cons
By mail		
In person at company office or store		
Through the bank in person		
Through the bank at a bank machine (ATM)		
Through the bank online		
Through telephone banking		

2   Considering the pros and cons, which method would be the best way for you to pay your bills?

Explain your answer. _____

_____

_____

_____

Activity 4 – Budgets

Practitioner Notes:

The two activity pages should be handed out to the learner for completion.

This activity could be adjusted for group discussion, which would remove the document completion (B3.2a) from the task and add interact with others (B1.2) to the task. The activity instructions and questions could also be read to learners who are low-level readers with answers provided orally. This would change the task from document completion (B3.2a) to interacting with others (B1.1).

Answers

Answers may vary, but the learner should be able to explain his or her choices.

For Question 2, one way to keep track of one's money is to create a budget.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Interpret very simple documents to locate specific details (A2.1) by:

☐ Interpreting brief text and common symbols

☐ Locating specific details in simple documents, such as labels and signs

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

Activity 4 – Budgets

Learning Activities

1 What is the use of each of the items pictured on the next page and what negative things might happen if we do not use them? Write your answers beside the applicable letters below.

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

h) _____

2 What are some ways people keep track of their money?

_____

3 What can happen when we don't keep track of our money?

_____

_____

_____

a.

Shopping List
Milk
Bread
Eggs
Juice
Flour
Rice

b.

c.

d.

Addresses

e.

f.

Things to do

g.

h.
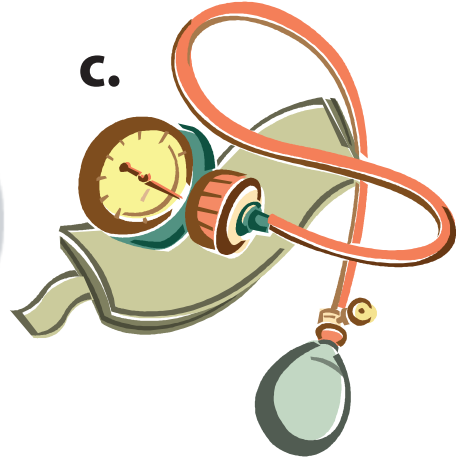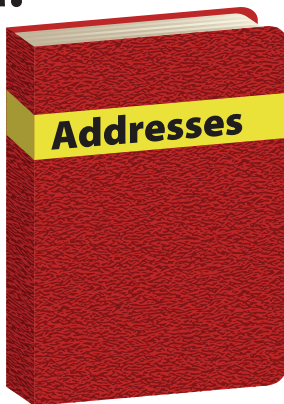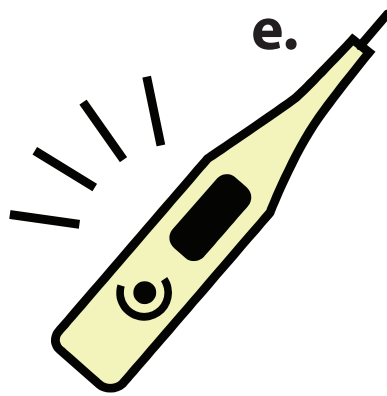
E   F

Activity 5 – Why Budget?

Practitioner Notes:

Before doing this activity, the instructor should have the learner read the *Budgeting* information sheet found on page 181 of this module.

The activity page along with the *Budgeting* information sheet should be handed out to the learner for completion.

The activity instructions and questions could also be read to learners who are low-level readers with answers provided orally. This would remove the task groups in the assessment below and replace them with interacting with others (B1.1).

Answers

Answers may vary, but the learner should be able to explain his or her choices.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs

☐ Scanning texts to locate information

☐ Making low-level inferences

Interpret very simple documents to locate specific details (A2.1) by:

☐ Interpreting brief text and common symbols

☐ Locating specific details in simple documents, such as labels and signs

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Conveying intended meaning on familiar topics for a limited range of purposes and audiences

☐ Using a limited range of vocabulary and punctuation appropriate to the task

Makes straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

Activity 5 – Why Budget?

Learning Activities

Before doing this activity, you should read and understand the information in the *Budgeting* information sheet.

- There are a number of different reasons to create a budget:
- To discover ways you can save money
- To become more aware of where you are spending your money
- To set and work towards financial goals
- To improve family communication and relationships
- To reduce debt
- To lower stress over money

1 In the list of reasons for budgeting above, circle the two reasons that you think are most important.

2 In the space below, explain in a few sentences why these two reasons are important to you.

_____

_____

_____

_____

_____

_____

_____

Activity 6 – What's Your Income?

Practitioner Notes:

Before doing this activity, the instructor should have the learner read the *Your Income* information sheet found on page 183 of this module.

The activity page, the two accompanying Monthly Income charts, and the *Your Income* information sheet should be handed out to the learner.

As income information gathered by the learner for this activity is private and confidential, the learner should be advised that he or she does not have to share the information with anyone. Any material received should be considered private and confidential and handled appropriately.

Answers

Income Source	Payment Frequency (How often payment occurs)	Payment Amount	Adjustment factor	Monthly Amount
ODSP	monthly	$1,925.50		$1,925.50
Child Tax Benefit	monthly	$175.00		$175.00
GST	annually	$650.00	divide by 12	$54.17
Trillium	monthly	$65.00		$65.00
Greg wages	bi-weekly	$744.67	multiply by 2.167	$1,613.70
Total Monthly Income				**$3,833.37**

For Question 2, answers will vary but the chart should be completed with similar information.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs

☐ Scanning texts to locate information

☐ Making low-level inferences

Interpret simple documents to locate and connect information (A2.2) by:

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making low-level inferences

☐ Making connections between parts of documents

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

Create simple documents to sort, display, and organize (B3:2b) by:

☐ Following conventions to display information in simple documents (e.g., use of font, colour, shading, bulleted lists)

☐ Displaying one or two categories of information organized according to content to be presented

Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts (C1.2) by:

☐ Choosing and performing required operation(s); may make inferences to identify required operation(s)

☐ Selecting appropriate steps to reach solutions

Perform well-defined, multi-step digital tasks (optional) (D.2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

Activity 6 – What's Your Income?

Learning Activities

Before doing this activity, you should read and understand the information in the *Your Income* information sheet.

Jennifer needs to know her family income.

- She receives:
  - ▸ An ODSP payment of $1925.50 each month
  - ▸ A Child Tax Benefit payment of $175.00 for her child
  - ▸ GST credit payments totalling $650.00 a year
  - ▸ A Trillium credit of $65.00 a month

- Her husband Greg receives:
  - ▸ $744.67 every two weeks

1 Using the information above, record Jennifer's family's monthly income in the chart following these instructions. If you prefer, you may create a similar chart using a computer spreadsheet or word processing program. Include all the following:

a) Income Source – Who or where does your income come from?

b) Payment Frequency – How often does the payment occur (weekly, bi-weekly, twice a month, annually)?

c) Payment Amount – Use the net amount. (This is the amount after deductions, which is the actual amount of the cheque or bank deposit.)

d) Adjustment Factor –
- For weekly cheques, write in "multiply by 4.333."
- For every-two-week cheques, write in "multiply by 2.167."
- For twice-a-month cheques, write in "multiply by 2."
- For annual income (once a year), write in "divide the net total by 12."

e) Monthly Income – Make the calculation between the Payment Amount and the Adjustment Factor to get the Monthly Income.

f) Add up the Monthly Income column, putting the total in the Total Monthly Income row.

2 Use another copy of the chart to record your income sources and calculate your own monthly income. Find and record the information covered in 1.a. to 1.f. above, for all your income sources. **Note:** Your financial information is private and confidential. You do not have to show this information to anyone you do not wish to.

Jennifer's Monthly Family Income

Income Source	Payment Frequency (How often payment occurs)	Payment Amount	Adjustment Factor	Monthly Amount
Total Monthly Income				

My Monthly Family Income

Income Source	Payment Frequency (How often payment occurs)	Payment Amount	Adjustment Factor	Monthly Amount
Total Monthly Income				

Activity 7 – Where Your Money Goes

Practitioner Notes:

Before doing this activity, the learner should read and understand the *Where Your Money Goes* information sheet found on page 184 of this module.

The three activity pages, along with the information sheet, should be given to the learner.

Answers

Jennifer's Monthly Expenses			Amount	Totals
Housing	Rent/Mortgage		905.00	
	Hydro		235.33	
	Heat			
	Telephone, Internet, cable		150.92	
	Property taxes			
	Tenant or Homeowner Insurance (fire, theft, liability)		28.50	
	Repairs/maintenance			
Total Housing				**1,319.75**
Food and Clothing	Groceries		758.33	
	Restaurant meals / take-out/coffee shop		215.45	
	Clothing, shoes, etc.		100.00	
Total Food and Clothing				**1,073.78**
Health care	Medical care and prescriptions		73.00	
	Dental care		67.00	
Total Health				**140.00**
Transportation	Public transit and Taxis		65.00	
	Car	Loan	255.68	
		Gas	195.00	
		Maintenance/ repairs		
		Insurance	60.10	
		Registration and Driver's Licence	7.50	
		Parking		
Total Transportation				**583.28**
Recreation and Education	Books, Newspapers/magazines, DVDs and movies		117.00	
	Lotteries and gambling		86.67	
	Courses			
	Sports		87.50	
	Outings and Vacations		119.17	
	Games, toys, bicycles, hobbies, etc.		65.00	
Total Recreation and Education				**475.34**
Total Monthly Expenses				**3,592.15**

The learner may also have highlighted the Telephone, Internet, Cable category as the phone is probably essential, but the others probably are not. The Sports category may be seen as non-essential, but fitness can be considered essential to your health. In some areas, a car might not be considered essential either.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs

☐ Scanning texts to locate information

☐ Making low-level inferences

Interpret simple documents to locate and connect information (A2.2) by:

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making low-level inferences

☐ Making connections between parts of documents

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts (C1.2):

☐ Calculating using numbers expressed as whole numbers, fractions, decimals, percentages, and integers

☐ Choosing and performing required operation(s); may make inferences to identify required operation(s)

☐ Selecting appropriate steps to reach solutions

☐ Using strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

Activity 7 – Where Your Money Goes

Learning Activities

Before doing this activity, you should read and understand the information in the *Where Your Money Goes* information sheet.

1 Using the chart on the next page, record Jennifer's family`s Fixed Expenses. She has made the following list of payments she has to make each month.

Rent	905.00
Tenant insurance	28.50
Car payment	255.68
Cell phone	58.67
Cable TV and Internet	92.25
YMCA membership	87.50

2 In a different coloured pen or pencil, record Jennifer's family's variable expenses in the chart. Jennifer has made the following list of what she thinks they spend.

Public transit and taxis	15.00	a week
Groceries	175.00	a week
Coffee shops	3.68	every weekday
Lottery tickets	20.00	each week
Gas	45.00	a week
Car registration	90.00	a year
Car insurance	360.60	semi annually
Clothing, shoes, boots, etc.	1,200.00	/year
Take-out food	35.00	/week
Dentist	402.00	twice a year
Prescriptions	73.00	a month
Hydro	2,824.00	a year
Books, Magazines, newspapers	12.00	a week
DVDs and movies	15.00	a week
Games, toys, etc.	15.00	a week
Saving for vacation	950.00	a year
Family outings	40.00	a month

*Note – be sure to take into account the adjustment factors –

- For weekly bills, multiply by 4.333

- For semi-annual bills, divide by 6

- For annual bills (once a year), divide the net total by 12

3 Use a highlighter to mark Jennifer's non-essential expenses.

Add up each of the expense categories to see how much Jennifer's family spends on each type of expense. Write the totals in the shaded boxes for each category total. Then add those up to get Jennifer's family's total monthly expenses. Write the total in the box at the bottom of the chart on the next page.

Jennifer's Monthly Expenses			Amount	Totals
Housing	Rent/Mortgage			
	Hydro			
	Heat			
	Telephone, Internet, cable			
	Property taxes			
	Tenant or Homeowner Insurance (fire, theft, liability)			
	Repairs/maintenance			
Total Housing				
Food and Clothing	Groceries			
	Restaurant meals / take-out/coffee shop			
	Clothing, shoes, etc.			
Total Food and Clothing				
Health care	Medical care and prescriptions			
	Dental care			
Total Health				
Transportation	Public transit and Taxis			
	Car	Loan		
		Gas		
		Maintenance/ repairs		
		Insurance		
		Registration and Driver's Licence		
		Parking		
Total Transportation				
Recreation and Education	Books, Newspapers/magazines, DVDs and movies			
	Lotteries and gambling			
	Courses			
	Sports			
	Outings and Vacations			
	Games, toys, bicycles, hobbies, etc.			
Total Recreation and Education				
Total Monthly Expenses				

Activity 8 – Tracking Spending on Paper

Practitioner Notes:

Before doing this activity the learner should read and understand the *Where Your Money Goes* information sheet found on page 184 of this module, and the *Tracking Daily Spending* information sheet found on on page 185.

The activity page should be handed out to the learner for completion along with the above noted information sheets.

As expense information gathered by the learner for this activity is private and confidential, the learner should be advised that he or she does not have to share the information with anyone. Any material received should be considered private and confidential and handled appropriately.

Answers

Answers will vary from learner to learner.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

☐ Identifying the purpose and relevance of texts

☐ Skimming to get the gist of longer texts

Interpret somewhat complex documents to connect, evaluate, and integrate information (A2.3) by:

☐ Integrating several pieces of information from documents

☐ Using layout to locate information

☐ Identifying the purpose and relevance of documents

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Conveying intended meaning on familiar topics for a limited range of purposes and audiences

☐ Using a limited range of vocabulary and punctuation appropriate to the task

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

Create simple documents to sort, display, and organize information (B3:2b) by:

☐ Sorting entries into categories

☐ Displaying one or two categories of information organized according to content to be presented

☐ Identifying parts of documents using titles, row and column headings, and labels

Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts (C1.2) by:

☐ Calculating using numbers expressed as whole numbers, fractions, decimals, percentages, and integers

☐ Choosing and performing required operation(s); may make inferences to identify required operation(s)

☐ Selecting appropriate steps to reach solutions

☐ Representing costs and rates using monetary symbols, decimals, and percentages

☐ Using strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

Activity 8 – Tracking Spending on Paper

Learning Activities

Before doing this activity, you should read and understand the information in the *Where Your Money Goes* information sheet and the *Tracking Daily Spending* information sheet.

1 Write down all your "out-of-pocket" expenses for a week. Make sure you include everything for which you pay cash or for which you use a credit or debit card as payment. You may use the following forms or you may use a small notebook to record your expenses. If you have anyone with whom you share income and expenses, you could also ask them to track their expenses.

2 At the end of the week, add up each day's expenses. On what days of the week do you spend the most money? _____

3 Divide your expenses into categories. Use the chart below to list how much you spent in each of the following areas.

Expense Category	Weekly Expenditure	Essential/Non-Essential
Public transit and taxis		
Groceries		
Coffee shops		
Lottery tickets		
Gas		
Clothing, shoes, boots, etc.		
Take-out food		
Prescriptions		
Books, magazines, newspapers		
DVDs, games, movies, etc.		
Other		
Total Out-of-Pocket Expenses		

4 Beside each amount above, write Essential or Non-essential to represent what you feel most of the expenditures in that category were.

5 Write a short paragraph on what this activity revealed to you about your spending.

Activity 9 – Tracking Spending with an App

Practitioner Notes:

Before doing this activity, the instructor should review the *Where Your Money Goes* information sheet found on page 184 of this module, and the *Tracking Daily Spending* information sheet found on page 185.

The activity pages should be handed out to the learner for completion, along with the *App Decision Making Chart* found on page 226 and the above information sheets.

In order to do this activity, learners will need to have a mobile device such as a cell phone or tablet, which uses apps.

As expense information gathered by the learner for this activity is private and confidential, the learner should be advised that he or she does not have to share the information with anyone. Any material received should be considered private and confidential and handled appropriately.

Answers

Answers will vary from learner to learner.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

☐ Identifying the purpose and relevance of texts

☐ Skimming to get the gist of longer texts

Interpret somewhat complex documents to connect, evaluate, and integrate information (A2.3) by:

☐ Integrating several pieces of information from documents

☐ Using layout to locate information

☐ Identifying the purpose and relevance of documents

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Conveying intended meaning on familiar topics for a limited range of purposes and audiences

☐ Using a limited range of vocabulary and punctuation appropriate to the task

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

Experiment and problem-solve to perform multi-step digital tasks (D.3) by:

☐ Experimenting and problem-solving to achieve the desired results

☐ Managing unfamiliar elements (e.g., vocabulary, context, topic) to complete tasks

☐ Making inferences to interpret icons and text

☐ Selecting appropriate software when required by the task

Activity 9 – Tracking Spending with an App

Learning Activities

Before doing this activity you should read and understand the information in the *Where Your Money Goes* information sheet and the *Tracking Daily Spending* information sheet.

For this activity you will need to have an electronic device such as a cell phone or tablet that downloads/ uploads and uses apps.

> **App** is short for application. An app is a piece of software, usually a small, specialized program downloaded onto a mobile device such as a cell phone, tablet or PDA (Personal Digital Assistant).

1 Use the Internet or your device's application downloader to search for expense tracking apps. Some keyword searches you might try are listed below. In your search words, you should include the type of device you will be using, for example, android, iPhone, iPad, Blackberry, Windows.

   - tracking expenses app
   - daily spending diary app
   - track daily spending app
   - personal spending app
   - expense log app
   - easy spending app

2 Look at the description and reviews for at least five different apps. Use the *App Decision Making Chart* on the page following the questions (or a similar chart of your own making) to make note of what you think are the pros and cons of each app.

3 Decide which app you think is best for you. Download the app to your device.
   Note: If you used the Internet for your search, you may have to download the app to a computer and then upload it to your device, if you cannot access it directly through your device's app downloader program. The app for your portable electronic device will probably not work on your computer as well.

4 Try out your app with several mock expenses. Think about whether it is easy and convenient to input the information for each expense. If it isn't, you may want to try another app. You will not continue to keep track of your expenses, if it is too difficult.

5 Make sure that your app allows you to put things into spending categories. (If it doesn't, you should probably consider another app.) We have listed some suggested categories in the chart in Question 8 below. Without knowing what areas your money is being spent on, it is hard to think about and control your spending and overspending habits.

6 Once you have found an app that works well for you, use it to record all your "out-of-pocket" expenses for a week. Make sure you include everything for which you pay cash or for which you use a credit or debit card as payment.

At the end of the week, add up each day's expenses. On what days of the week do you spend the most money? _____

7 Look at how your app divided your expenses into categories. Use the chart below to list how much you spent in each of the following areas.

Expense Category	Weekly Expenditure	Essential/Non-Essential
Public transit and taxis		
Groceries		
Coffee shops		
Lottery tickets		
Gas		
Clothing, shoes, boots, etc.		
Take-out food		
Prescriptions		
Books, magazines, newspapers		
DVDs, games, movies, etc.		
Other		
Total Out-of-Pocket Expenses		

8 Beside each amount above, write Essential or Non-essential to represent what you feel most of the expenditures in that category were.

9 Write a short paragraph about using the app and tracking expenses.

App Decision Making Chart

Use with Activity 9

App	Price or Free	Pros	Cons

Activity 10 – The Bottom Line

Practitioner Notes:

Before doing this activity, the learner should read and understand the *Budgeting* information sheet found on page 181 of this module, the *Your Income* information sheet found on page 183, and the *Where Your Money Goes* information sheet found on page 184.

The learner needs to have completed Activities 6 and 7 prior to doing this activity.

The activity page should be handed out to the learner for completion along with the above information sheets.

Answers

Jennifer's Family Bottom Line

Monthly Income	$3833.37
Monthly Expenses	$3592.15
Bottom Line	**$241.22 Net Income**

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

☐ Identifying the purpose and relevance of texts

Interpret somewhat complex documents to connect, evaluate, and integrate information (A2:3) by:

☐ Using layout to locate information

☐ Identifying the purpose and relevance of documents

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

Compare costs and make simple calculations (C1.1) by:

☐ Adding, subtracting, multiplying and dividing whole numbers and decimals

☐ Recognizing values in number and word format

☐ Understanding numerical order

☐ Interpreting and representing costs using monetary symbols and decimals

☐ Following apparent steps to reach solutions

☐ Using strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

Activity 10 – The Bottom Line

Learning Activities

Before doing this activity, you should read and understand the information in the Budgeting information sheet, the Your Income information sheet and the Where Your Money Goes information sheet.

Before doing this activity you need to have completed *Activity 6 – What's Your Income?* and *Activity 7 – Where Your Money Goes.*

> **The bottom line** refers to the last line or final position of a financial statement, which shows the difference between the income and the expenses as either a savings or a loss.
>
> It has also come to refer to the final result of other things or the main or essential point of something.

1 In the space below, record Jennifer's family's total monthly income from Activity 6.

2 In the space below that, record Jennifer's family's total monthly expenses from Activity 7.

3 Subtract the total monthly expenses from the total monthly income. If the total expenses are greater than the total income, the result will be a negative number or a loss. (Show a loss in brackets.) If the total expenses are less than the income, then the number will be a positive number, or a savings.

4 Is Jennifer`s family spending more than they are bringing in (loss) or do they have money left for savings?   ☐ Loss   ☐ Savings

Jennifer's Family

Monthly Income   _____

Monthly Expenses   _____

Bottom Line   _____

Activity 11 – Saving Money

Practitioner Notes:

Before doing this activity, the learner should read the *Saving Money* information sheet, found on page 186 of this module.

The activity page should be handed out to the learner for completion along with the above information sheet.

Answers

Answers will vary depending on what ways the learner has chosen to save money. Be sure the learner explains his or her choices.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

☐ Identifying the purpose and relevance of texts

☐ Skimming to get the gist of longer texts

☐ Comparing and contrasting information between two or more texts

☐ Using organizational features, such as headings, to locate information

☐ Identifying sources, evaluating and integrating information

Interpret simple documents to locate and connect information (A2.2) by:

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making low-level inferences

☐ Making connections between parts of documents

Write longer texts to present information, ideas, and opinions (B2.3) by:

☐ Writing to present information, summarizing, expressing opinions, presenting arguments, conveying ideas, or persuading

☐ Selecting and using vocabulary, tone, and structure appropriate to the task

Perform well-defined, multi-step digital tasks (D.2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Beginning to identify sources and evaluate information

☐ Performing simple searches using keywords (e.g., Internet, software help menu)

Activity 11 – Saving Money

Learning Activities

Before doing this activity, you should read the information in the Saving Money information sheet.

1 Consider the 15 suggested ways to save listed on the information sheet. Choose three of the suggested ways and investigate them. If they include websites, go to the websites and review their content.

2 Write a paragraph or more about each of the three ways you chose. Your writing should include:

- A description of the saving method
- An explanation of why you chose to investigate it
- Your opinion of what you liked or didn't like about it, once you investigated it further
- Your decision on whether or not you will continue to use the method

Activity 12 – Setting Goals

Practitioner Notes:

The activity page should be handed out to the learner for completion.

Answers

Answers will vary. Check to make sure the learner's goal meets the S.M.A.R.T. criteria.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs

☐ Scanning texts to locate information

☐ Making low-level inferences

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Conveying intended meaning on familiar topics for a limited range of purposes and audiences

☐ Using a limited range of vocabulary and punctuation appropriate to the task

☐ Beginning to select words and tone appropriate to the task

Activity 12 – Setting Goals

Learning Activities

Setting goals can be an important step when it comes to managing one's money. Having goals can help us make plans for the future, including getting out of debt.

Jordan has the following goal: "I would like to save enough money so I can go visit my mother." This goal is rather general. It doesn't include when Jordan wants to visit his mother or how he will get there. It doesn't include how much it will cost to make this trip or whether Jordan has the money for the trip.

A better goal for Jordan might be "I want to take the bus to see my mother on her birthday on August 18 and I want to stay for one week. This will mean a lot to both of us. The round trip for bus fare, cost for food, and the cost for a gift will be approximately $200, which I can save up by then." This goal is S.M.A.R.T.

> The best goals are S.M.A.R.T. goals:
>
> **S**pecific
>
> **M**easurable
>
> **A**ttainable
>
> **R**elevant
>
> **T**ime-limited

- It is specific. Jordan knows who he wants to visit, what he wants to do, where he wants to go, why he wants to visit and how he is going to get there and back.

- It can be measured. Jordan will know when he has visited and returned that his goal is complete.

- It is attainable. Jordan has checked on the bus and its fares and knows that he can save the money.

- It is relevant. It means something to Jordan as he will see his mother.

- It is time-limited. It is done when he gets back.

1 Write down a financial goal you would like to achieve in the next 6 months. Make sure your goal is written out to be S.M.A.R.T.

_____

_____

_____

_____

2 How do you plan to meet the financial part of reaching your goal?

_____

Activity 13 – Managing Your Payments

Practitioner Notes:

Before doing this activity, the learner should read and understand the *Managing Your Payments* information sheet, found on page 187 of this module.

The two activity pages along with the above information sheet should be handed out to the learner. An alternative to using Geneva's Bill Payment Schedule Form would be having the learner create his or her own form using a spreadsheet program. The learner may choose to use an app for a digital device for the last part of this activity. It may be useful for the learner to do Activity 9, which provides some practice on choosing apps.

As income information gathered by the learner for this activity is private and confidential, the learner should be advised that he or she does not have to share the information with anyone. Any material received should be considered private and confidential and handled appropriately.

Answers

Monthly Bill Payment Schedule			
Due Date	**Pay Date**	**Paid To**	**Amount**
9th	1st	Insurance	$59.35
15th	1st	Visa	$200.00
17th	1st	President's Choice	$400.00
21st	1st	Hydro	$200.00
14th	1st	Car payment	$235.35
no fixed date	1st	Holiday fund	$100.00
		Total for 1st cheque	**$1,194.70**
End of month	15th	Rent	$905.00
6th	15th	Cable	$95.68
25th	15th	Petro Can account	$150.00
1st	15th	Cell phone	$32.68
		Total from 2nd cheque	**$1,183.36**
		Monthly Total	*2,378.06*

MANAGING YOUR MONEY

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs

☐ Scanning texts to locate information

☐ Making low-level inferences

Interpret simple documents to locate and connect information (A2.2) by:

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making low-level inferences

☐ Making connections between parts of documents

Decide what, where, and how to enter information in somewhat complex documents (B3.3a) by:

☐ Using layout to determine where to make entries

☐ Making inferences to decide what, where, and how to enter information

Compare costs and make simple calculations (C1.1) by:

☐ Adding, subtracting, multiplying and dividing whole numbers and decimals

☐ Recognizing values in number and word format

☐ Understanding numerical order

☐ Identifying and performing required operation

☐ Interpreting and representing costs using monetary symbols and decimals

☐ Following apparent steps to reach solutions

☐ Using strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

Measure time and make simple comparisons and calculations by (C2.1) by:

☐ Understanding chronological order

☐ Understanding and using common date formats

☐ Representing dates and times using standard conventions

Perform well-defined, multi-step digital tasks (optional) (D.2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

Activity 13 – Managing Your Payments

Learning Activities

Before doing this activity, you should read and understand the *Managing Your Payments* information sheet.

1 Geneva needs help organizing her bill payments. She gets paid twice a month by direct deposit on the 1st and 15th of the month. Geneva thinks she would like to pay her bills on her paydays by online banking, so she doesn't forget or spend her money before her bills get paid. She has made a list of her regular payments and their due dates below.

Organize Geneva's payments in the chart on the next page (or create one like it in a spreadsheet program) so that she pays each bill at least a week before it is due. Try to adjust her payments so they are almost the same amount each pay.

Due Date	Payment To:	Amount
6th	Cable	$95.68
14th	Car payment	$235.35
1st	Cell phone	$32.68
no fixed date	Holiday fund	$100.00
21st	Hydro	$200.00
9th	Insurance	$59.35
25th	Petro Can account	$150.00
17th	President's Choice	Approx. $400.00
end of month	Rent	$905.00
15th	Visa	Approx. $200.00

2 Using your own expenses, set up a payment schedule for yourself. You can use a chart like Geneva's or you can set up your own system using a spreadsheet program, an organizer, Google Calendar or a payment scheduler app for a mobile device (ask your instructor if you can see Money Management Activity 9 for some help in selecting apps). Even those payments that are automatically deducted from your bank account should be included on your payment schedule, so you don't forget to consider them in your calculations. **Note:** Your financial information is private and confidential. You do not have to show this information to anyone you do not wish to.

Geneva's Bill Payment Schedule Form

For use with Activity 11

Monthly Bill Payment Schedule			
Due Date	**Pay Date**	**Paid To**	**Amount**
		Total for 1st cheque	
		Total from 2nd cheque	
		Monthly Total	

Activity 14 – Credit and Credit Cards

Practitioner Notes:

Before doing this activity, the learner should read and understand the *Credit* information sheet found on page 188 of this module.

The activity page along with the *Credit* information sheet should be handed out to the learner.

Answers

Question 1: When you buy something on credit, you make an agreement to pay for it later.

Answers to Questions 2 and 3 will vary depending on credit cards selected.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:
☐ Integrating several pieces of information from texts
☐ Identifying the purpose and relevance of texts
☐ Skimming to get the gist of longer texts
☐ Comparing and contrasting information between two or more texts
☐ Using organizational features, such as headings, to locate information
☐ Identifying sources, evaluating and integrating information

Interpret somewhat complex documents to connect, evaluate, and integrate information (A2.3) by:
☐ Integrating several pieces of information from documents
☐ Using layout to locate information

Use layout to determine where to make entries in simple documents (B3.2a) by:
☐ Using layout to determine where to make entries
☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

Find, integrate, and analyze numerical information to make multiple calculations to compare cost options and prepare budgets (C1.3):

☐ Calculating using numbers expressed as whole numbers, fractions, decimals, percentages, and integers

☐ Choosing and performing required operations; making inferences to identify operations

☐ Finding, integrating, and analyzing numerical information

Experiment and problem-solve to perform multi-step digital tasks (D.3) by:

☐ Managing unfamiliar elements (e.g., vocabulary, context, topic) to complete tasks

☐ Making inferences to interpret icons and text

☐ Performing advanced searches (e.g., refining search terms, using advanced search features, cross-referencing between websites)

Activity 14 – Credit and Credit Cards

Learning Activities

Before doing this activity, you should read and understand the Credit information sheet.

1 When you buy something on credit, what are you agreeing to do?

_____

2 When you buy something on credit, you usually have to pay interest, a service charge or an administration fee. Check the rate of interest and fees on three common Canadian credit cards. You can find this information on bills or you can go online to get the rates. Some search suggestions – compare Canadian credit cards, Royal Bank Visa, Bank of Montreal MasterCard, Wal-Mart credit card or American Express. List the credit card rates below.

Card name _____   Rate _____   % Fees _____

Card name _____   Rate _____   % Fees _____

Card name _____   Rate _____   % Fees _____

3 Some creditors offer low interest or no interest credit or credit cards. It is important that you read the "fine print" to learn how much it will actually cost you.

a) Find a flyer or online promotion that offers no payment for a year or more. Look for the "fine print" that explains the credit details. Try "don't pay a cent event" and "no payment for a year" types of promotions. What is the cost of borrowing, including fees and interest, if not all payments are made in time?

_____

b) Many credit card companies offer low interest introductory rates for balance transfers from other credit cards. Find two of these offers and record the rates during and after the introductory period below. Also, find and record any fees for balance transfers or annual fees.

_____

_____

Activity 15 – Interest

Practitioner Notes:

Before doing this activity, the learner should read the *Simple and Compound Interest* information sheet found on page 189 of this module.

The two activity pages along with the above information sheet should be handed out to the learner.

Simple Interest Answers

1 $1000×1.5% = $15. You would get $15 interest at the end of the year.

2 $150÷($500×3) = .10 = 10%. The simple interest rate was 10% per annum.

3 $250×19% = $3.96. Shawn will have to pay $3.96 interest. **Note:** you divide by 12 to convert the interest rate from annual to monthly.

4 First, you must count or calculate the number of days between June 1, 2012, and January 15, 2013. This is 228 days (n). Next, you calculate the interest. To calculate the interest, use the formula:

$$p+((p\times n\div 365)\times(r\div 100)) = i+p$$

5 First, create a chart (see next page) of the various balance amounts over the month and the number of days for each. Use the formula $(p\times n\div 365)\times(r\div 100) = i$. Add up the interest and add it to the last balance for a final total of $288.01 in Gerry's account.

Note: you divide by 365 to make the per annum rate per diem. You divide the rate by 100 or use 1.5%.

	principal	# (days)	term 1yr=365 days	rate	Interest paid	
	p	n	t	r	i	
• Opening balance	200	3	365	1.25	0.02	
• deposits her paycheque for $1,567 on the 3rd of the month	1767	2	365	1.25	0.12	
• takes out $200 cash on the 5th	1567	5	365	1.25	0.27	
• pays bills of $678 on the 10th	889	7	365	1.25	0.21	
• deposits another cheque for $1,567 on the 17th	2456	3	365	1.25	0.25	
• pays bills on the 20th for $1,969	487	5	365	1.25	0.08	
• withdraws cash for $200 on the 25th	287	5	365	1.25	0.05	
Gerry's balance at the end of the month		30			1.01	288.01

Compound Interest Answers

This is the formula for compound interest. $A = p \times (1 + {}^r/_n)^{(n \times t)}$

6 $\$500 \times (1 + {}^{1.5\%}/_4)^{(4 \times 2)} = \$15.20$. Jason will get $15.20 interest at the end of 2 years.

7 $\$295 + (\$295 \times (1 + {}^{5.2\%}/_{12})^{(12 \times 1)}) = \$310.71$

8 $\$5,000 + (\$5000 \times (1 + {}^{3.5\%}/_{36}))^{(36 \times 3)} = \$5,553.27$. You will have $5,553.27 to help your child go to college.

9 $\$1,200 + (\$1,200 \times (1 + {}^{5\%}/_6))^{(6 \times 6)} = \$1,617.82$. The total balance owing will be $1,617.82

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs

☐ Scanning texts to locate information

☐ Making low-level inferences

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

☐ Making entries using familiar vocabulary

Find, integrate, and analyze numerical information to make multiple calculations to compare cost options and prepare budgets (C1.3) by:

☐ Calculating using numbers expressed as whole numbers, fractions, decimals, percentages, and integers

☐ Managing unfamiliar elements (e.g., context, content) to complete the task

☐ Choosing and performing required operations; making inferences to identify operations

☐ Using strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

Perform well-defined, multi-step digital tasks (D.2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Making low-level inferences to interpret icons and text

Activity 15 – Interest

Learning Activities

Before doing this activity, you should read and understand the *Simple and Compound Interest* information sheet.

You may use a calculator or spreadsheet program for the following questions.

Simple Interest

1 You put $1,000 into an investment yielding 1.5% annual interest and you leave the money in for a year. How much interest do you get at the end of the year?

    _____

2 If you want to know the rate (r) and you already know the principal (p), the term or time period (t) and the interest earned or paid (i), then you make the calculation below.

    Because $p \times r \times t = i$ **then** $r = i \div (p \times t)$

    Note: If you do not understand this math equation, ask your instructor for help.

    You invested $500 and received $650 after three years. What was the simple interest rate?

    _____

3 Shawn has a credit card that charges 19% per annum interest on any unpaid balances. He missed paying his credit card bill last month on a balance of $250.00. How much interest will he have to pay? (Hint: one month is 1/12 of a year)

    _____

4 The Patels borrowed $3,500 on June 1st at the rate of 14% per annum simple interest and repaid it on January 15th the following year. What is the amount they had to pay, including interest?

    _____

5 Gerry has a daily interest account. Her bank calculates her interest on the lowest daily balance at a rate of 1.25% per annum. They only deposit it to her account at the end of the month, so it does not compound daily. She starts the month of June with a balance of $200 and makes the transactions listed below.

- deposits her paycheque for $1,567 on the 3rd of the month
- takes out $200 cash on the 5th
- pays bills of $678 on the 10th
- deposits another cheque for $1,567 on the 17th
- pays bills totalling $1,969 on the 20th
- withdraws cash for $200 on the 25th

How much money is in Gerry's account at the end of the month of June?

Compound Interest

6 Jason deposited $500 in a bank account that gave an interest rate of 1.5% per annum. Interest is calculated every 6 months and added to the principal. Interest for the next 6 months is calculated on the total amount (compounded). How much does he get after 2 years?
(Hint: $A = p \times (1 + {}^r\!/_n)^{(n \times t)}$ in this case.) A = $5{,}000 \times (1 + {}^{1.5\%}\!/_2)^{(2 \times 2)}$

7 If you borrow $295 for 1 year at 5.2% interest compounded monthly, what will you have to pay back, including interest, at the end of the year?

8 Suppose that you have $5,000 that you want to invest for 3 years until your child starts attending college. You want to put your current savings in an investment account that yields 3.5% interest, which will be compounded monthly. How much will you have to help your child start college?

9 What will be the total balance owing, including interest, on a loan with an interest rate of 5% compounded once every year? The principal amount is $1,200.00, and the time period is 6 years.

Activity 16 – Online Credit Calculators

Practitioner Notes:

Before doing this activity, the learner should read the *Credit* information sheet found on page 188 of this module.

The activity page should be handed out to the learner for completion along with the above information sheet.

Answers

Answers will vary depending on information used.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs

☐ Scanning texts to locate information

☐ Making low-level inferences

Interpret simple documents to locate and connect information (A2.2) by:

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making low-level inferences

☐ Making connections between parts of documents

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Conveying intended meaning on familiar topics for a limited range of purposes and audiences

☐ Using a limited range of vocabulary and punctuation appropriate to the task

☐ Beginning to select words and tone appropriate to the task

Find, integrate, and analyze numerical information to make multiple calculations to compare cost options and prepare budgets (C1.3) by:

☐ Calculating using numbers expressed as whole numbers, fractions, decimals, percentages, and integers

☐ Managing unfamiliar elements (e.g., context, content) to complete the task

☐ Using strategies to check accuracy (e.g., estimating, using a calculator, repeating a calculation, using the reverse operation)

☐ Finding, integrating, and analyzing numerical information

Perform well-defined, multi-step digital tasks (D.2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Making low-level inferences to interpret icons and text

☐ Performing simple searches using keywords (e.g., Internet, software help menu)

Activity 16 – Online Credit Calculators

Learning Activities

Before doing this activity, you should read and understand the *Credit* information sheet.

There are some useful tools on the Internet to help you understand and control your debt or potential debt. Some examples are debt calculator, credit card payment calculator and mortgage payment calculator tools.

1 Go online to try a debt calculator. You may do a web search or try Credit Canada's tool at **http://creditcanada.com/money-management/debt-calculator**. Put in two or three different scenarios to see what difference interest rates and term of debt make to the overall costs of borrowing.

What did you notice? _____

_____

2 Go online to try a credit card payment calculator. You may do a web search or try the Financial Consumer Agency of Canada's tool at **http://www.fcac-acfc.gc.ca** (choose English ➔ Resources (on sidebar) ➔ Tools and calculators ➔ Budgeting Tools ➔ Credit Card Calculator). Put in two or three different scenarios to see what difference interest rates and term of debt make to the overall costs of borrowing.

What did you notice? _____

_____

3 Go online to try a mortgage payment calculator. You may do a web search or try the Financial Consumer Agency of Canada's tool at **http://www.fcac-acfc.gc.ca** (choose English ➔ Resources (on sidebar) ➔ Tools and calculators ➔ Mortgage Calculators Tool ➔ then choose either the Mortgage Qualifier Tool or the Mortgage Calculator Tool, whichever you prefer). Put in your personal information to explore your possibilities.

What did you notice? _____

_____

Time Management and Organization

Introduction

The society we live in is very time-oriented. It is centred around clocks, calendars and schedules. To function effectively in such a society, it is important that we develop time management skills. Although we may learn some of these skills when we are young, others are learned as we grow and face new challenges. Especially now, in our burgeoning technological world, how we manage time is constantly changing, requiring continuous learning.

Learners in the Independence Goal Path come with a variety of experiences, skills and responsibilities. As a result, this module has activities that range from the basics of time management, like days of the week and months of the year, to setting priorities, understanding procrastination and using electronic personal organizers.

In this module, activities will assist students to:

- Understand time in terms of the past, present and future
- Understand the chronological order of days of the week
- Become familiar with the months of the year and their chronological order
- Understand how calendars can be used to track appointments, holidays, special events, etc.
- Learn about the 24-hour clock
- Use 24-hour time to read bus and train schedules
- Learn about "To Do" or Task Lists and how to use them effectively
- Consider the concept of prioritization and setting priorities relative to importance
- Learn about causes and solutions for procrastination
- Organize their personal schedules
- Use some digital tools to help manage their time

Practitioners are encouraged to read the activity information sheets to become familiar with this topic. Activities should be selected based on each learner's abilities and his or her chosen goal.

Activities List

Page	Activity	OALCF Task Group Level Indicators that are supported by this activity:
261	1 – Yesterday, Today and Tomorrow	(B3.1a) Make straightforward entries to complete very simple documents (C2.1) Measure time and make simple comparisons and calculations
263	2 – Months of the Year	(A2.1) Interpret very simple documents to locate specific details (B3.1a) Make straightforward entries to complete very simple documents (C2.1) Measure time and make simple comparisons and calculations
265	3 – Special Occasions Calendar	(A2.2) Interpret simple documents to locate and connect information (B3.1a) Make straightforward entries to complete very simple documents (B1.1) Participate in brief interactions to exchange information with one other person
271	4 – John's Calendar	(A1.2) Read texts to locate and connect ideas and information (A2.1) Interpret very simple documents to locate specific details (B3.2a) Use layout to determine where to make entries in simple documents (C2.1) Measure time and make simple comparisons and calculations
276	5 – 12 and 24-Hour Clock Times	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (B3.2a) Use layout to determine where to make entries in simple documents (C2.2) Make low-level inferences to calculate using time
279	6 – Bus and Train Schedule	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (B3.2a) Use layout to determine where to make entries in simple documents (C2.2) Make low-level inferences to calculate using time
283	7 – Breaking Jobs Down into Tasks	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (B3.1a) Make straightforward entries to complete very simple documents (B3.1b) Create very simple documents to display and organize a limited amount of information (C2.1) Measure time and make simple comparisons and calculations (D1) Perform simple digital tasks according to set procedure (optional)
287	8 – Priorities by Importance	(A2.2) Interpret simple documents to locate and connect information (B1.2) Indicate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B3.2a) Use layout to determine where to make entries in simple documents

Page	Activity	OALCF Task Group Level Indicators that are supported by this activity:
291	9 – Setting Up a Google Calendar	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (A3) Extract information from films, broadcasts and presentations (B3.2a) Use layout to determine where to make entries in simple documents (C2.1) Measure time and make simple comparisons and calculations (D2) Perform well-defined, multi-step digital tasks
294	10 – Using an Organizer	(A1.2) Read texts to locate and connect ideas and information (A2.2) Interpret simple documents to locate and connect information (B3.1a) Make straightforward entries to complete very simple documents (B3.1b) Create very simple documents to display and organize a limited amount of information (D2) Perform well-defined, multi-step digital tasks
297	11 – Procrastination	(A1.2) Read texts to locate and connect ideas and information (B2.2) Write texts to explain and describe information and ideas (C2.1) Measure time and make simple comparisons and calculations
300	12 – Beating Procrastination	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (A2.3) Interpret somewhat complex documents to connect, evaluate, and integrate information (B1.1) Participate in brief interactions to exchange information with one other person (B3.2a) Use layout to determine where to make entries in simple documents (B3.2b) Create simple documents to sort, display, and organize information (C2.1) Measure time and make simple comparisons and calculations (D3) Experiment and problem-solve to perform multi-step digital tasks
303	13 – Methods to Prioritize Tasks	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (A2.3) Interpret somewhat complex documents to connect, evaluate, and integrate information (A3) Extract information from films, broadcasts and presentations (B2.3) Write longer texts to present information, ideas, and opinions (D3) Experiment and problem-solve to perform multi-step digital tasks
306	14 – Using the Urgent/Important Matrix (a.k.a. Covey's Quadrants or the Eisenhower Matrix)	(A1.3) Read longer texts to connect, evaluate, and integrate ideas and information (A2.3) Interpret somewhat complex documents to connect, evaluate, and integrate information (B3.3a) Decide what, where, and how to enter information in somewhat complex documents (B3.3b) Create more complex documents to sort, display, and organize information

Activity Information Sheets

The 12 and 24-Hour Clocks

For use with Activity . . . . #5, #6

There are two common ways to show the time: "12-Hour Clock " or "24-Hour Clock."

- With the **12-Hour Clock (using a.m. and p.m.)** the day is split into two parts with 12 hours running from midnight to noon (the a.m. hours) and the other 12 hours running from noon to midnight (the p.m. hours).

- With the **24-Hour Clock** the day is divided into 24 parts, running from midnight to midnight. The time is indicated by the hours passed since midnight, from 0 to 23.

The **24-hour clock** is the most common time system in the world today and it is the international standard. In the military, medical practice and most transportation schedules (bus, train, air), the 24-hour clock is used as it prevents confusion.

The 12-hour and 24-hour times are similar from 1:00 a.m. to 12:59 p.m. (01:00 to 12:59). Otherwise they differ as highlighted in the conversion chart to the right.

To convert a 12-hour time to the 24-hour notation, from 1:00 p.m. to 11:59 p.m. 12 hours are added (13:00 to 23:59). From 12 midnight to 12:59 a.m. (00:00 to 00:59) 12 hours are subtracted.

When speaking in 24-hour time, we say the full hours as the number followed by "hundred" with an optional "hours" to show we are referring to a time of day. For example, we would say "fifteen hundred" or "fifteen hundred hours" for the time 15:00. For the time 21:30, we would say "twenty-one thirty." 13:05 is either "thirteen oh five" or "five past thirteen hundred."

24-Hour Clock Conversion Table	
12hr Time	**24hr time**
12 am (midnight)	00:00hrs or 24:00hrs
1 a.m.	01:00hrs
2 a.m.	02:00hrs
3 a.m.	03:00hrs
4 a.m.	04:00hrs
5 a.m.	05:00hrs
6 a.m.	06:00hrs
7 a.m.	07:00hrs
8 a.m.	08:00hrs
9 a.m.	09:00hrs
10 a.m.	10:00hrs
11 a.m.	11:00hrs
12 p.m. (noon)	12:00hrs
1 p.m.	13:00hrs
2 p.m.	14:00hrs
3 p.m.	15:00hrs
4 p.m.	16:00hrs
5 p.m.	17:00hrs
6 p.m.	18:00hrs
7 p.m.	19:00hrs
8 p.m.	20:00hrs
9 p.m.	21:00hrs
10 p.m.	22:00hrs
11 p.m.	23:00hrs

Personal Organizer

For use with Activity . . . . #10

Most of us think we will have no trouble remembering, until one day we forget an important task or someone's birthday. Using a personal organizer to help you keep track of appointments and responsibilities is one way to help with your time management.

The secret to the successful use of an organizer is using it as often as possible, for as many reminders as possible, so it becomes a habit. Take it with you when you go out and always put it in the same place when you are at home, so you will always know where to find it.

Examples of different kinds of organizers:

- A small book organizer/calendar, such as those you can buy at a dollar store

- A computer software organizer such as Outlook

- A PDA (**P**ersonal **D**igital **A**ssistant) which is a handheld computer for managing contacts, appointments and tasks. PDAs typically include a name and address database, a calendar, a To-Do list and a note taker.

- A cell phone or tablet organizer app. (*App* is short for *application* which is a piece of software. It can run on the Internet, on your computer, or on your phone or other mobile electronic device.)

- A web-based organizer such as *Google Calendar*

When choosing what kind of organizer you will use, consider what will be the easiest and fastest for you to open, read and write in. You will need to be able to add things to it when you are at the learning centre, a doctor's office or out with your friends. An electronic organizer has the advantages of providing alarms; sorting, organizing, and storing information more efficiently than paper planners; and easily exchanging information with other electronic devices and computers. However, they can be expensive and sometimes challenging to set up. If the electronic organizer is not for you, pick a paper and pencil model.

Prioritizing

(Page 1 of 2)

We all seem to have too many things to do, and we rarely have the time or energy to get everything done. No matter how hard we try, many things end up being done haphazardly or not getting done at all. By developing good prioritizing skills you can see what tasks are most important and give those tasks more of your attention, energy, and time.

Managing time effectively, minimizing the stress of having too many tight deadlines and achieving the things that you want to achieve means prioritizing – spending your time on things that are important and not just urgent. It is necessary to distinguish between what is important and what is urgent.

- **Important** activities lead to the achievement of your goals.

- **Urgent** activities demand immediate attention, and are often associated with the achievement of someone else's goals.

The Urgent/Important Matrix (often called Covey's Quadrants or the Eisenhower Matrix) is a useful tool for sorting out priorities. Using it can help you overcome the natural tendency to focus all your attention on urgent activities and will free up time for you to focus on what's really important. In this way you can move from "putting out fires" to "fire prevention." You will be doing the critical activities to improve yourself and your life. The matrix divides your tasks into a grid with four "quadrants," which are:

- **Urgent and Important** (example: "My rent is due today.")

- **Important but Not Urgent** (example: "I have to find a present for my best friend's 30th birthday which is next month.")

- **Urgent but Not Important** (example: "My library books are due back today.")

- **Not Important and Not Urgent** (example: "I'm checking friends' posts on Facebook.")

Priortizing – (**Page 2 of 2**)

Here is a diagram of the matrix.

	Urgent	**Not Urgent**
Important	***Important Goals*** • Important deadlines • Crises • Pressing important meetings • Emergencies • Last minute preparations	***Critical Activities*** • Building relationships • Personal development • Career training • Exercise and health • Prevention and planning
Not Important	***Distractions*** • Some emails, texts and phone calls • Many interruptions • Some popular activities • Some meetings	***Interruptions and Time Wasters*** • Some emails, texts and phone calls • Excessive TV, gaming and Facebook • Gossiping • Other time wasters

Determining what is *important* versus *urgent* is what helps us prioritize our lives. It shouldn't be too hard to decide in which quadrant a task or activity fits. We shouldn't confuse a task's urgency with its importance. For example, it might be annoying to be fined $2 for your library books being overdue, but it's not really important compared to not paying your rent and getting kicked out of your home.

As long as we stay focused on our needs instead of our wants, then we're focused on what's important. That leaves us only with the question of urgency.

Unfortunately, urgent activities are often the ones we spend the most time and energy on. They call out for *immediate* attention. We deal with things in a panic causing stress. We procrastinate over things that aren't urgent, ending up frustrated that we are getting nowhere and not accomplishing much. This can all be limited by preparing for the unexpected and making timely plans to accomplish what we need to do.

The category that time management experts recommend you concentrate on is the "Important but Not Urgent" one. Usually, items in this quadrant will become urgent if you leave them too long. For example, if you don't put time and effort into good diet and exercise now – even though you aren't sick today – ten years from now you may have urgent health issues.

To-Do Lists (Task Lists)

For use with Activity . . . . #14

(Page 1 of 2)

One of the basics of time management is to know all that you need to do and when you need to do it. Though we may think we can remember all we have to do, most of us sooner or later forget things. If you develop the skill of listing tasks regularly, you can:

- see what you have to do now and in the future.

- be less likely to forget things you have to do.

- prioritize and organize tasks.

- plan to make the best use of the time available.

- understand what you can realistically achieve.

- minimize stress by avoiding over-commitment to yourself and others.

> **prioritize** – to schedule the most important tasks to be done first and tasks of lesser importance later

How to Create Your "To-Do" List (Task List):

1 Use a pad of paper to write down your To-Do list. There are also many computer programs and apps that you can get for your cell phone or tablet.

2 First, write down all the tasks you need to do. Make sure that **all** the tasks are on the list. Don't list your goals or projects. These need to be broken down into individual tasks. You should also divide big jobs into small tasks.

3 Reorganize your list of tasks in the order you need to do them or number them. To decide on your order, think about:

- sequence (what needs to happen before another thing can be done)

- priority (what is most important)

4 For each task on the list, estimate how much time it will take you to complete it. You will need to practise this. At first, you may be way off on your guesses, but you will get more accurate the more you work at it.

5 Decide which tasks you can do for the current day and for the rest, put down dates when you think you can get them done or by when they need to be done.

6 Try not to schedule too many tasks for any day. Set aside time to handle the unexpected and leave yourself some free time.

To-Do Lists – (**Page 2 of 2**)

How to Use Your To-Do List:

- Always keep your list with you, so you don't forget what you have to do.

- Complete the tasks in number order. Then the priority tasks get done first.

- Check off tasks as you complete them. Add new tasks that need to get done.

- Near the end of each day, look at your task list. You'll have some left over that you haven't completed. Don't stress about those.

- Bring all unfinished tasks to a new list for the next day. Number the tasks in order.

- Think about tasks that have been carried over for three days. Either finish them first or make changes to them because they may be too difficult (Can you break them down into smaller tasks?) or not important to you (Can you forget about them?).

Tips for Your To-Do Lists:

List fun things! The more you check things off, the better it feels!

Motivate yourself with rewards for getting tasks done.

Ask yourself "What is the best use of my time right now?"

Remind yourself of the reason WHY you are doing this and WHY it is important. If this is a goal-related task, then remind yourself of your goal.

Break down tasks that seem too hard (and goals, of course) into more manageable pieces so you can see some progress.

"Just Do It!" Don't put off to tomorrow what you can do today. Don't procrastinate.

New habits take time to develop.

> **procrastinate** – postpone or put off doing something; wait until the last minute to do it; Delay needlessly, e.g., you have two weeks to get ready for a party and you wait until the night before to shop, clean and cook.

Activity 1 – Yesterday, Today and Tomorrow

Practitioner Notes:

The activity page should be handed out to the learner for completion.

Instructions may be provided verbally to non-readers.

Answers

The learner should have completed the activity with current dates.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

☐ Making entries using familiar vocabulary

Measure time and make simple comparisons and calculations (C2.1) by:

☐ Understanding chronological order

Activity 1 – Yesterday, Today and Tomorrow

Learning Activities

Complete the following sentences with the correct days of the week.

1 Yesterday was _____ .

2 Today is _____ .

3 Tomorrow will be _____ .

Activity 2 – Months of the Year

Practitioner Notes:

The activity page should be handed out to the learner for completion.

Instructions may be provided verbally to non-readers.

Answers

The learner should have completed the calendar by filling in the missing letters.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Interpret very simple documents to locate specific details (A2.1) by:

☐ Scanning to locate specific details

☐ Interpreting brief text

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

☐ Making entries using familiar vocabulary

Measure time and make simple comparisons and calculations (C2.1) by:

☐ Understanding chronological order

Activity 2 – Months of the Year

Learning Activities

In the picture boxes below, finish printing the names of the months.

January	February	March
April	May	June
July	August	September
October	November	December
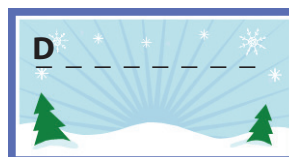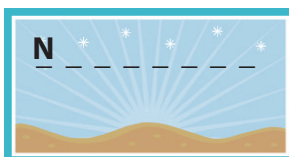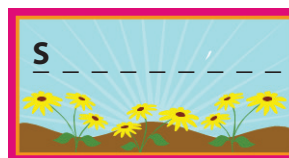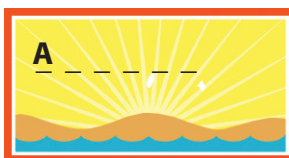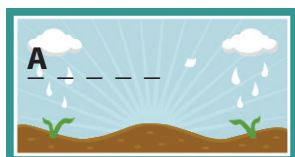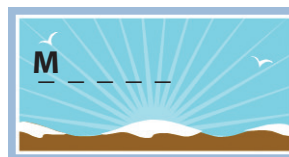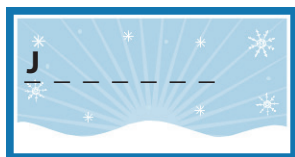
Activity 3 – Special Occasions Calendar

Practitioner Notes:

Basic writing and document skills are needed.

Assistance with reading the instructions may be provided by the instructor.

Learners need to have a prior knowledge as to what months holidays and special days fall on. They may also need to be provided with a calendar in order to locate the specific dates.

The activity page and three accompanying months' sheets should be handed out to the learner for completion.

Answers

Answers will vary, but the learner should have included all holidays and special days and have talked to other learners to be able to have completed this activity. Be sure holidays are recorded under the appropriate month with the appropriate date.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making connections between parts of documents

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

☐ Making entries using familiar vocabulary

Participate in brief interactions to exchange information with one other person (B1.1) by:

☐ Conveying information on familiar topics

☐ Showing an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others

☐ Choosing appropriate language in exchanges with clearly defined purposes

☐ Participating in short, simple exchanges

☐ Speaking or signing clearly in a focused and organized way

☐ Repeating or questioning to confirm understanding, if necessary

Activity 3 – Special Occasions Calendar

Learning Activities

Sometimes it is hard to remember when special occasions like holidays, birthdays and anniversaries happen each year. It can be helpful to have a calendar where we can write these down.

On the next three pages there is a calendar of months only. Using this calendar, record the following:

- Holidays such as New Year's Day, Valentine's Day, Family Day, Canada Day, Labour Day, Thanksgiving and Halloween.

- Other special days you or other people in your learning centre celebrate. These could be religious or cultural celebrations, for example.

- Birthdays of people at your learning centre as well as your own. You don't need to ask the year people were born or their age. Be sure to ask if they mind telling you or having it written down.

Once you have completed your calendar, look at it on the first day of every month to see what special occasions are coming up. You will be ready to celebrate or give your best wishes to other people on their special days.

You might want to complete a calendar like this for your home life. You can record the holidays you celebrate and the special occasions of your family and friends.

January

_____

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February

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March

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April

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May

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June

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August

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September

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October

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November

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December

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Activity 4 – John's Calendar

Practitioner Notes:

Basic reading, writing and document skills are needed to complete this activity, along with an understanding of time and calendars.

The two activity pages should be handed out to the learner for completion.

Assistance with reading the instructions may be provided by the instructor.

Answers

The layout of the scheduled activities may vary, but the learner should have the activities shown on the specific dates on the calendar. As well, they should show the proper information in the notes section at the bottom of the calendar.

◄ May		~ June 2013 ~				July ►
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
						1
2	**3** School 9-2	**4** Doc's 10:00am	**5** School 9-2	**6**	**7**	**8** Andrea's B-Day
9 Mom's Dinner	**10**	**11** Dentist 3:00pm	**12**	**13**	**14** New Cell Card Ball Game 6:00 Bradley – see notes	**15** Pack for trip – see notes
16 Leave 7:00am	**17**	**18**	**19**	**20**	**21**	**22**
			◄———— Camping Algonquin Park ————►			
23	**24**	**25**	**26**	**27**	**28**	**29**
30	**Notes:** June 14 – meet Bradley at West Stadium entrance June 15 – pack tent, sleeping bag, bug repellent, sunscreen, matches, flashlight, towel, camera, and clothes.					

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning texts to locate information

☐ Locating multiple pieces of information in simple texts

☐ Obtaining information from detailed reading

Interpret very simple documents to locate specific details (A2.1) by:

☐ Interpreting brief texts and common symbols

☐ Locating specific details in simple documents

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

☐ Making entries using a limited range of vocabulary

Measure time and make simple comparisons and calculations (C2.1) by:

☐ Understanding chronological order

☐ Understanding and using common date formats

Activity 4 – John's Calendar

Learning Activities

Use John's calendar on the following page to mark in John's appointments and tasks.

1 On June 11th John has a dentist appointment at 3:00 p.m.

2 On June 14th John is going to a ball game with his friend, Bradley. He is meeting him at the west stadium entrance at 6:00 p.m.

3 From June 16th to the 22nd John is on vacation. He is going camping in Algonquin Park. He is leaving at 7:00 a.m. on the 16th.

4 John needs to buy a new cell phone card on the Friday before he goes away.

5 John wants to make a note to remember to pack his tent, sleeping bag, bug repellent, sunscreen, matches, flashlight, towel and camera, as well as his clothes.

6 On June 4th, John has a doctor's appointment at 10:00 a.m.

7 John goes to school two days a week – Mondays and Wednesdays from 9:00 a.m. to 2:00 p.m.

8 John's sister Andrea's birthday is June 8th.

9 John's mother wants him to come over on June 9th for dinner.

John's Calendar for Activity 4

◄ May			~ June 2013 ~			July ►
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
						1
2	**3**	**4**	**5**	**6**	**7**	**8**
9	**10**	**11**	**12**	**13**	**14**	**15**
16	**17**	**18**	**19**	**20**	**21**	**22**
23	**24**	**25**	**26**	**27**	**28**	**29**
30	**Notes:**					

Activity 5 – 12 and 24-Hour Clock Times

Practitioner Notes:

The learner will require reading skills and some ability with both finding information in and completing documents. The instructor may need to assist with difficult vocabulary and provide instruction on reading and document use techniques.

The activity page should be handed out to the learner for completion along with the *12 and 24-Hour Clocks* information sheet, found on page 254 of this module.

Answers

12-Hour Clock in words	12-Hour Clock in numerals	24-Hour Clock in words	24-Hour Clock in numerals
Quarter to ten in the morning	09:45 a.m.	Nine forty-five	09:45
Seven o'clock in the evening	7:00 p.m.	Nineteen hundred hours	19:00
Eleven thirty in the evening	11:30 p.m.	Twenty-three thirty	23:30
Ten fifteen in the evening or quarter after ten in the evening	10:15 p.m.	Twenty-two fifteen	22:15
Noon	12:00 p.m.	Twelve hundred hours	12:00
Quarter past two in the morning	2:15 a.m.	Two fifteen	02:15
Ten after two in the afternoon or two ten in the afternoon	2:10 p.m.	Fourteen ten	14:10
Eight fifteen in the morning or quarter after eight in the morning	08:15 a.m.	Eight fifteen	08:15
Twenty past seven in the morning	7:20 a.m.	Seven twenty	07:20
Ten forty five in the evening or quarter to eleven in the evening	10:45 p.m.	Twenty-two forty-five	22:45

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Making low-level inferences

☐ Obtaining information from detailed reading

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria

☐ Using layout to locate information

☐ Making connections between parts of documents

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

☐ Making entries using a limited range of vocabulary

☐ Following instructions on documents

Make low-level inferences to calculate using time (C2.2) by:

☐ Understanding and converting time between 12-hour and 24-hour clocks

Activity 5 – 12 and 24-Hour Clock Times

Learning Activities

Be sure to read the *12 and 24-Hour Clocks* information sheet before doing this activity.

Fill in the blanks in the chart below. The first row is completed as an example.

12-Hour Clock in words	12-Hour Clock in numerals	24-Hour Clock in words	24-Hour Clock in numerals
Quarter to ten in the morning	09:45 a.m.	Nine forty-five	09:45
Seven o'clock in the evening		Nineteen hundred hours	
		Twenty-three thirty	23:30
	10:15 p.m.		22:15
Noon	12:00 p.m.		
Quarter past two in the morning			02:15
	2:10 p.m.	Fourteen ten	
	08:15 a.m.		08:15
Twenty past seven in the morning			07:20
	10:45 p.m.	Twenty-two forty-five	

Activity 6 – Bus and Train Schedule

Practitioner Notes:

The learner will require reading skills and some ability with finding information in documents. The instructor may need to assist with difficult vocabulary and provide instruction on reading and document use techniques.

The two activity pages should be handed out to the learner for completion along with the *12 and 24-Hour Clocks* information sheet, found on page 254 of this module.

Answers

1 9:40 a.m.

2 7:30 a.m.

3 21:50 (9:50 p.m.)

4 22:30 (10:30 p.m.)

5 5:50 a.m.

6 13:20 (1:20 p.m.)

7 Train

8 ½ hour

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Making low-level inferences

☐ Obtaining information from detailed reading

Interpret simple documents to locate and connect information (A2.2) by:

☐ Performing limited searches using one or two search criteria.

☐ Extracting information from tables and forms

☐ Using layout to locate information

☐ Making connections between parts of documents

☐ Making low-level inferences

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

☐ Making entries using a limited range of vocabulary

Make low-level inferences to calculate using time (C2.2) by:

☐ Understanding and converting time between 12 and 24-hour clocks

Activity 6 – Bus and Train Schedule

Learning Activities

Be sure to read and understand the *12 and 24-Hour Clocks* information sheet before doing this activity.

Transportation schedules for buses, trains and airplanes often use the 24-hour clock. On the next page is a schedule for buses and trains (shaded times) running back and forth between Bramalea and Union Station in Toronto. Use this schedule to do the following.

1 Trains start to depart from Bramalea to go to Union Station at 05 55. When does the last train leave Bramalea? _____

2 What time does the train with fewer stops (marked with an X) leave Bramalea?
_____

3 What time does the last bus depart from Bramalea each evening? _____

4 What time does this last bus from Bramalea arrive at Union Station? _____

5 What time does the first bus leave Union Station for Bramalea each morning?
_____

6 If you had to get to Union Station at 2:00 p.m., what time would your bus leave Bramalea?
_____

7 If you wanted to arrive at Bramalea at 6:21 p.m., would you need to take a bus or a train from Union Station? _____

8 If you are at Union Station at noon and you want to take a bus to Bramalea, how long will you have to wait before the next bus departs? _____

Bus and Train Schedule for Activity 6

Buses and trains travelling East, from Bramalea to Union Station

Buses and trains travelling West, from Union Station to Bramalea

EAST/EST

Depart/ Départ Bramalea	Arrive/ Arrivée Union	Depart/ Départ Bramalea	Arrive/ Arrivée Union
04 51	05 30	12 20	13 00
05 55	06 31	12 50	13 30
06 49	07 28	13 20	14 00
07 14	07 53	13 50	14 30
x07 30	08 01	14 50	15 35
07 38	08 17	15 50	16 35
08 07	08 48	16 50	17 40
08 29	09 08	17 50	18 40
09 40	10 18	18 50	19 35
10 10	10 45	19 20	20 05
10 20	11 00	19 50	20 35
10 50	11 30	20 50	21 30
11 20	12 00	21 50	22 30
11 50	12 30		

WEST/OUEST

Depart/ Départ Union	Arrive/ Arrivée Bramalea	Depart/ Départ Union	Arrive/ Arrivée Bramalea
05 50	06 25	17 45	18 21
06 25	07 00	18 50	19 26
07 00	07 40	19 20	19 55
07 30	08 10	19 35	20 10
08 30	09 10	19 55	20 30
09 30	10 05	20 10	20 45
10 30	11 05	20 30	21 05
11 30	12 10	20 50	21 25
12 30	13 10	21 15	21 50
13 00	13 40	21 35	22 10
13 30	14 10	22 00	22 35
14 00	14 40	22 30	23 05
14 15	14 55	23 00	23 35
14 30	15 10	23 30	00 05
15 30	16 06	00 01	00 35
16 15	16 51	00 30	01 05
16 45	17 21	01 30	02 05
17 15	17 51		

Train trip/ Horaire des trains
Bus trip/ Horaire des autobus
x - Fewer stops/ Moins d'arrêts

Activity 7 – Breaking Jobs into Tasks

Practitioner Notes:

The learner will require reading skills and some ability with both finding information in and creating documents. This activity also requires sequencing skills.

The activity page should be handed out to the learner for completion. The learner will also need extra paper to create lists.

Answers

Question 1

2   Choose a paint colour

12   Hang pictures

10   If second coat needed, paint again and let dry

9   Let first coat dry

3   Buy the paint and supplies (masking tape, paint brushes, rollers and a roller tray)

5   May need to patch walls (apply filler, sand patches)

1   Measure your room and calculate how much paint you will need

6   Move and/or cover furniture

8   Paint first coat

13   Put furniture back or uncover it

11   Remove tape

4   Take down pictures

7   Tape windows, trims, etc.

Question 2 and 3

Answers may vary, but the learner should include all tasks and number them in the order of when they should be completed.

TIME MANAGEMENT AND ORGANIZATION

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Making low-level inferences

☐ Obtaining information from detailed reading

Interpret simple documents to locate and connect information (A2.2) by:

☐ Making connections between parts of documents

☐ Making low-level inferences

Make straightforward entries to complete very simple documents (B3.1a) by:

☐ Making a direct match between what is requested and what is entered

Create very simple documents to display and organize a limited amount of information (B3.1b) by:

☐ Organizing lists to suit purpose

Measure time and make simple comparisons and calculations (C2.1) by:

☐ Understanding chronological order

Perform simple digital tasks according to set procedure (optional) (D.1) by:

☐ Following apparent steps to complete tasks

☐ Interpreting brief texts and icons

☐ Locating specific functions and information

Activity 7 – Breaking Jobs Down into Tasks

Learning Activities

Sometimes thinking about doing a big job is scary. It just seems like too much to take on. Other times we start doing a job and realize that we aren't really prepared. There were things we should have bought or done ahead of time. By planning ahead, breaking jobs down into tasks and making To-Do lists, we can avoid these challenges.

For example, if you need to paint your bedroom, you will need to do the following tasks to complete the job.

_____   Choose a paint colour

_____   Hang pictures

_____   If second coat needed paint again and let dry

_____   Let first coat dry

_____   Buy the paint and supplies (masking tape, paint brushes, rollers and a roller tray)

_____   May need to patch walls (apply filler, sand patches)

_____   Measure your room and calculate how much paint you will need

_____   Move and/or cover furniture

_____   Paint first coat

_____   Put furniture back or uncover it

_____   Remove tape

_____   Take down pictures

_____   Tape windows, trims, etc.

1 You would have trouble finishing the above job if you did the tasks in the order they are listed above. Number the above tasks in the order that you should do them.

2 Martha wants to have a dinner party. What tasks will Martha need to do before her party? Make a list of the tasks on a separate piece of paper or on a computer. Number them in the order in which they should be completed.

3 Think about a project you want to complete or a goal you want to reach. Break the project or goal down into manageable tasks. List the tasks on a separate paper or use a computer. Number your tasks in the order that you should do them.

Activity 8 – Priorities by Importance

Practitioner Notes:

The purpose of this activity is for the learner(s) to gain a basic understanding of setting priorities by importance, while possibly ignoring time-sensitive activities.

The activity can primarily be done by discussion with one other person or in a group. The other person may be the instructor. At least one person in the pair or the group will need to have an understanding of priority setting. Learners will require reading skills or assistance with reading the instructions.

Learners will need some document skills to complete the chart. Alternatively, this chart could be completed in a group setting on a Smart Board, a black/white board or a flip chart.

The activity page and its accompanying chart should be handed out to the learner for completion.

Answers

Answers will vary, but learners should be able to explain and back up their choices.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Interpret simple documents to locate and connect information (A2.2) by:

☐ Extracting information from tables and forms

☐ Making connections between parts of documents

Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions (B1.2) by:

☐ Showing an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences

☐ Demonstrating some ability to use tone appropriately

☐ Using strategies to maintain communication, such as encouraging responses from others and asking questions

☐ Speaking or signing clearly in a focused and organized way

☐ Rephrasing to confirm or increase understanding

Use layout to determine where to make entries in simple documents (B2.3a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

☐ Making entries using a limited range of vocabulary

Activity 8 – Priorities by Importance

Learning Activities

You can't do everything at once. So what do you do first?

When people go to the Emergency at a hospital, they are screened by a Triage Nurse to decide in what order they will be seen. They are not just looked after in the order that they arrived. They are taken care of in the order of **importance** of their injury or sickness. For example, a life threatening problem, like a heart attack, is dealt with before a broken finger. The heart attack victim will be the **priority**.

> **Priority** is the status or rank given in order of importance. That means that something or someone is more important than other things. A priority is your first or prime concern.

1 Discuss the meaning of "priority" (see definition box) with at least one other person. Do you think that it is right that the Emergency staff look after the more important cases first?

2 Discuss the meaning of "important tasks" (see definition box). Do you think the Emergency staff is taking care of the important tasks first?

> **Important** tasks bring benefits. **Important** tasks can also lead to danger if you don't do them.

3 With at least one other person, think about five or more reasons that someone may have to go to the Emergency at a hospital. Write these down. Now, rank them in priority order with #1 being the first priority. Remember the priority is by the importance that avoids risk or danger.

4 Sometimes people get confused when setting priorities by only dealing with what is urgent, whether or not it is important. Although some things are both urgent and important, there are other tasks that seem to need to be done right away, but they are not really important.

> **Urgent** things have to be done soon, **if** they are going to be done at all.

5 Consider how IMPORTANT the tasks on the following page are. To help you make your decision, mark down any benefits if the task is done and any risks if it is not done. After you have done this, give the tasks a priority rating of 1, 2, or 3, with #1 being a top priority.

6 Discuss your chart with your partner or group.

Task Priority Chart for Activity 8

Task	Benefits if done	Risks if not done	Priority by Importance #1, #2 or #3
Going to a baby who is crying in the next room			
Watching your favourite show on TV			
Checking Facebook			
Visiting an injured friend to help out			
Shopping for groceries			
Repairing the dishwasher			
Shopping for new shoes			
Paying, by phone or Internet banking, your bills that are due			

Activity 9 – Setting Up a Google Calendar

Practitioner Notes:

The learner will require reading skills and some ability with finding and using information in documents and video presentations. Skills are also required for completing documents.

Computer skills are required to locate instructional videos and web-based tutorials. The instructor may need to assist with locating these videos and tutorials along with the steps to set up the calendar application.

The activity page should be handed out to the learner for completion.

Answers

Learner should watch the video, read through the "basic Google Calendar help" pages and create a personal calendar.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Locating multiple pieces of information in simple texts

☐ Making low-level inferences

☐ Obtaining information from detailed reading

Interpret simple documents to locate and connect information (A2.2) by:

☐ Making connections between parts of documents

☐ Making low-level inferences

Extract information from films, broadcasts and presentations (A3)

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

☐ Making entries using a limited range of vocabulary

Measure time and make simple comparisons and calculations (C2.1) by:

☐ Recognizing values in number and word format

☐ Understanding chronological order

Perform well-defined, multi-step digital tasks (D.2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Making low-level inferences to interpret icons and text

Activity 9 – Setting Up a Google Calendar

Learning Activities

For this activity you will be signing up for a Google Calendar.

1 Using the Internet, watch a video tutorial on "Google Calendar Basics" or "Google for Beginners." One tutorial that you may find useful is *Google Calendar Video Tutorial 2012 for Beginners* by Anson Alexander. This can be found (on his own website) at **http://ansonalex.com** (then type *"google calendar"* in the website's search box) or on YouTube (this was at **http://youtu.be/em2KijviXJ0** at the time of publication).

2 Using Google as your search engine (**www.google.ca** or **www.google.com**), search for *"basics Google calendar."* Choose the link for *"The **basics – Google Calendar** Help."* Read through the pages of the tutorial.

3 Create a personal Google Calendar for yourself. You will need to set up a Gmail account if you don't already have one.

Activity 10 – Using an Organizer

Practitioner Notes:

The activity page should be handed out to the learner for completion along with the *Personal Organizer* information sheet, found on page 255 of this module.

Answers

a) Answers will vary, but learners should have recorded special occasions, repeated weekly tasks they do, appointments and any assignments they need to do, including when they need to be done by.

b) Learners should have organized their contacts alphabetically, including name, address and phone number used.

c) Learners should have created a "To-Do list" for projects or things they want or need to get done.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

☐ Locating multiple pieces of information in simple texts

☐ Reading more complex texts to locate a single piece of information

☐ Making low-level inferences

☐ Following the main events of descriptive, narrative, and informational texts

☐ Obtaining information from detailed reading

☐ Beginning to identify sources and evaluate information

Interpret simple documents to locate and connect information (A2.2) by:

☐ Making connections between parts of documents

☐ Making low-level inferences

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

☐ Making entries using a limited range of vocabulary

Create very simple documents to display and organize a limited amount of information (B3.1b) by:

☐ Organizing lists to suit purpose

☐ Using labels and headings to organize content

Perform well-defined, multi-step digital tasks (D.2) by:

☐ Selecting and following appropriate steps to complete tasks

☐ Locating and recognizing functions and commands

☐ Making low-level inferences to interpret icons and text

Activity 10 – Using an Organizer

Learning Activities

For this activity you need choose some form of a personal organizer – electronic or paper – which has a calendar, a space to write "To-Do" or "Task" lists, and a section to write telephone numbers and addresses. Read the *Personal Organizer* information sheet to help you make your decision.

1 Use Your Organizer to Remind You of Everything

   a) You are now ready to use your personal organizer as a calendar.

   • Go through each month and record special occasions, such as birthdays and anniversaries of friends and family.

   • Record weekly repeating tasks. For example, if you go to a learning centre at the same time each week, enter those days in your organizer. If you go out with friends every Friday or play a sport once a week, write these activities under their particular days.

   • If you have appointments for the doctor, the dentist or other things, record those. You can also enter where your appointments are or information on how to prepare for the appointment or how to get to the appointment.

   • If you have assignments for school or other tasks you need to do, the due dates or when they need to be done can be recorded.

   b) Now, organize your contacts (the people you call, write or text).

   • Gather the most common names, addresses, email addresses and phone numbers you use. Enter them alphabetically into the planner in the name/address section. This is much better than scraps of paper as the names and numbers are easy to find and will be with you, whenever you need them.

   c) Create a "To-Do" or "Task" list.

   • Many organizers have a separate section for "To-Do" or "Task" lists or separate ways to enter them.

2 Refer to your personal organizer regularly to develop the habit. Start by checking it a minimum of two times per day – once in the morning to plan/review the day's upcoming events and once in the evening to plan/review the next day's events.

Activity 11 – Procrastination

Practitioner Notes:

This activity requires reading, writing text and an understanding of chronological order.

The two activity pages should be handed out to the learner for completion.

Answers

Answers will vary, but the learner should use proper sentence form, correct spelling and grammar.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read texts to locate and connect ideas and information (A1.2) by:

☐ Making connections between sentences and between paragraphs in a single text

☐ Scanning text to locate information

Write texts to explain and describe information and ideas (B2.2) by:

☐ Writing texts to explain or describe

☐ Using a limited range of vocabulary and punctuation appropriate to the task

☐ Beginning to select words and tone appropriate to the task

Measure time and make simple comparisons and calculations (C2.1) by:

☐ Understanding chronological order

Activity 11 – Procrastination

Learning Activities

Procrastination is basically putting things off until later – and we've all done it at some time.

You know yourself better than anyone – are you prone to procrastination? First you need to recognize when you are procrastinating on a particular task. By using To-Do Lists and Planners you can monitor your progress on various tasks. You need to be honest with yourself and know whether you are likely to procrastinate on particular types of tasks or if you procrastinate at certain times.

If you find you are procrastinating, you should find out why. Understanding why you are putting off doing tasks can help you to overcome it. There are many causes of procrastination.

Do you know what your roadblocks are?

Answers to the following questions should be written in complete sentences using correct spelling and grammar.

1 We all procrastinate sometimes on some tasks. What tasks do you tend to put off doing right away?

   a) Tasks related to learning

   _____

   _____

   _____

   _____

   b) Tasks at home (You do not have to share these with anyone, if you don't wish to.)

   _____

   _____

   _____

   _____

2 At what times do you procrastinate?

  a) At the learning centre

  _____

  _____

  b) At home

  _____

  _____

Activity 12 - Beating Procrastination

Practitioner Notes:

Be sure the learner has completed Activity 11 – *Procrastination* – prior to starting this activity.

Strong skills for finding and using information from reading text and documents are required. Learners will also be communicating with others and creating and completing documents. This activity involves chronological order. It also requires good computer skills to copy information from the Internet into a spreadsheet document.

The activity page should be handed out to the learner for completion.

Answers

Answers will vary, but make sure learner has completed all tasks requested in this activity.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

☐ Identifying the purpose and relevance of texts

☐ Skimming to get the gist of longer texts

☐ Comparing or contrasting information between two or more texts

☐ Using organizational features such as a heading to locate information

Interpret somewhat complex documents to connect, evaluate, and integrate information (A2.3) by:

☐ Managing unfamiliar elements (e.g., vocabulary, context, topic) to complete tasks

☐ Using layout to locate information

☐ Identifying the purpose and relevance of documents

☐ Identifying sources, evaluating and integrating information

Participate in brief interactions to exchange information with one other person (B1.1) by:

☐ Conveying information on familiar topics

☐ Choosing appropriate language in exchanges with clearly defined purposes

☐ Participating in short, simple exchanges

Use layout to determine where to make entries in simple documents (B3.2a) by:

☐ Using layout to determine where to make entries

☐ Beginning to make some inferences to decide what information is needed, where and how to enter the information

Create simple documents to sort, display, and organize information (B3.2b) by:

☐ Following conventions to display information in simple documents

☐ Sorting entries into categories

☐ Displaying one or two categories of information organized according to content to be presented

☐ Identifying parts of documents using titles, row and column headings, and labels

Measure time and make simple comparisons and calculations (C2.1) by:

☐ Understanding chronological order

Experiment and problem-solve to perform multi-step digital tasks (D.3) by:

☐ Managing unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks

☐ Making inferences to interpret icons and text

☐ Identifying sources, evaluating and integrating information

Activity 12 – Beating Procrastination

Learning Activities

Before doing this activity, you must complete Activity 11 – *Procrastination.*

1 Now that you have considered what tasks you tend to put off and at what times you are most likely to procrastinate, you should try to understand why.

Use the Internet to research procrastination causes. Make a list of about 10 of these causes. You can use a word processing program and cut and paste from the Internet to make your list. Number the causes on your list.

2 Think about the tasks and times you recorded in Activity 11 – Procrastination. Link the causes you have just researched to the tasks you put off or the times you tend to procrastinate.

3 Make yourself an Improvement Chart (table) of at least five of the tasks you tend to put off and/or times when you procrastinate. Include the causes that you have linked to them. Try to include ways that you can break your procrastination habits. Set yourself some timelines for improvement.

4 Sometimes having a mentor (a trusted advisor) to help you along with your goals, helps. Try talking your chart over with your instructor or another person, every week or so, to track your progress on changing your habits.

Activity 13 – Methods to Prioritize Tasks

Practitioner Notes:

The activity page should be handed out to the learner for completion along with the *Prioritizing* information sheet, found on page 256 of this module.

Answers

Answers will vary, but the learner should have completed this activity using correct spelling, grammar and sentence and paragraph structure. The learner should have organized their writing to communicate clearly.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

☐ Managing unfamiliar elements (e.g., vocabulary, context, topic) to complete tasks

☐ Identifying the purpose and relevance of texts

☐ Skimming to get the gist of longer texts

☐ Comparing or contrasting information between two or more texts

☐ Using organizational features, such as headings, to locate information

Interpret somewhat complex documents to connect, evaluate, and integrate information (A2.3) by:

☐ Managing unfamiliar elements (e.g., vocabulary, context, topic) to complete tasks

☐ Integrating several pieces of information from documents

☐ Using layout to locate information

☐ Identifying the purpose and relevance of documents

☐ Identifying sources, evaluating and integrating information

Extract information from films, broadcasts and presentations (A3)

Write longer texts to present information, ideas, and opinions (B2.3) by:

☐ Writing texts to present information, summarize, express opinions, present arguments, convey ideas or persuade

☐ Managing unfamiliar elements (e.g., vocabulary, context, topic) to complete tasks

☐ Selecting and using vocabulary, tone, and structure appropriate to the task

☐ Organizing and sequencing writing to communicate effectively

☐ Using a variety of vocabulary, structures, and approaches to convey main ideas with supporting details

Experiment and problem-solve to perform multi-step digital tasks (D.3) by:

☐ Managing unfamiliar elements (e.g., vocabulary, context, topic) to complete tasks

☐ Making inferences to interpret icons and text

☐ Identifying sources, evaluating and integrating information

Activity 13 – Methods to Prioritize Tasks

Learning Activities

Before doing this activity, read the *Prioritizing* information sheet.

1 Do a search on the Internet or in YouTube to find videos on the Urgent/Important Matrix (also called Covey's Quadrants or the Eisenhower Matrix). Watch one or more of the videos to get an understanding of how to use the matrix.

2 Using the Internet, gather information on three other methods of prioritizing tasks such as:

- ABC Method
- Paired Comparison Analysis
- Eat That Frog
- Move Big Rocks
- P.O.S.E.C. Method
- Payoff versus Time Method
- ABCDE Method

3 Write a summary of your research, briefly describing each of the prioritizing methods you explored. Compare the Urgent/Important Matrix and the other methods, explaining which you would find most useful and why you think it would be best for you.

Note: You may use a word processing program. Make sure that you use correct spelling, grammar and sentence and paragraph structure. You should organize your writing to communicate clearly.

Activity 14 – Using the Urgent/Important Matrix (a.k.a. Covey's Quadrants or the Eisenhower Matrix)

Practitioner Notes:

The two activity pages should be handed out to the learner for completion, along with the *Prioritizing* information sheet found on page 256 of this module, and the *To-Do Lists (Task Lists)* information found on page 258.

B2.1 may be applicable if the learner writes answers in sentence form.

Answers

Answers will vary, but make sure the learner has completed all tasks requested in this activity.

This activity incorporates elements of the following task indicators and associated performance descriptors. You and the learner could use this information, along with features of the activity, to discuss performance, determine skill progression and identify some possible next steps to further develop learner proficiency.

Read longer texts to connect, evaluate, and integrate ideas and information (A1.3) by:

☐ Integrating several pieces of information from texts

☐ Skimming to get the gist of longer texts

☐ Using organizational features, such as headings, to locate information

Interpret somewhat complex documents to connect, evaluate, and integrate information (A2.3) by:

☐ Integrating several pieces of information from documents

☐ Using layout to locate information

Decide what, where, and how to enter information in somewhat complex documents (B3.3a) by:

☐ Drawing from multiple sources as required (e.g., other documents and texts)

☐ Using layout to determine where to make entries

☐ Making inferences to decide what, where, and how to enter information

Create more complex documents to sort, display, and organize information (B3.3b) by:

☐ Sorting entries into categories and subcategories

☐ Organizing information in a variety of ways

Activity 14 – Using the Urgent/Important Matrix (a.k.a. Covey's Quadrants or the Eisenhower Matrix)

Learning Activities

Before doing this activity, read the *To-Do Lists (Task Lists)* information sheet and the *Prioritizing* information sheet.

1 Think about **all** the tasks and activities you have to do in the next week. Create a "To-Do" list for yourself. If you already have a "To-Do" list created, you may use it.

2 Look at your list. Have you:

   ☐ Included everyday tasks you need to do (paying bills, going to appointments, etc.) no matter how important or unimportant?

   ☐ Written down things you want to do?

   ☐ Added tasks to complete projects you are working on or want to do?

   ☐ Built-in tasks that help you move towards your goals?

   ☐ Divided big jobs into small tasks?

3 For each task/activity, decide whether it is *important* or *not important*. Remember, this is determined by how important the activity is in helping you meet your goals and objectives. Don't worry about urgency at this stage. You want to concentrate on the true importance of the activity.

4 Once you have assigned importance to each activity, evaluate the urgency of each activity.

5 Create a blank Urgent/Important Matrix (Covey's Quadrants or the Eisenhower Matrix).

6 Consider importance and urgency ratings of each of the tasks in your "To-Do" list and write them in the quadrant matrix where you feel they belong.

7 Now rewrite and reorganize your "To-Do" List to:

   • Focus on "Important." Put your time and energy into the tasks and activities that matter. Remember that "important" is a matter of perspective. It is what is important to you. Important tasks are ones which make your life better, improve your relationships and help you reach your goals.

- Work on what's truly important before it becomes urgent.

- Make sure that "urgent and not important" activities never get in the way of "important and not urgent" ones.

- Avoid your "not urgent and not important" activities. (That doesn't mean you stop doing things that relax and recharge you as they are important to your health. Just make sure they aren't getting in the way of the important things.)

8 Try to stick to your To-Do list for a week, updating and adjusting the priorities daily.

9 At the end of each day, make a note of what you found difficult about following through on your "To-Do" list and the priorities you set yourself.

At the end of one week, answer the following questions:

10 What activities got in the way of you completing your "important" tasks?

_____

_____

11 What "important" tasks were you able to do before they became "urgent"?

_____

_____

12 What "not urgent and not important" tasks were you able to avoid?

_____

_____

Compendium of Additional Resources
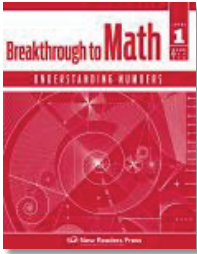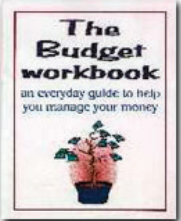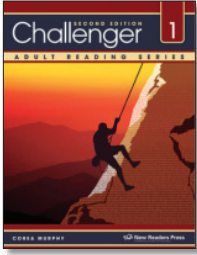
Introduction
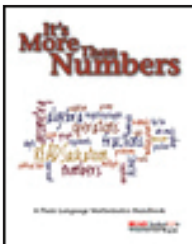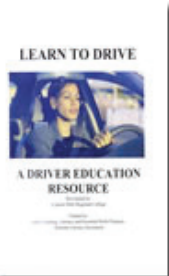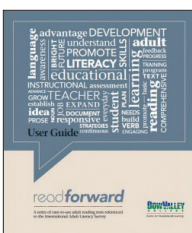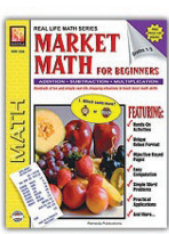
The following pages provide a list of resources that have been recommended by practitioners working in Ontario's Literacy and Basic Skills programs. The selected resources may be useful in helping learners to develop the necessary skills and knowledge to support task-based activities, especially in the context of the Ontario Adult Literacy Curriculum Framework (OALCF).

The list is sorted by resources that are purchasable, downloadable or web-based. Within each of these groups the resources are presented alphabetically. Each resource listing contains a picture of the resource, the name of the resource, and a brief description which includes the publisher and where it is available. Prices have not been provided for those resources that are purchasable, as prices are not constant.
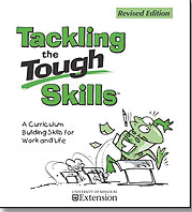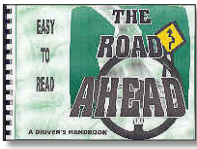
Alongside the resource descriptions is a table of the OALCF competencies and task group codes for which the resource may provide supporting skill development or practice. This chart is not meant to imply that the resources are aligned to the OALCF, rather that the resources could be useful in helping learners develop the necessary skills and knowledge to support performance in certain competencies and task groups. The chart does not include the level of task complexity these resources will help the learner build readiness for, as the parameters of the project did not provide for that extensive a review.

Purchasable Resources
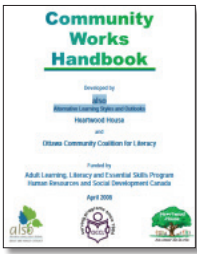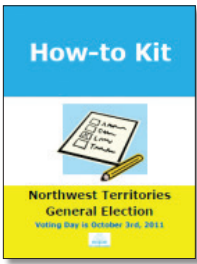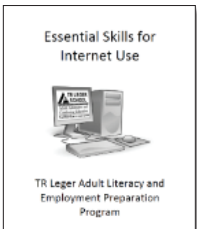
Resource	Description	Competencies/Task Groups					
		A	**B**	**C**	**D**	**E**	**F**
	Breakthrough to Math is a four-level program to help learners develop math confidence. Skills are broken down into very basic steps by focusing on one skill at a time to make math easier to understand. Teacher's guide, workbook, and books are available. Publisher: New Readers Press Available through: **www.laubach-on.ca/bookstore** and **www.frontiercollegebooks.ca**	A1 A2	B1 B3	C1 C2 C3 C4			
	The Budget Workbook This everyday guide helps learners understand how to manage their money. Each workbook contains reading, writing, and math exercises for all learning outcome levels. Available in CD-ROM and hard copy. CD includes Workbook and Answer book. By: Wellington County Learning Centre **www.thewclc.ca**	A1 A2	B2 B3	C1 C2 C3 C4	D		
	Challenger Series Challenger's eight levels guide adult learners from beginning reading and writing, through to preparing for the GED. Concepts are presented in the context of diverse fiction and nonfiction passages relevant to adults. New features in the 2nd edition include updated storylines and new literature; current informational articles; updated artwork to help learners relate; and companion writing books. You can now see online previews. Publisher: New Readers Press Available through: **www.laubach-on.ca/bookstore** and **www.frontiercollegebooks.ca**	A1 A2 A3	B1 B2 B3				
	Communicating Skills is a practical, relevant series of language arts workbooks that complement a core language arts program by providing additional practice exercises to develop better writing, vocabulary, word study, grammar, and syntax skills. There are 7 levels in this series. By: Dave Martin, Publisher: Nelson **http://www.nelsonschoolcentral.com**	A1 A2	B2 B3		D		
	Fill it in: working with forms for Aboriginal students contains paper-based and Internet forms for work, personal and school life. A glossary of terms commonly used on forms is included. It also explains many of the "rules" about forms that are sometimes not clear. By: Christianna Jones & Kate Thompson, Publisher: Ningwakwe Press **http://ningwakwe.on.ca**	A1 A2	B3		D		

Resource	Description	Competencies/Task Groups					
		A	**B**	**C**	**D**	**E**	**F**
	Following Directions provides numerous activities to help learners improve their ability to follow both oral and written directions. The activities for written directions can be done independently. Those for the oral directions require an instructor or tutor. By Nancy Lobb Publisher: J. Weston Walch **http://walch.com/**	A1 A2	B1 B2 B3			E	
	It's More Than Numbers gives an overview of basic math plus geometry, algebra, problem solving, information management (basic Excel) and probability. Useful for someone who wants a quick refresher on math skills learned earlier but now forgotten. By: Read Saskatoon Order: **info@readsaskatoon.com** Sample: **www.readsaskatoon.com**	A1 A2	B1 B3	C1 C3 C4	D		
	It's More Than Words covers basic reading and writing skills as well as how to write different types of tests. Useful for someone who wants a quick refresher on communication skills. There is a good section on how to use a dictionary. By: Read Saskatoon **info@readsaskatoon.com** Sample: **www.readsaskatoon.com**	A1 A2	B1 B2 B3				
	Learn to Drive: A Driver Education Resource is a good supplement to the Official Driver's Handbook. It comes with an interactive CD. By: Great Plains College at 773-1531 or toll free 1-866-296-2472	A1 A2 A3	B3	C2 C3	D		
	Read Forward is a series of easy-to-use adult reading tests. The series uses familiar texts that reflect where everyday reading takes place: in the home, the community and the workplace. It is divided into 6 successive segments based on skill development, and contains 5 different tests for each segment.	A1 A2	B2 B3				
	Remedia Publications creates unique activity books, storybooks, flash cards, games, and software products that focus on building basic skills. Features include large type; simple non-distracting and non-juvenile art; simple page layout; skill specific activities; and classification by grade level, interest level and reading level. Over 500 publications. Free catalogue.	A1 A2	B1 B3	C1 C2 C3 C4	D		
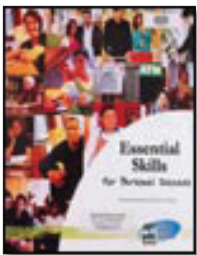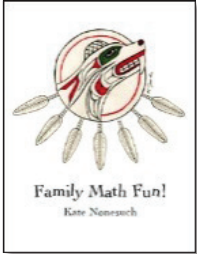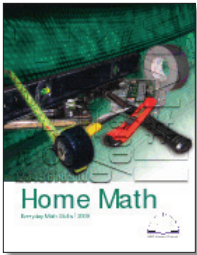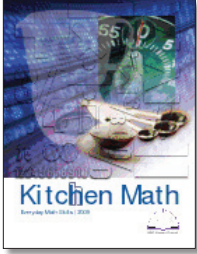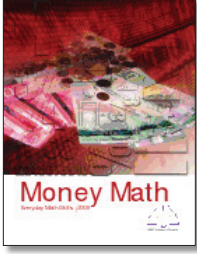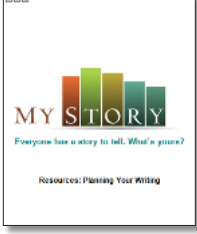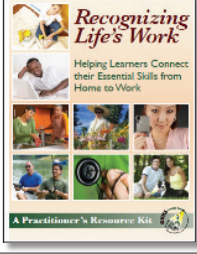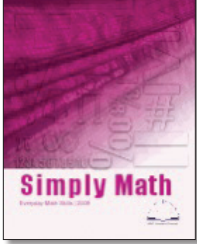
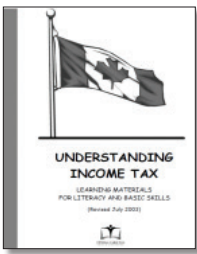| Resource	Description	Competencies/Task Groups					
		A	**B**	**C**	**D**	**E**	**F**
	Tackling the Tough Issues (2000) is an interactive life skills curriculum designed to enable hard-to-reach adults prepare for both life and work. Skills like attitude, responsibility, communication and problem-solving are addressed. By: Rosilee Trotta Publisher: University of Missouri Extension	A1 A2	B1 B3				
	The Road Ahead: an easy to read Driver's Handbook is a literacy resource for youth or adults. Includes topics not covered in other driver's manuals and review exercises for almost all chapters. In an easy-to-read format, it is a great supplement to the official driver's manual. By: Wellington County Learning Centre **www.thewclc.ca**	A1 A2	B3		D		
	Walch Real Life Series contains three books and a teacher's guide, which can all be bought separately. **Person to Person** shows students how to take positive action to create and maintain good relationships. **More Power to You** helps students begin to outline their own goals, values, and accomplishments. **Way to Go!** teaches a step-by-step approach to problem solving and decision-making. By: Diane R. Smith Publisher: Walch **http://walch.com/**	A1 A2	B2 B3			E	
	Walch offers a number of books for real-life math. These include: • **Power Basics: Consumer Mathematics** • **Integrating Math in the Real World Series** (The Math of Food, The Math of Homes and Other Buildings and The Math of Sports) Publisher: Walch **http://walch.com/**	A1 A2	B2 B3	C1 C2 C3 C4	D		

Free Downloadable Resources

Resource	Description	Competencies/Task Groups					
		A	**B**	**C**	**D**	**E**	**F**
	Best of the Reader offers a series of 14 e-books, each with 8-10 short stories. Each story has exercises and activities to go with it. There is also an answer key in each e-book. The stories, recipes, puzzles, and other material are from past issues of *The Westcoast Reader* (1982-2009), a newspaper for adults who are improving their English reading skills. By: Joan Acosta • **Free downloads www.bestofthereader.ca**	A1 A2	B2 B3		D		
	Canada's Food Guide website has some excellent information, tools and activities for literacy practitioners to use with learners (and maybe themselves). On the main page you can find "Create My Food Guide" where you can make a personalized food guide. Through the Educators and Communicators link you can find an Eat Well and Be Active Educational Toolkit, a Nutrition Labelling section, ready-to-use presentations, and more. By: Health Canada • **Free downloads http://www.hc-sc.gc.ca** (»Food & Nutrition» Canada's Food Guide)	A1 A2	B2 B3	C2 C3 C4	D		
	Community Works Handbook was designed for adult learners doing volunteer placements. It has sections on personal qualities and abilities; workplace safety; charting progress; time management; organizational skills; workplace communication; and getting along with others. By: Alternative Learning Styles and Outlooks, Ottawa Community Coalition for Literacy • **Free download www.nald.ca/**	A1 A2	B1 B2 B3	C2	D	E	F
	Elections How-to-Kit (2011) builds literacy skills while teaching about elections in Canada. By: NWT Literacy Council • **Free download www.nwt.literacy.ca**	A1 A2	B2 B3	C4	D		
	Essential Skills for Internet Use is an independent, self-guided handbook learners can use to become familiar with the Internet. By: TR Leger School • **Free download http://www.nald.ca**	A1 A2	B3		D		

Resource	Description	Competencies/Task Groups					
		A	B	C	D	E	F
	Essential Skills for Personal Success is divided into four modules that deal with managing basic needs; improving and maintaining health; handling personal issues and relationships; and participating fully as members of the community. By: Literacy Network Northeast • **Free download www.northernliteracy.ca**	A1 A2	B1 B2 B3	C1 C2 C4	D	E	
	Family Math Fun! (2008) is designed to help family members strengthen their own math skills while strengthening those of their children. The activities are active in nature. By: Kate Nonesuch • **Free download http://www.nald.ca**	A1 A2		C1 C4			
	Free Teaching Resources is a 7-unit financial curriculum including facilitator's guide, study guide and workbook. Areas covered include: goal-setting, budgeting, loans, interest and banking. By: Commission for Financial Literacy & Retirement Income **Free download www.cflri.org.nz/financial-literacy/tertiary**	A1 A2	B1 B2 B3	C1			
	Giving Back: Volunteering for Work Experience Program is a printable binder created to prepare adult literacy learners to work as volunteers, while they develop skills and gain experience for the workforce or to increase personal independence. It provides a variety of learning activities, assessment tools and evaluation criteria. By: Waterloo Catholic District School Board • **Free download www.nald.ca**	A1 A2 A3	B1 B2 B3	C1 C2 C4	D		
	Going to the Doctor helps people work on issues related to visiting a doctor. By: Yukon Learn • **Free download www.nald.ca**	A1	B2 B3				

Resource	Description	Competencies/Task Groups					
		A	**B**	**C**	**D**	**E**	**F**
Home Math	**Home Math** covers measurement in the home, paying bills and math related to conservation in the home. This book provides a practical application to math skills previously learned or math skills could be taught prior to each topic (required math skills are listed under each topic). By: NWT Literacy Council · **Free download www.nwt.literacy.ca**	A1 A2	B3	C2 C3	D		
Kitchen Math	**Kitchen Math** applies math skills to shopping, recipes and nutrition. Materials are geared to real-life scenarios. By: NWT Literacy Council · **Free download www.nwt.literacy.ca**	A1 A2	B3	C1 C3 C4	D		
Money Math	**Money Math** applies math skills to everyday use of money, from spending and saving to budgeting. Materials are geared to real-life scenarios. By: NWT Literacy Council · **Free download www.nwt.literacy.ca**	A1 A2	B3	C1 C3 C4	D		
MY STORY	**My Story: Planning Your Writing** (2009) is a planning resource for learners who want to write about their life story. By: BBC · **Free download http://downloads.bbc.co.uk/raw/doc/mystory_planning.doc**	A1 A2	B2 B3				
Recognizing Life's Work	**Recognizing Life's Work** is a Practitioner's Resource Kit intended to help learners connect Essential Skills from home to work. However, this resource also shows the skills that can be built and strengthened through 12 different common leisure and home-based activities. The kit is a comprehensive bank of materials that include high- and low-level learning activities, authentic documents, and steps to the answers to the learning activities. By: QUILL Learning Network · **Free download http://quillnetwork.ca or www.nald.ca**	A1 A2	B2 B3	C1 C2 C3 C4	D		
Simply Math	**Simply Math** develops the foundational math skills needed to do the activities in Home, Kitchen, and Money Math. By: NWT Literacy Council · **Free download www.nwt.literacy.ca**	A1 A2		C1 C2 C3 C4	D		
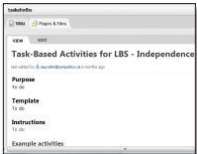
Resource	Description	Competencies/Task Groups					
		A	**B**	**C**	**D**	**E**	**F**
	The Internet TESL Journal is a portal for ESL practitioners. It has a wealth of lessons and textbooks with lessons and activities that can be easily adapted for adult literacy learners. One example is the downloadable textbook Tell Me More – a set of task-based communication activities at http://iteslj.org/t/tmm/.This site is missing the bells and whistles, but if you have the time to explore, you can find some excellent material. **Free downloads http://iteslj.org**	A1 A2 A3	B2 B3		D		
	Understanding Income Tax teaches students in literacy programs about income tax. It helps learners understand about taxes, forms used to pay taxes, and services provided by the government to low income tax payers. The guide was written for learners in Ontario at Level 2 of the old LBS Matrix, but the performance indicators listed with each activity will help to articulate it to the new OALCF By: Ottawa-Carleton District School Board • **Free download www.nald.ca**	A1 A2	B1 B3	C1			
	Using Digital Technology Sample Tasks and Activities This resource offers sample tasks to support using digital technology in Literacy and Basic Skills (LBS) programs within the context of the Ontario Adult Literacy Curriculum Framework (OALCF). They offer varied approaches to designing learning materials in relation to the Use Digital Technology Competency (D) in the OALCF. There are two instructional resource packages, with tasks grouped into themes: Package 1: Work using digital technology, Manage money using digital technology, and Sample online instructional resources. Package 2: Manage Health Using Digital Technology, Manage Learning Using Digital Technology, and Share and Collaborate Using Digital Technologies. By: AlphaPlus • **Free download http://usedigitaltechnology.alphaplus.ca/**	A1 A2	B2 B3	C1	D		

Web-base/Interactive Site Resources

Resource	Description	Competencies/Task Groups					
		A	**B**	**C**	**D**	**E**	**F**
	Adult Learning Activities has news stories on a wide variety of topics that would interest independence learners. The stories can be read in short or longer form, or listened to. Some can even be watched. Good for comprehension of what is read, heard or seen as well as for learning new words. By: California Distance Learning Project **Website: www.cdlponline.org/**	A1 A2 A3	B2 B3		D		
	AlphaPlus Web Index provides access to web-based information and resources related to the task groups in the Ontario Adult Literacy Curriculum Framework (OALCF). AlphaPlus added OALCF-related tags to resources bookmarked in their Web Index, available through the social bookmarking tool Delicious. They will continue to add OALCF resources to the Web Index. Information and links at http://alphaplus.ca/en/oalcf/oalcf-and-the-alphaplus-web-index.html By: AlphaPlus **Website: http://www.delicious.com/alphapluswebindex**	A1 A2 A3	B1 B2 B3	C1 C2 C3 C4	D		
	Comic strip makers Comics are becoming popular as reading and writing teaching tools. Learners can compose their own for pre- and post-reading activities, understanding dialogue, expressing personal thoughts and feelings etc. Learners can choose backgrounds, characters, and props. By: Bill Zimmerman **Website: www.MakeBeliefsComix.com**	A1 A2	B2 B3 B4		D		
	English Maven is a site of free, online English lessons and exercises for grade school (K-12), General Educational Development (GED), English as a Second Language (ESL), etc. It offers a large variety of accurate and concise skill-building resources geared towards a range of ability levels. No registration is required to access or use activities. **Website: www.englishmaven.org**	A1 A2	B1 B3		D		
	Financial Consumer Agency of Canada provides information on all kinds of financial products and services. It includes both budgeting and mortgage calculators, and tools to select the appropriate bank account and credit card. Under the Educational Programs section there is a downloadable financial literacy toolkit containing both self-assessments and worksheets. **Website: www.fcac-acfc.gc.ca/eng/index-eng.asp**	A1 A2 A3	B3	C1	D		
	GCF Learn Free offers online lessons for everyday living, provided in easy English. The site includes interactive audio lessons, such as how to tell time, how to use a bank machine, how to use iTunes, and how to read a subway map. There are numerous lessons on computer, career skills, math and reading. By: Goodwill Community Foundation's **Website: www.gcflearnfree.org**	A1 A2 A3	B2 B3	C1 C2 C3 C4	D		

Resource	Description	Competencies/Task Groups					
		A	**B**	**C**	**D**	**E**	**F**
Good Learning Anywhere Sioux Hudson Literacy Council	**Good Learning Anywhere** provides free online distance learning opportunities for adult learners in Ontario to assist them in upgrading their reading, writing, math, computer and other Essential Skills. Good Learning Anywhere works with Aboriginal communities, organizations and individuals to identify and meet their learning goals in a our flexible, online learning environment. By: Sioux Hudson Literacy Council **Website: www.siouxhudsonliteracy.com/**	A1 A2 A3	B2 B3	C1 C2 C3 C4	D	E	
	IXL is a comprehensive math site that makes math practice fun, motivating learners through interactive online games and practice questions. Although the site is directed at school curriculum for children, most of the activities are appropriate for adults. Learners can use activities for free and get individual activity scores, but, for a paid membership, the website generates detailed performance reports which allow teachers to monitor the progress of their students. These can identify a student's strengths/weaknesses; improvement; etc. You can view the actual problems missed. **Website: http://ca.ixl.com**	A1 A2 A3	B3	C1 C2 C3 C4	D		
	Khan Academy provides teaching videos and exercises for K-12 math as well as videos for science, finance and economics, and history. Linking to a coach (literacy instructor) helps learners to see their progress and where they still need help. By: Sal Khan **Website: www.khanacademy.org**	A1 A2 A3	B3	C1 C2 C3	D	E	
	The LearningHUB is an online Literacy & Basic Skills upgrading program, serving the English population of Ontario. The LearningHUB is free to all adult learners who want to access a flexible, online learning environment for literacy and numeracy upgrading. By: Avon Maitland District School Board **Website: www.learninghub.ca**	A1 A2 A3	B1 B2 B3	C1 C2 C3 C4	D	E	
MedlinePlus Trusted Health Information for You	**MedlinePlus** is a site with reliable, up-to-date health information about diseases, conditions, and wellness issues in plain language. It has interactive tutorials and games. Check your health by using the calculators and quizzes. By: National Institute of Health **Website: www.nlm.nih.gov/medlineplus/** or **http://medlineplus.gov/**.	A1 A2 A3	B2 B3	C1 C2 C3 C4	D		
skills Free Functional Skills and Skills for Life resources	**Skills Workshop** has many literacy, numeracy, ESOL and contextual learning activities. Although it is based on the UK curriculum, many of the activities are transferable to Canada, as they have a Functional Skills table that can be used to match skills to the OALCF. By: Maggie Harnew **Website: www.skillsworkshop.org/contextual**	A1 A2 A3	B2 B3	C1 C2 C3 C4	D		
	Task-Based Activities for LBS – Independence is a wiki with numerous activities levelled to the OALCF. More tasks are being added as time goes on. By QUILL Learning Network **Website: http://taskbasedactivitiesforlbs. pbworks.com/w/page/47429113/Task-Based%20Activities%20for%20 LBS%20-%20Independence**	A1 A2 A3	B1 B2 B3	C1 C2 C3 C4	D	E	F

Resource	Description	Competencies/Task Groups					
		A	**B**	**C**	**D**	**E**	**F**
	TV411 is a collection of videos and web activities, designed to help you reach your learning goals. The activities can help learners read, fine-tune their writing, expand vocabulary, get a grip on math, and explore science. By: Education Development Center **Website: www.tv411.org**	A1 A2 A3	B2 B3	C1 C2 C3 C4	D		
	Voice of America – Learning English Although this is an ESL site, it has articles that can be used for those seeking to improve their reading skills. Podcasts of many of the articles are provided at a slow speaking rate By: Voice of America. **Website: http://learningenglish.voanews.com/**	A1 A2 A3	B1 B3	C1 C2	D		