EDUCATIONAL CURRICULUM MANUAL: EMPLOYMENT TRAINING FOR LOW LITERACY IMMIGRANT WOMEN

Calgary Immigrant Women's Association



ACKNOWLEDGEMENTS

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The project was funded by Status of Women Canada



Canada

INTRODUCTION TO THE MANUAL

This manual is based on findings and outcomes of the From the Margins to Engagement: Connecting Low Literacy Immigrant and Refugee Women with Community, Employment and Empowerment project. The project examined the unique needs and barriers of immigrant women with limited functional literacy on an individual, community, and business level. The project included a literature review, informational interviews and focus groups with literacy students as well as interviews with relevant service providers and businesses. Project findings confirmed that in order to affect change in the lives of low literacy immigrant women and to ensure improvement in their economic and social condition, solutions need to be multi-faceted, collaborative and engage many stakeholders in our communities and society. For the purposes of this manual, low literacy immigrant women are defined as women with less than 12 years of education from their country of origin.

The manual describes a unique training model, which includes a modular approach to supporting low literacy immigrant women largely unreached by existing employment training programs; a population that is otherwise ineligible for employment preparation training programs and is limited to English-language training until they reach a sufficient language level for employment training. The model has been recognized for its innovative service delivery through two national awards: ABC Life Literacy Canada: The Great-West Life, London Life and Canada Life Literacy Innovation Award (2013) and the Council of the Federation Literacy Award (2014).

The manual contains lesson plans and resources that enable the practical learning required for workplace success of immigrant women with limited education and language skills. The manual can be used in the workplace by employers and supervisors for preparing and training employees as well as dealing with learning gaps of staff. Community agencies can also use the manual to enhance services to support their students. Although the manual is based on a project focused on addressing the unique employment and learning needs of low literacy immigrant women, the manual and training model can be broadly applied to Canadian-born persons with very limited literacy because of its flexibility. Workplace success depends on an appropriate curriculum being delivered via a model that fits the lives of the literacy students. It is the aim of this manual to help users plan, implement, and evolve a program that will best support their students as they meet and overcome challenges to become employable.

Who is Calgary Immigrant Women's Association?

Calgary Immigrant Women's Association (CIWA) is a culturally diverse settlement agency that was established in 1982. CIWA's mission and vision are focused on engaging immigrant women and immigrant families in the community and enriching Canadian society through full participation of immigrant families in communities they live in. CIWA's values are integrity, equity, empowerment, relevance and collaboration. During its 32-year history, CIWA has collaborated with over 300 community partners, ethno-cultural communities and employer partners to deliver innovative programs that are responsive to the unique and diverse needs of immigrants living in Calgary.

CIWA's uniqueness and strength is its customized, culturally sensitive and holistic approach to service delivery, which has yielded excellent results for immigrants in the areas of literacy, language training, employment support, health programs, emergency housing, family conflict, civic engagement, individual counselling, child care, youth and senior specific programs.

We currently offer 40 programs and services in four core areas: (a) Intake, Settlement and Integration Services, which provide support in meeting immediate basic needs, addressing family violence and abuse; (b) Language Training and Childcare Services, which provide language and literacy classes to students in order to help them achieve proficiency in English at any level (childcare is provided for our students' children); (c) Employment Services, which offer bridge to work programs, counseling, networking opportunities, training and workshops for women searching for meaningful jobs in our community and (d) Family Services, which provide support for parents, grandparents, youth and families adjusting to a new culture and life in Canada.

What is Functional Literacy?

"Success" in Canada by most definitions depends on sufficient literacy to become gainfully employed, survive and eventually flourish in Canada. Literacy is a fundamental human right and the foundation for lifelong learning. It is essential to social and human development in its ability to transform lives. For individuals, families and societies alike, it is an instrument of empowerment to improve one's health, income and relationship with the world. Sufficient literacy is a necessity in the home, work and community (MacArthur, 1998). Statistics relating to literacy among immigrants are a serious cause for concern as 60 percent of immigrants in Canada have low literacy levels, compared to 37 percent of native-born Canadians (OECD, 2013).

CIWA's experience indicates that a high school graduate from another country, in many cases, is not sufficiently skilled or proficient in English or does not have adequate experience to enter or retain employment in Canada. Those with less than a high school education or, in some cases, no formal education from their country of origin are significantly more disadvantaged. Moreover, the requirements for entering the workforce are rising and expectations related to Essential Skills have increased markedly in the past three years.

The Need for an Educational Curriculum Manual and Modular Approach: Canada and Calgary Context

The declining birthrate in Canada as well as its growing economy and labor shortages represent a significant concern that Canada seeks to address, in part through immigration. The Conference Board of Canada (CBC) estimates that Canada needs approximately 375,000 immigrants annually to maintain stability in its workforce and to sustain economic development (The Conference Board of Canada, 2014). However, over the past 5 years, Canada has typically received around 250,000 newcomers annually (Government of Canada, 2014). Women make up 53 percent of immigrants to Canada; of these women, 35 percent have 12 years of education or less. From 2007-2011, 150,000 immigrant men and 180,000 women with 0-12 years of education came to Canada (Government of Canada, 2012). These numbers

indicate a gap between the workforce solution that immigrants represent and the actual employability of a significant portion of these immigrants. Consequently, there are scores of women who can benefit from appropriate training and an opportunity to enter the workforce.

There is a significant population of immigrant women in Calgary with limited first language literacy and there are also employers who prefer to hire immigrant women. Employer interviews indicated that at least one employer eliminated men from night cleaning positions as they found immigrant men adapted poorly to Canadian workplace expectations when compared to immigrant women. Another employer interviewed found that the number of male cleaners had been reduced to a fraction of their workforce due to male/female conflicts in the workplace. Males were retained predominantly for heavy cleaning roles. While this information suggests that immigrant men would benefit from literacy-based employment training, it also indicates that there are employment opportunities for immigrant women.

From 2008 to 2014, CIWA has served 2,300 immigrant women with less than 12 years of education from their country of origin. Over 60 percent of these women came to Canada as refugees. Outside of arriving as a refugee, there are few ways in which women with limited education can migrate to Canada. Women who arrive under the sponsorship immigration category make up the second largest group of those receiving services from an agency such as CIWA.

Based on interviews conducted during the project with low literacy immigrant women and external agencies, both service providers and businesses, the following issues were identified:

- Majority of the women were not able to function independently when visiting the doctor, shopping for groceries or searching for a job; of these women, 80 percent indicated a desire to have a job but felt they faced barriers to employment such as language, childcare, lack of job search skills, age and health
- Key barriers to successful integration in Canada were low levels of English followed by a lack of awareness of available resources; however, interestingly, the employers interviewed considered availability issues as more significant than language barriers, which was not a barrier identified by the target population

These findings confirm the value of investing in language and Essential Skills training for low literacy immigrant women. The desire to be employed, when combined with appropriate training, can lead to empowered women who become preferred employees in the workplace. This largely untapped labor force deserves the attention of government and industry alike as a solution to labour force shortages. While language and Essential Skills training for low literacy immigrant women is important to achieving success, this population continues to experience tremendous barriers to advancing their skills.

What Barriers do Low literacy Immigrant Women Face?

The table below lists barriers low literacy immigrant women face in obtaining employment. These barriers are based on the perceptions of the women themselves as well as employers that were gathered through interviews and focus groups.

Self-Identified Barriers for Low Literacy	Key Barriers Identified by Employers*
Immigrant Women*	
 Level of English language skills Accessible and affordable childcare Job search skills Level of formal education Ability to learn a new language while learning basic reading and writing skills Accessible and affordable transportation' Access to and awareness of job training programs Understanding of occupational hazards Computer skills Knowledge of worker's rights and responsibilities Awareness of community resources and services Ability to meet financial obligations while attending training programs Understanding of skills and knowledge to be successful in the workplace Understanding of Canadian workplace culture and workplace expectation Flexibility in working various shifts Weather Trauma and stress Cultural challenges Personal challenges in the home 	 Availability and flexibility to work various shifts Level of English language skills Speaking their own language in the work place Cultural differences in communication with supervisors and working with men Ability to work with people from different cultures Understanding job related expectations (use of cell phones, appropriate work attire, discrimination)

(*Barriers are listed in the order from most to least identified.)

EMPLOYMENT TRAINING MODEL FRAMEWORK

The training model featured in this manual is based on best practices tested by Calgary Immigrant Women's Association through several customized curricula. The model targets employment training in a manner that fits the lives and circumstances of the low literacy immigrant population.

Unique features of this training model include:

- Non-restrictive program eligibility requirement (no prerequisites for registration)
- Rolling entry (students are able to start attending classes the following week)
- Flexible schedule that accommodates those attending English Language Learners (ELL) programs, other programs or have children in school
- Occupation-specific skills focus with occupation-specific language training
- Essential Skills focus with emphasis on the Cleaner occupation (NOC 6661)
- Adaptable lesson plans/ modules which can be used for other occupations
- Customized lesson plans for each module to accommodate different employer needs
- Success oriented: opportunity to repeat difficult modules
- Recognition of training completion
- Support services including on-site childcare and transit support

The table below provides a list of unique barriers low literacy immigrant women face in accessing support and obtaining employment. For this multi-barriered population, training in and of itself is not the answer; it must be accompanied by robust and realistic employment support services. Based on the mitigating strategies listed in the table, facilitators are able to address barriers and achieve outcomes for clients.

Barriers	Mitigating Strategies	Outcomes
Level of English language skills	 Use of plain language Cultural sensitive and first language support Customized individual support Occupational specific language training 	 Students understand the program Students feel their needs were understood Students are comfortable asking for help Students enhance their English language skills
Level of confidence and isolation	 Friendly and approachable staff that are always available for support Welcoming classroom atmosphere Opportunities for students to build connections with their peers (e.g. 15 minute coffee/tea breaks) 	 Students feel safe and secure Students develop positive social bonds Students confidence levels increase
Cross cultural	Diverse classroom setting	Students engage with others

Barriers	Mitigating Strategies	Outcomes
understanding and interactions	 Diversity education imbedded in lesson plans Peer learning activities 	from different cultural backgrounds Students learn the importance of multiculturalism and respecting diversity in Canada Students learn from each other
Eligibility for and accessibility and flexibility of programs and services	 Program eligibility requirements are not restrictive (e.g. CLB scores not required, immigration status, etc.) Rolling entries with no wait lists Customizable modules based on individual needs of students Students are able to complete modules at their own pace Flexible class times which enable students to continue attending LINC/ESL classes or other employment training workshop 	 Low literacy immigrant women are able to participate in the program Student needs are immediately addressed Students are able to stay committed to the program and regularly attend classes
Knowledge of specific skills and qualifications and basic workplace expectations and procedures	 Program orientation Information about industry specific required skills, knowledge and certification 	 Students learn about other factors important in securing a job in addition to English language skills Students learn about minimum job skills, knowledge and certification required by employers
Employability skills	 Modules focused on functional literacy, Essential Skills, work specific vocabulary, that is customized to the students learning needs Training materials reflective of local employer needs 	 Students gain skills to help them secure a job despite limited English skills Students know where to apply what they learned in training in their jobs
Ability to retain information and	One-one-one tutoringOpportunity to repeat modules	Students receive additional supports in order to

Barriers	Mitigating Strategies	Outcomes
learning (stress, pre migration trauma, learning disabilities, limited foundational learning skills, etc.)	 Referral to therapeutic or supportive counselling Opportunity for students to leave the training and return when they are able without having to repeat classes 	successfully complete the training Students have positive mental health needed to focus in class and maintain employment Students are confident in applying what they have learned in their jobs
Low income (affording training, housing, childcare and transportation costs and meeting basic needs)	 Free training Social assistance negotiated on a student by student basis Onsite childcare services Transportation support for students (bus tickets) 	 Students are able to access training free of charge Students are able to take training without having to worry about finding and paying for about childcare Students do not have to worry about transportation costs associated to attending training Students are able to focus on learning without having to worry about financial burdens
Knowledge and skills to search and apply for jobs	 Resume writing, interview and job search support Beginner level computer training that includes online job search and applications Direct referrals to employers for interviews 	 Students have increased the knowledge and skills to apply for jobs Students are connected to employment opportunities
Knowledge of community resources and available services	Referrals to programs and services offered at CIWA and in the community	 Students learn about services available in the community Students access services to address their needs
Prior work experience in Canada or in their home countries	 Customized employment specific training based on employer needs Certificate of Completion accompanied by a resume identifying training modules References provided by program 	 Students learn about work place expectations in Canada Students gain Canadian references required for applying for employment

Barriers	Mitigating Strategies	Outcomes
Managing work life balance Employers reluctance to hire low literacy immigrant women	 Modules focused on understanding schedules, using the phone and workplace expectations Outreach to employers Formalizing partnerships with employers Onsite support for students provided by program staff 	 Potential employers learn about the training students have received Students improve scheduling skills and the ability to manage demands Ongoing partnerships with employers Employers learn the benefits of hiring low literacy immigrant women Students have increased access to employment
Post Training		opportunities
Finding employment after training Meeting employers' expectations Retaining	 Continued job search support for students Referrals to basic literacy training Referrals to other programs and services Job coach provides onsite support for students and employers Program staff work with students 	 Students receive ongoing support from program staff or other programs offered in the community Student increase basic literacy skills Students and employees feel supported Job retention increases Students find employment
employment (finding accessible and affordable childcare and transportation, inability to manage work life balance, shift work challenges)	 in finding employment that accommodates their needs Program staff work with employers in providing shifts that accommodates student schedules and needs Support for students in finding childcare and transportation solutions 	that is in line with needs Employment opportunities for students increases Job retention increases

Educational Curriculum Manual

Overview

The manual is a practical, relevant and replicable product open for use by employers, immigrant serving agencies and other entities desiring to provide employment enhancement training to literacy students seeking to attain and retain employment. The methods that led to this product are described under the Methodology tab following the manual.

The table below provides an overview of the contents of the manual, which focuses on employment training for the cleaning industry and the associated Essential Skills that participants can expect to improve with each particular training module:

Employment Training Modules for the	Essential Skills
Cleaning Industry	
Interview Skills Mode	ule
Topics: Common questions and answers Body language and hygiene Mock interview Cleaning Skills Mo Topics: Furniture/building, equipment and skill vocabulary Labels, symbols, signs and colors Recognizing a hazard at work	Document useReadingContinuous learning
Rights and responsibilities WHMIS Skills Modu	Thinking skills - planning
Topics: Recognize symbols Identify chemical hazard and risk Appropriate protective measures	Thinking skills - problem solving Document use
Working with Others Mo	odule
 Topics: Teamwork, employee's role Polite vocabulary, body language, conversation skills Greeting, small talk, gossip Flexibility, time off, respect, willing to work, commitments 	 Working with others Oral communication Thinking skills - problem solving

Health and Safety Module

Topics:

- Safe lifting, back care, body parts and senses
- Identify common hazards
- Fire drill and evacuation, 911
- Form filling

- Document use
- Continuous learning
- Thinking skills problem solving
- Oral communication

User Guide

This manual contains 5 – 10 hour modules of lesson plans for the Cleaning stream.

The following are tips to using the manual and providing the training.

- Become familiar with the lesson plan and the materials you will need in the class
- Remember the lesson plans are flexible and can be used with or adapted to your objectives and the literacy level of your students; the manual includes a CD containing PowerPoint presentations, images of workplace specific vocabulary, WHMIS manuals and other related information as well as suggested online videos (you can use your own relevant videos)
- Deliver each module in five two-hour classes that includes a fifteen minute break in each class; however, the time given for each class varies depending on the literacy level and prior experience of your students
- Use as many real objects and workplace signs as possible (eg. containers from the workplace illustrating the various hazards)
- Use repetition in all literacy skills areas (reading, listening, speaking and writing) to help students in learning and remembering the word
- Give clear orally explanations and instructions; do not expect the students to read the instructions
- Speak clearly and slowly; use short, simple sentences
- Provide students opportunities to participate by asking them to talk about their own workplace experience; ensure everyone participates
- Provide demonstrations as much as possible

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 Ask why, what, where, who, when and how questions frequently to ensure students understand what is being presented; students sometimes do not ask for clarification or share that they do not understand the materials being presented

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Day 1	Day 2	Day 3
Work readiness	 Interview skills Introduction Name Address Phone number Status in Canada Availability 	 Availability Skills Strengths Weakness Previous work
Da	y 4	Day 5
 Transportation Why do you want the j Salary Don't understand? Questions Appearance Hygiene Body language 	ob?	Review Mock Interview

(10 hours)

OBJECTIVES:

The learners will be able to:

- Recognize crucial steps that precede accepting an offer of employment
- Respond to a range of basic questions that could be asked in an interview with correct verbal and socially acceptable responses
- Demonstrate awareness of appropriate non verbal body language in an interview
- Show awareness of hygiene practices necessary in preparation for the interview
- Show awareness of appropriate physical appearance for the interview
- Participate in a mock interview

ESSENTIAL SKILLS (ES): Oral Communication, Thinking Skills (memory use), Continuous Learning, Document Use, Writing, Working with Others

MATERIALS:

- AV equipment
- Power point (learner booklets are made from power point slides 10-34)
- Learner booklets and handouts
- Resources #1,2,3
- Internet access

Topic	Activities	Resources/ Materials
Day 1		
Am I ready to work? ES: Thinking Skills	T: What are some things you need to think about before starting a new job? Elicit response from each learner and write them on the white board.	Slide #1 Slide #2
Ed. Hilling Chillio	Complete the following handout to ensure that learners are familiar with the English vocabulary.	Handout #1 Ready to Work Activity
Childcare	T: Who can watch your children? What times do you have childcare? Where is your daycare? Elicit response from each learner and write it on the whiteboard.	Slide #3
Transportation	T: How do you travel in the city? (Car? Take a bus? Get a ride) T: What part of the city do you live in? T discusses names of neighbourhoods and how it is important to learn about your city and know the parts of the city such as neighbourhood names, quadrants. T offers opportunity for tutoring sessions for those students who need to learn about using the transit website and phone systems. If applicable, T can explain how the city is split into four parts called quadrants and draw a picture of that on the board.	Slide #4
Schedule and Availability ES: Document Use	T: When can you work? T: How many hours do you want to work in a week? T: When are you at school? How many hours do you study each week? T: When can you work? This is your availability. T also explains difference between schedule and availability, i.e. your availability might be 7am-7pm Monday to Friday but this does not mean you will be scheduled for those hours. Your employer has to schedule your work within those hours. Explain that each student's availability is unique and based on: childcare, school and transportation. T talks about availability i.e. the days you can work	Slide #5, 6

	and the times.	
	T also talks about how answering 'anytime' is not the best idea in an interview because the employer will have to ask more questions to find out what days and times you actually can work. Most people do not mean 'anytime' when they say this. However, if you can work anytime, still specify the days and times.	
	It is better to give clear information to employers in interviews. When answering questions be clear and give details. It is important that you do not make the employer work hard to get these answers from you. Giving clear answers shows you know what you are doing and gives a good impression.	
Attitude	T explains the word 'attitude'. Ask learners if they	Slide #7, 8, 9
ES: Working with Others	know this word. If they say yes, ask them to demonstrate what bad and good attitude means, respectively.	
	T: What is the right attitude for work? T explains the importance of wanting to work and demonstrating that at their jobs every day.	
	T models different attitudes and body language and has the students call out if it is showing a good attitude and positive body language. Examples: arms crossed in front of chest, rolling eyes, hands on the hips, smiling, walking into the room with arms at sides, etc.	
	There is always competition for jobs. If you do not have a good attitude, your employer can give that job to someone who does.	
	T: What does teamwork look like? T draws students' attention to the two images on this screen and talks about how teamwork can look different in different situations.	
	For example, just because you work on your own cleaning overnight does not mean you are not an important part of a team. If you do not do your work overnight, then you leave someone with your work during the day.	Laptop/projec- tor with internet access

	http://www.youtube.com/watch?v=PU4hFmHlevs	
	These videos show the importance of asking for help and teamwork. T goes over the crab video and talks about how the little crab asked for help. We are stronger together and it is important to ask for help when you need it.	
	Are you ready to work? Have you answered these questions about childcare, transportation, school, availability and your attitude?	
	T: Remember to think about these things before you start looking for a job.	
	When you don't understand, let someone knowWhen you need help, ask for it	
	T can explain sources of help: co-workers, supervisors, friends, family, people at CIWA "Can you please repeat that?" "I am sorry I didn't understand that." "Could you show me how to do that?"	
	Give learners activity handout for 'Am I ready to Work?' T reads sentences to them. Learners answer yes or no on the sheets.	Handout #1 Am I Ready to Work?
	(This sheet can be used whenever the teacher prefers. Project handout on screen)	
	T can have show of hands to know who answered yes or no for a particular sentence. Discussion follows.	
Day 2		
Intro: Elicit Prior Knowledge	Show first slide and point to people in the picture. Confirm that learners know and understand words: Interviewer, Employer, Boss, etc.	Slide #10
ES: Thinking Skills	T: Who has been to an interview in Canada before? T: What kind of questions did you get asked? T: Was it different than an interview in your own	Slide #11

Interview Questions	T: When we go to a job interview, the person we meet will ask many questions. In an interview, we are selling ourselves as good workers. We need to be clear and confident with our answers so that the interviewer does not get confused by our responses. T will project slides and work through each question in the order they are on the slides. Work through the questions one at a time and have each learner answer the question individually so that you can verify the response. The others can listen and learn from the other responses. (If it's a large group, have learners talk to each other. Instructor can walk around and listen.)	Slide #11
Interview questions	T: We will talk about very common questions that the employer may ask:	Slide #12,13
ES: Thinking Skills, Oral Communication	Q: What is your name? Note: This may appear to be a simple question; however, names are different in different cultures. Spend some time on this question to clarify any confusion.	
	Make sure learners know that, in Canada, last name, family name and surname are the same. They must use their legal name even if there was a mistake made at the time of immigration. Slide #13 shows how this information is asked for on a written form.	
	Introduce and explain this concept using your own name and then ask multiple learners. Each learner could be asked individually or they could break up into groups and ask each other.	
Introductory Questions	T: Where are you from? This will likely be an interest question to make the candidate feel comfortable.	Slide #14
	T: When did you come to Calgary? If learners have come recently they could say month and year they came. If it has been a long time they could just say the year. Make sure the learners understand the WH questions - Where, When.	
	T: Where do you live in Calgary?	

Saying phone number	address in the student booklet and say their address to two other people in the classroom. Verbalize the connection between an application form and the interview question. T: What is your phone number? Explain that they should give the phone number where they would most likely be reached. Cell phone? Home landline? Demonstrate how the phone number is said. In Canada, phone numbers have seven digits, plus an area code. For example, 403-245-4560 (the area	Slide #16
	code is 403 and the phone number is 245-4560).	
Personal	When 0 is in a phone number, it's pronounced: oh/zero. We say the phone number in single digits and pause after the first three numbers (area code) and the next three numbers. Say: Four-oh-three, two-four-five, four- five-six-oh/zero This is a good time to talk about personal	

Listening to voicemail message	T: If an employer calls for an interview, he doesn't want to listen to a very long message. Also, make sure there is room for a message on your voicemail. Learn how to empty your voicemail. If there is a message on your voicemail, keep paper and pencil nearby to write name, phone number or time of the voicemail.	
Leaving a message on voicemail (optional if there is sufficient time)	Discuss leaving a message on voicemail. (Make sure you are not in a noisy area- kids, television, people talking, busy street) Greet: Good morning/ afternoon/ evening! Say your name clearly: My name is Tell why you are calling: I am calling because Give your phone number: My phone number is Ask the person to call back: Please call me back. Thanks!	Slide #17
Status in Canada	T: Are you a Canadian citizen? / Permanent resident? / Refugee claimant. Have the learner practice saying the words "Permanent Resident". Explain that if an interviewer asks "Are you a Canadian Citizen?" and if the answer is no, the interviewee can respond with: "No, I'm a permanent resident" or I'm a refugee claimant with a work permit" Status in Canada. Explain that this is what they ask for on forms. What is your status in Canada?	Slide #18,19
Eligibility	Are you legally eligible to work in Canada? Explain this concept because it is always asked at an interview. Have learners practice saying legally eligibleexplain term: "by the law of Canada, are you allowed to work here?" Do you have a S.I.N. number? Have a learner show their card. Explain that they should be careful with this card and keep it in a secure place.	Slide #20

Availability ES: Document Use, Oral	When can you work? / When are you available? Spend sufficient time on this question as it is a very difficult concept to grasp.	Slide #21 & 22
Communication	1. Review Mary's availability together as a class. Discuss her commitments to school, family, etc. Then, decide as a class what her availability for work could be. Create a list of factors that Mary has to consider when deciding her availability, i.e. transportation, childcare, English classes, etc. 2. Write in Mary's availability based on the classroom discussion of her life.	Handout #3 Mary's Availability
	 Direct learners to the availability chart in the learner booklet. Have them think through their availability, reminding them that this is not work hours. Record this on their chart. Take sufficient time to explain what availability means, i.e. we will not work the total time of our availability as full time is 44 hours and a daily work time is normally 8 hours. Help learners to understand how they would say their availability in the simplest and clearest way, i.e. Monday to Friday from 8am 	Student worksheet: Availability on Slide#22
	 to 10 pm. Saturday and Sunday 7am to 11pm. Make sure learners don't say: Monday and Friday. 5. Have each learner practice saying their availability in the clearest way possible. Do you want full time or part time work? Explain full time is 40-44 hours and part time is less than 35. A normal work day is 8 hours long. 	Slide #23
Note	T: When you go for a job interview, go alone. If you have someone with you, ask that person to wait outside. Focus on yourself and try to have good interview to get the job.	
	Do not try to get a job for your friends and family members when it is your interview.	
Day 3		
Review	Review questions from the previous day.	
Skills	T begins by telling class what she can do (skills), i.e. I can teach, I can clean, I can cook, I can read	Slide #24

English, I can ______. Identifying T: The interviewer will ask you: What are your Handout #4 skills skills? What can you do? Skills ES: Thinking Skills, T: Skills are things we do well at home or things we Adapted from Oral Communication Bridging the did in a previous job. Employment Gap, (Simcoe/Muskoka Skills: cook, clean, cut up vegetables, dust, Literacy Network, vacuum, and sew. 2008 Look at the skills handout. Learners decide which skills best describe them. T: What can you do? Have learners circle the skills that best describe them and the ones that would be most important for the kind of job they are hoping to get. Learners can look at pictures for prompts or they may generate some more skills. Have learners tell the person sitting beside them what their skills are. T: What can you do? _____. S: I can _____ After everyone has had a chance to share their skills with another person, have a few learners tell the class their skills. Introduce the word strengths or qualities by showing **Strengths** (qualities) pictures (teacher generated) and their opposites to Slide #25 contrast for better comprehension. T shows flashcard and asks: "What do you see in Magazine this picture? Is this good for work?" Hang the picture pictures ES: Thinking Skills, under the word good or not good on the whiteboard. displaying Oral Communication i.e. punctual (late), neat (messy), hard-working strengths and (lazy), careful, dependable, happy, reliable, their opposites friendly (arguing), strong, etc. Look at Handout #4 and have learners put a check Handout #5 beside 3 or 4 strengths that best describe **Strengths** themselves.

	T has learners describe their qualities to another person in the class. Explain that in the interview they would only choose to talk about 3 or 4 of their best qualities. T: You have to sell yourself. Why are you good for the job and better than another person? There could be five to ten interviews for one job.	Adapted from Bridging the Employment Gap, Simcoe/Muskoka Literacy Network, 2008
Tell me about yourself-Strengths and skills. ES: Oral communication	T: Sometimes the employer will ask: Tell me about yourself . You should respond with skills and strengths that are relevant to the job - not your whole family history. Have the learners say three skills and three strengths in response to this question. Explain that saying good things about yourself that are true and honest is a very important part of the interviewing process here in Canada.	Slide #26
Weakness ES: Thinking Skills, Oral Communication	T: An interviewer will often ask: "Do you have a weakness?" Explain the meaning of weakness. Help learners to identify a weakness and how they are addressing their weakness to improve it. I.e. My English speaking is weak but I am attending English conversation classes to improve my speaking. Elicit other possible answers and have learners practice answering this question.	Slide #27
Day 4		
Review ES: Oral communication, thinking skills	Before class, create cue cards by writing each question on a separate card. Hand out question cue cards which review the questions from the previous days. Have learners work in pairs and ask each other these questions. In smaller classes, each learner can take turns asking the class one of the questions. (Hand out the cards and read the question chosen for those who can't read.)	Teacher created cue cards
Previous work experience	T: Have you worked in Canada before?	Slide #28

ES: Oral communication	If yes, the learner should be able to say where she has worked. If not, say: No, but I have worked in another country. This will demonstrate that the interviewee has worked somewhere before. T: What did you do in your last job? Learners can describe tasks which would be similar to the skills they talked about previously.	
Transportation	T: How will you come to work?	Slide #29
ES: Thinking Skills	Explain that the employer will like to know that you have figured out how to get to the place of employment. (Bus, train, car, etc.)	
Want the job?	T: Why do you want this job?	Slide #30
ES: Thinking Skills, Oral communication	Do not say money as your first answer. Everyone knows you are looking for a job in order to earn money. You need to show that you are really interested in the job. The employer may otherwise think that you only want the money and will not do a good job.	
Salary ES: Oral communication	T: What salary do you expect? How much do you want to be paid? This question is asked to see if you understand how much this kind of work pays. It is good to give a small range such as \$11-\$13 per hour. Think about the kind of job you are applying for and say an amount that makes sense.	Slide #31
Don't understand?	T: If you don't understand a question, what could you ask the interviewer?	Slide #32
ES: Thinking skills, Oral communication,	Review several questions that could be asked politely when the learner doesn't understand what is being asked. Write them on the board: Could you please repeat that?	
	Could you please explain? Could you please speak more slowly?	

Questions ES: Oral communication, Thinking Skills	Interviewees should have at least 3 questions to ask the interviewer to show their interest in the job and their confidence. T: What are some questions we can ask the employer? Show slides #33-35 to give ideas about questions they could ask. Some additional questions are • Questions related to the job • What will my job be • Will I be working with other people or alone • What hours will I work • Do you give training • When will the job start • When will you make a decision	Slide #33
Appearance	Appearance: clothes, make up, accessories,	
Comportment	smell, cleanliness	Handout #6
ES: Thinking Skills, Oral communication	Learners brainstorm ideas of what they may think is important for appearance. What would the employer think is important? Why?	Is this good for an interview?
Personal Hygiene	Discuss smells: body odor, perfume, cigarette smoke, garlic breath, etc. Discuss visual aspects of hygiene: Hands, fingernails, hair, clean clothing, etc. Bring in assortment of personal care products to remind learners how to clean themselves before an interview (deodorant, toothpaste, bar of soap).	Assorted personal care products (deodorant, toothpaste, bar of soap)
What to wear: Accessories	Discuss jewelry, tattoos, piercings, make up.	Adapted from Bridging the Employment Gap, Simcoe/Muskoka Literacy Network, 2008

	<u></u>	
Clothing	Suitable clothing for an interview: Comparison of everyday clothing and clothing worn to an interview. Clothing worn to an interview should be in keeping with the type of job you are being interviewed for, i.e. don't wear formal business wear to an interview for a cleaning job. Do not wear jeans. Discuss resources available in the community for acquiring appropriate inexpensive clothing (Walk-in Closet, thrift shops etc.)	
Day 5		
Review	Review questions and all important aspects of interview etiquette.	
Nonverbal communication (Body language) ES: Working With Others	Display unacceptable behavior (slouching on a chair, chewing gum, talking on the phone, etc.) Learners brainstorm what was the unacceptable behavior in this demonstration? Talk about being relaxed and how to fold hands and place them in your lap, eye contact, etc. Thank the Interviewer and shake hands to say hello and good bye. Learner activity sheet Is this ok for an interview? This handout will create more opportunity for discussion about interview etiquette.	Handout #7 Is this Ok for an interview? Adapted from Bridging the Employment Gap, Simcoe/Muskoka Literacy Network, 2008 Resource #1 Interview questions
Mock Interviews ES: Thinking Skills, Oral Communication	T brings in another person to conduct a mock interview. The interviewer is given a list of questions covered in class with permission to slightly alter questions to make the interview process more authentic. The learner is expected to incorporate all that has been learned in the workshop for this role play. Each learner takes a turn in a mock interview while the others observe. See Interview Assessment for expected outcomes. T fills in an evaluation form during the mock interview. Add a few comments to the assessment	Resource #2 <u>Mock interview</u> <u>assessment</u>

so that the learner can learn from the experience.

Learners and T can debrief about the process with the entire group so that learners can learn from each other's interview and assess the skills gained and goals of workshop achieved.

Interview Skills

Lesson Plan

Slide 1



Slide 2

What are some things you need to think about before starting a new job?

Slide 3

Childcare

- Who can watch your children?
- What times do you have childcare?
- · Where is your daycare?







Slide 4

Transportation

How do you travel in the city?

- · Car?
- Take a bus?
- Get a ride?

What part of the city do you live in?







Slide 5

Schedule and Availability

- When can you work?
- How many hours do you want to work in a week?



Slide 6

School

When are you at school? How many hours do you study each week?





Slide 7

Attitude

What is the right attitude for work?

What does teamwork look like?



Slide 8

Are you ready to work?

Have you answered the questions about

- childcare
- transportation
- school
- · availability
- attitude



Slide 9



- Remember to think about these things before you start looking for a job.
- When you don't understand, let someone know.
- · When you need help, ask for it!



Slide 10

Interview Skills CIWA

Slide 11

Interview Skills



Questions

- Interviewer
- You

Greeting/Leave taking

Body Language

- Voice
- Face
- Hands and arms
- eyes

Slide 12

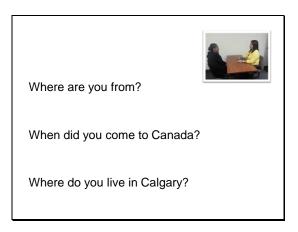


What is your name?
What is your <u>first name?</u>
What is your <u>last name?</u>
What is your <u>family name?</u>
What is your <u>surname?</u>

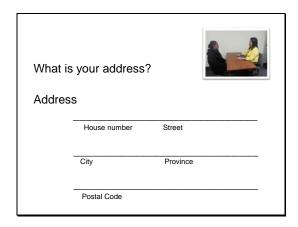
Slide 13

Name		
	(first)	(last)
Name _		
_	(first)	(family name)
Name		
	(first)	(surname)

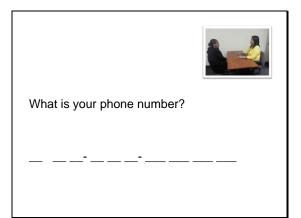
Slide 14



Slide 15



Slide 16



Slide 17

Leaving a message

- 1. Good morning/ afternoon/ evening!
- 2. My name is_____
- 3. I am calling because_____
- 4. My phone number is_
- 5. Please call me back.
- 6. Thank you.

Slide 18



Are you a Canadian Citizen?

Are you a Permanent Resident?

Slide 19



Status in Canada

- □Canadian Citizen
- □Permanent Resident
- □Refugee Claimant

Slide 20



Are you legally eligible to work in Canada?

Do you have a SIN number?

Slide 21



When can you work?

When are you available?

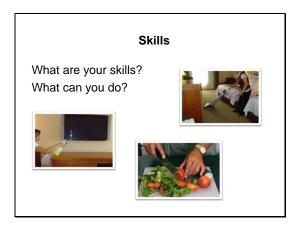
Slide 22

Availability Status □Full time □Part time Hours of Availability: Sun Mon Tues Wed Thurs Fri Sat from to

Slide 23



Slide 24



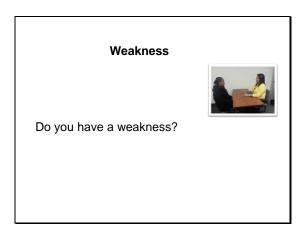
Slide 25



Slide 26



Slide 27



Slide 28



Have you worked in Canada?

What did you do in your last job?

Slide 29



How will you come to work?

Bus?

Train?

Car?

Walking?

Slide 30



Why do you want this job?

Slide 31



What salary do you expect? How much do you want to be paid?

Slide 32



If you do not understand the question what can you say?

Slide 33



Do you have any Questions?

How many hours of training will there be? Do you pay for training? When will you call me? What will I clean? How many floors will I clean?

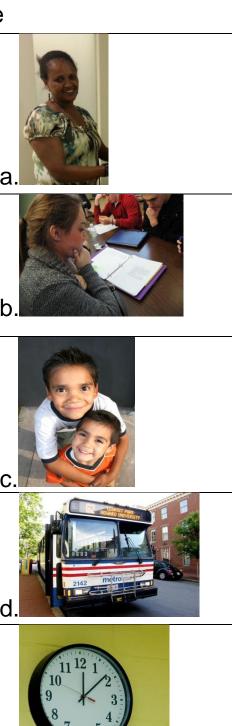
Handout #1 - Am I ready to work?

	Yes☺	No⊗
I want to work		
I have a place to live		
I have childcare for my children		
I tell everyone about my personal problems		
I know how to use transit to get to work		
It is okay for me to talk on my cell phone		
when I am working If I don't want to go to work, I can call in sick		
I am on time for appointments		
I am polite and kind to the people around me		
I know my availability		
It is okay for me to be late for work because my life is so busy		
If I need help, I will ask for it		
It is okay to be grumpy at work		
I know what good body language looks like		
There are a lot of things to think about before being ready to work		

Handout #2 - Ready to Work Activity

Match the questions with the right picture

- 1. Do I have someone to watch my children when I am at work?
- 2. How will I get to work? Do I know how to use Calgary Transit?
- 3. At school how many hours do I study each week?
- 4. What time can I work? How many hours would I like work each week?
- 5. Am I ready to work? Do I have a positive attitude?





Handout #3 - Mary's Availability

This is Mary. She is looking for work. She cannot go to work every day. Mary has children under 12 years old. Her children come back from school at 4:30 pm. Her husband comes home from work at 4:30 pm. He can take care of the children in the evening.

Look at Mary's Schedule:

On Monday Mary cannot work
On Tuesday Mary has English class from 1-4pm
On Wednesday Mary has English class from 1-4pm
On Thursday Mary has English class from 1-4pm
On Friday Mary has English class from 1-4pm
On Saturday and Sunday Mary is free

When is Mary available to work?

Status	S	Full- time O Part-time O					
Hours	of Avail	ability:					
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
From							
То							

Handout #4 - What are your skills?

Question: What can you do? What are your Skills?

Answer: I can _____.



clean



cook



sweep



use the computer



cut vegetables



dust



wash dishes



vacuum



talk on the phone



sew



count money



mop



care for children



pack boxes

Handout #5 - What are your Strengths?

Question: What are your strengths?

Answer:



I have a positive attitude (I am happy)



I am hard-working



I am friendly



I am helpful



I am neat



I am punctual (I arrive on time)

Handout #6 - Is this good for an interview?

	Yes	No
Clean fingernails (not dirty or chipped)		
2. Garlic breath		
3. Smoker's breath		
4. Smelly armpits		
5. Dirty teeth		
6. Strong perfume		
7. Neatly combed hair		
8. Chewing bubble gum		
9. Little make-up		
10.Clean clothes (no stains on shirt)		
11.Talking on the cell phone during the interview		
12. Wear a low cut blouse		

Handout #7 - Is this ok when you go to a job interview?

	OK	Not Ok
1. Arrive 15 minutes late		
2. Wear clothes that have food stains on them		
3. Walk in the door without knocking if the door is closed		
4. Look at the interviewer		
5. Play with your hair		
6. Remove your winter hat		
7. Pick your finger nails		
8. Look at the clock on the wall		
9. Bring and drink coffee		
10. Sit up straight on the chair		
11. Look relaxed and fold your hands on your lap		
12. Sniff		
13. Shake hands when you greet the interviewer		
14. Shake hands when you leave		
15. Bring your resume		

Resources #1-2 Interview Skills

Resource #1 - Interview Questions for Mock Interview

- 1. How are you?
- 2. What is your name? Or What is your <u>first</u> name? Or What is your <u>last</u> name? What is your surname? Or What is your family name?
- 3. Where are you from?
- 4. When did you come to Canada?
- 5. Where do you live? What part of the city do you live in?
- 6. What is your address?
- 7. What is your <u>home</u> phone number? What is your <u>cell</u> number?
- 8. Are you a Canadian Citizen? Or Are you a Permanent Resident?
- 9. Are you legally eligible to work in Canada?
- 10. Do you have a S.I.N. (social insurance) number?
- 11. Have you worked in Canada?
- 12. What did you do in your last job?
- 13. Why did you leave your last job?
- 14. Do you want full time or part time work?
- 15. How will you come to work?
- 16. Why do you want this job?
- 17. When can you work? When are you available to work?
- 18. What are your strengths?
- 19. What can you do? What are your skills?
- 20. Tell me about yourself or do you have a weakness? (strengths and skills)
- 22. What salary do you expect? How much do you want to be paid?
- 22. Do you have any questions?

Resources #1-2 Interview Skills

Resource #2 - Interview Skills Assessment

Date:_____ Job:____ Name:____

		1	2	3
1. Clothing	g	Very good clothes for interview	Ok, but	Clothes are not good for in interview.
2. Speakin	ıg	You speak clearly all the time.	You speak clearly most of the time.	Your speaking confuses the Interviewer
3. Volume		Interviewer hears everything you say.	Interviewer hears everything you say most of the time.	Interviewer cannot hear you speaking.
4. Answers	_	You answered all the questions correctly.	You answered most of the questions correctly.	You could not answer many of the questions correctly.
5. Posture eye con		You sat up straight and looked relaxed. You looked at the interviewer.	You sat up straight and looked at the interviewer most of the time.	You sat up straight but did not really look at the interviewer.
6. Asks question	ns	You asked 3 good questions.	You asked 1 or 2 good questions	You didn't ask any questions.
7. Shows interest job	in the	Your face and body looked relaxed and you showed interest in the job.	Your face and body looked relaxed and you showed some interest in the job.	Your face and body looked relaxed but you didn't show interest in the job.

References

Simcoe/Muskoka Literacy Network. (2008). *Bridging the Employment Gap- Ready for Work.* Human Resources and Social Development Canada.

Cleaning Skills (10 hours)

(10 110413)				
Day 1	Day 2	Day 3		
Introduction Vocabulary Office equipment Office building Cleaning equipment	Vocabulary	Vocabulary		
Da	y 4	Day 5		
Vocabulary Sitting area Signs		Mopping floors/ Cleaning bathroom demonstration Vocabulary review Culminating activity		

CLEANING SKILLS 10 hours

OBJECTIVES:

Vocabulary:

Learners will be able to:

- Identify rooms in a house or building
- Identify objects and furniture in a bathroom, sitting area, and an office building
- Name cleaning equipment and cleaning tasks
- Identify and respond to instructions for cleaning tasks

Sians:

Learners will be able to:

- Use picture clues and location clues to determine the meaning of signs in the workplace
- Identify key warning signs in various situations

Cleaning Skills:

Learners will be familiar with instructions to do the following:

- Wash, wipe and dust a table or counter
- Mop a floor following a given pattern
- Clean a bathroom

ESSENTIAL SKILLS (ES):

Document Use (reading signs), Continuous Learning, Thinking Skills(planning), Oral Communication

MATERIALS:

- Cleaning cart with cleaning equipment
- AV equipment
- Power point presentation
- OPD (Oxford Press Dictionary- class presentation tool) dictionary (optional)
- Pictures of various rooms and office areas.
- Flashcards
- Learner booklets

Topic	Activity	Resources
Day 1		
Welcome Introduction	T shows power point slide 1&2 of presentation Read through the outline together T asks learners "Where do cleaners clean?" After eliciting responses T shows power point slide # 4 i.e. office buildings, school, food court, shopping mall, restaurant, kitchen, hotel, airport, hospital, house, church/ mosque T: who has worked as a cleaner? T establishes who has done cleaning before	Power point presentation Slide 1,2,3,4
New Vocabulary Office photos ES: Oral Communication	T distributes booklets T guides learners to the pages titled "Office Equipment" in the booklet. T shows slides of office equipment and elicits answers to the question "what is this?" Each learner is given a highlighter marker and explained that they will look in their booklets at the "Office Equipment" pages to find the matching photo. They can highlight the name of the object that is being presented by the instructor.	Office Equipment /Locations Unlabeled Office Equipment photos for projection
Office Building ES: Oral Communication	T asks learners to turn to "Office Building" vocabulary page in their booklets and projects unlabeled photos on the screen. T and learners talk about words. Follow the same procedure as with "Office Equipment". Following the introduction of vocabulary, take learners on an actual tour of an office building. During the tour point out things in the office and asks the learners to answer the question "what is this?"	Office Building page in learner booklet Unlabeled Office Building photos
Cleaning Equipment ES: Oral Communication	The "Cleaning Equipment" page shows photos of real equipment used for commercial cleaning as well as items used for household cleaning. If the instructor has access to actual cleaning equipment in addition to the vocabulary pictures this would reinforce and enhance the learning. Project the unlabeled photos of the office equipment and have the learners find the photos of what they would use to clean the office equipment properly. If you have access to actual equipment, the	Cleaning Equipment handout Cleaning Cart and Equipment Unlabeled

	learners could also look for the real cleaning equipment on the cart or in an actual janitor's closet. Choose one learner to go to the collection of cleaning equipment and have them ask the class "what is this?" Have learners work in pairs to review the vocabulary. One learner could ask the other "Show me the broom" or "Where is the broom?" etc.	photos
Day 2		
Review Vocabulary ES: Oral Communication	T reviews office vocabulary with the learners Teacher hands "Office Building" flashcards and learners work in groups of 3-4 to review the vocabulary. Learners take turns holding up a flash card and asking "What is this?" to the other learners in the group. Allow 15 minutes each day for learners to review vocabulary.	Teacher created flashcards
Elicit prior knowledge ES: Thinking skills, oral communication	T discusses cleaning experience? T: Who has had cleaning experience? What kind of cleaning do you do at home? Sweep floor Wash floor Dust Wipe off the table or counter after eating T: What do you use to do this cleaning? Wet or dry mop Mop Vacuum	
Cleaning Words ES: Oral Communication	Look at projected pictures of "Cleaning Words" and elicit learners' knowledge of cleaning tasks and introduce vocabulary. Use the cleaning equipment from the cleaning cart to demonstrate the verbs for particular types of cleaning. T: What is this? Wet mop. T: What do I do with a wet mop? Learner: You Mop the floor with a wet mop Repeat this for as many pieces of equipment as you have on your	Learner Booklet <u>Cleaning</u> <u>Words</u>

	ant Have learners some and he the "teacher". They are actified	<u> </u>
	cart. Have learners come and be the "teacher". They can ask the class what is this and what do I do with this? Alternatively, they can be the supervisor and tell another learner to "sweep the floor with a dry mop". The other learner must look for the dry mop and do the action. Have learners work on 'English for Cleaning' (in student booklet)	
	Learners can look for words and corresponding spelling in their vocabulary pages in their learner booklets. Encourage learners to practice these words as they clean their own homes.	English for Cleaning page in learner booklet
Dusting (optional) ES: Thinking Skills	Steps of dusting T: where do you think you may have to wipe counters or tables? • Restaurant or coffee shops • Service counters in a store • School desks • Hotel rooms, office waiting room tables etc. T: sometimes a table, book shelves etc. just need to be dusted What do you think that means? T demonstrates dusting techniques using a dust cloth or duster etc. Learners practice dusting	Adapted from Bridging the Employment Gap, Simcoe/Muskoka Literacy Network, 2008
Practical Activity: Washing tables and counters ES: Thinking Skills, Oral Communication	Review dusting instructions Introduce phrases for washing procedures See Power Point slide #7 "Washing Tables and Counters" • Put on gloves • Fill a bucket half full of cold water • Put cleaner in the bucket • Soak the cloth and wring out • Wash the table • Scrub sticky spots • Rinse the cloth • Dry the table Provide a bucket of water, gloves, sponges and dry cloths. Give learners opportunities to wash tables and counters. Let them talk through their actions as they wash tables. Remind them that learning English vocabulary is important.	Bucket, water and all-purpose cleaner; sponges, cloths, gloves; tables and counters Slide #7 Adapted from Bridging the Employment Gap, Simcoe/Muskoka Literacy Network, 2008

Day 3		
Review	Hand out vocabulary flash cards and have learners review the vocabulary in small groups for 15 minutes. Hand out a set of Office Equipment flash cards to one group, Office Building flash cards to a second group and Cleaning Equipment flash cards to a third group. Rotate the cards through each group so that each learner has an opportunity to practice the vocabulary.	
Introduce Bathroom New Vocabulary: Toilet Sink ES: Thinking Skills, Oral	Project a picture of a bathroom onto the screen. A possible resource is the bathroom picture in the Oxford Press Dictionary. (Adelson-Goldstein & Shapiro, 2009) T elicits what learners know already by asking "What is this" T continues to discuss each item in a bathroom with the learners Label the bathroom fixtures for the learners Review several times	Picture of bathroom
Communication, Reading	Once the learners have reviewed the bathroom vocabulary several times, tell them that they will learn the parts of the toilet. This will be necessary for following instructions in the workplace. Have learners turn to the toilet page in their booklet T projects toilet worksheet onto the screen T & learners connect words with the various parts of the toilet Learners follow along with the worksheet in their booklet Fill in the blanks at the bottom half of the page together as a class Emphasize the cleaning words- wipe, scrub, spray etc. T projects shower worksheet onto the screen; Follow the same procedure as with the toilet sheet. Project hotel bathroom photos and ask learners "What is this cleaner doing?" (she is wiping the toilet seat, she is polishing the showerhead etc.) Have learners look at the page in their booklet called Bathroom problems and project the page on the wall. Discuss the problems in the picture and reinforce the vocabulary used to describe these problems. Complete the page together. Once the page has been completed, have the learners role play	Learner Booklet: Cleaning the Toilet Learner Booklet: Cleaning the shower Look at the hotel bathroom photos in Photos for Class presentation Learner Booklet Bathroom Problems

		I
	calling their supervisor regarding the problems in the bathroom. Brainstorm other potential problems in a bathroom.	
Day 4		
Review Day 3 Vocabulary ES: Thinking Skills, Oral communication	Begin class by handing out flashcards in small groups of learners. Have the learners question each other - "What is this?" "Show me the mop" Use the cleaning cart to review equipment words and cleaning	
	tasks. le. "This is a wet mop. I mop the floor with a wet mop" Ask learners to take turns demonstrating how to use the equipment	
New Vocabulary: Sitting room ES: Oral Communication	Look at and identify living room furniture. Project the picture of the sitting area found in the learner's booklet. Explain that a lot of this furniture would be found in an office waiting area.	Learner booklet handout
Sign colors Introduction (Red)	T shows signs to learners and elicits their understanding of signs without a lot of explanation initially. T: The color of the sign, the shape and its location tell us a lot about the meaning of a sign. The words are important too but if	Street Signs for projection Or signs that the instructor
ES: Document Use	you can't read the words, then the color will give you some information right away. T: When you look at a stop light what does it mean if the light is red? (stop) T: When the light is yellow, what does it mean? (slow down)be careful, caution T: When the light turns green, what does it mean? (go ahead) T: signs have these colors to tell us the same meaning- red means stop, yellow means slow down and green tells us it's ok.	has collected Adapted from Bridging the Employment Gap, Simcoe/Muskoka Literacy Network, 2008
	T: Why is it important to read signs in the workplace (for own health or safety, to prevent embarrassment, for information) Sometimes as a cleaner you may have to put up signs. Red: Do not; stop T points out that a circle with a line through it means "don't Ask for examples: (No Smoking, No Eating or Drinking, No trespassing)	

	T: What color are most of these signs?	
Sign Colors Yellow, blue, black	Yellow: Caution, warning T: What color is the light when you want the driver to slow down and be careful? (Yellow)	Adapted from Bridging the Employment Gap, Simcoe/Muskoka
ES: Document Use	T: what are the words that warn us to be careful? T writes them on the board (Caution, Warning), Remind learners that red means danger and yellow means caution.	Literacy Network, 2008
	T: if you see a danger or caution sign, what would you do?	
	T: What color means it is safe to go ahead? (green) A green sign often means that something is permitted or safe.	
	T: when signs just give information they are often blue, black or brown.	
	Learners can do the work sheet (in student booklets) in pairs.	
Location	T: How does the location give us an idea of what the sign says?	Adapted from Bridging the
ES: Oral Communication, Thinking Skills	Where are stop signs found? What would a sign sitting in the middle of the floor likely tell you?(wet floor) What might a sign on a door within a building tell you? (Men or Women) What might a sign on a vending machine tell you? (out of order) What would you expect a sign in a storage area for dangerous	Employment Gap, Simcoe/Muskoka Literacy Network, 2008
	chemicals tell you? (Danger, Keep out, Authorized Personnel Only, Be careful when handling)	
What Sign Goes Where ES: Document Use, Thinking Skills	T projects photos of signs and asks learners what they think the signs may mean.	Learner booklets What sign goes where
Day 5		
Review ES: Oral Communication, Thinking Skills	Have learners in small groups quizzing each other on vocabulary. Give each group flashcards and have them ask each other 'what is this?" and 'Show me' In groups of 2 or 3, have learners practice being supervisorsgiving each other instructions. They can use the real	Cleaning equipment and flashcards
	equipment and flashcards.	

	i.e. Get me a mop and bucket and then mop the floor. Learners demonstrate to each other that they understand the instructions by using hand motions and body language.	
Mopping ES: Oral Communication	The building cleaner demonstrates mopping techniques to class. The cleaner brings his/her wringer bucket and mop Discuss amount of water Cleaning product Changing water Rinsing/wringing mop Start at edge and mop from side to side	Ask the building cleaner if she can demonstrate
Cleaning a washroom	Cleaner gives demonstration to learners of cleaning the washrooms	
Mopping ES: Oral Communication	Discuss process of mopping floor. See slide called Mopping Review vocabulary Step by step process of mopping the floor.	Slide # 16
Debrief	SS debrief re: demonstration	
Review	Have the learners in small groups complete the <u>Cleaning</u> <u>Vocabulary</u> page found in their learner booklet.	Learner Booklet <u>Cleaning</u> <u>Vocabulary</u>
Reviewing and Assessing Vocabulary words ES: Oral Communication	Gather photos of various rooms such as bathrooms, sitting areas, offices etc. and project them on the screen. Ask individual learners what cleaning needs to be done in this room? What equipment should you use and what cleaning? I.e. "I need to mop the floor with a wet mop. I need to clean the window with glass cleaner and paper towel." Alternatively, the instructor could take a walk through the building with the learners and ask the same questions. Create a list of vocabulary that is crucial for your particular needs and workplace. Assess how many of these words are being used by individual learners in this interactive activity to determine whether they have met your expected outcomes. Some learners will benefit from repeating this module one or two times.	Project pictures of rooms office area

Power Point Cleaning Skills

Slide 1



Slide 2



Slide 3



Power Point Cleaning Skills

Slide 4

Where do Cleaners Clean?

- · Office buildings
- Schools
- Food court
- Shopping Mall Restaurants
- Hotels
- Airport
- Hospitals
- Houses
- · Church/Mosques
- · Senior's homes



Slide 5

Vocabulary

- · Office equipment
- · Office building
- · Cleaning equipment
- · Cleaning tasks
- Bathroom
- Toilet
- · Waiting area

Slide 6



Power Point Cleaning Skills

Slide 7

Washing Tables and Counters

- 1.Put on gloves.
- 2. Fill the bucket half full with cold water.
- 3.Put cleaner in the bucket.
- 4. Soak the cloth(sponge) and wring it out.
- 5. Wash the table.
- 6. Scrub the sticky spots.
- 7.Rinse the cloth.
- 8.Dry the table.



Slide 8

Mopping

- water.
- 1. Fill the bucket half full with water.
- 2. Put some cleaner in the water.
- 3. Soak the mop in the water.
- 4. Wring out the mop.
- First mop the floor along the edge. Mop from side to side.
- 6. Rinse the mop in the bucket.
- 7. Wring out the mop again.
- 8. Change the water, if the water is dirty.
- 9. Put out a 'Wet Floor' sign.



Office Equipment



hand sanitizer



fire extinguisher



bathroom stall



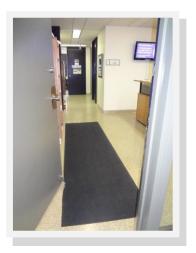
paper towel dispenser



stairs



bookshelves



mat

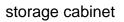


filing cabinet



file drawer







water cooler



toilet paper dispenser



paper towel dispenser



urinal



reception desk



staff kitchen



office chair



sink



waiting area



mirror



board room



office



printer



waste basket



blue box



computer



ladies' washroom



fire pull station



men's washroom



coat room/rack



telephone



office building

Office Building



main entrance



glass railing



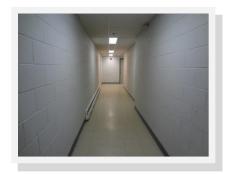
building directory



main lobby



mailboxes



hallway



stairs



elevators



automatic door opener



janitor's room



dumpster

Cleaning Equipment









toilet paper

gloves

garbage







garbage bag



toilet brush







cleaning cart



bucket/pail



micro fibre cloth

sponge

scrub brush



paper towel



vacuum cleaner



vacuum cleaner attachments



dishwashing liquid



toilet bowl cleaner



disinfectant wipes



chemical mixer



wringer bucket and mop



dust mop







caution sign broom plunger

Cleaning Words



Wipe the counter.



Scrub the sink.



Dry the dishes.



Mop the floor.



Sweep the floor.



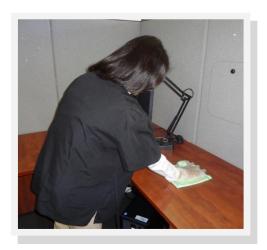
Wash the window.



Sweep the floor.



Wash the window.



Dust the furniture.



Scrub the toilet.



Polish the lever.



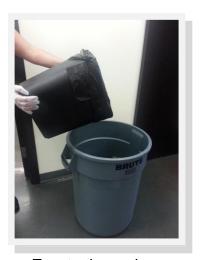
Vacuum the floor.



Spray the furniture.



Disinfect the phone.



Empty the garbage.



Wring the mop.

Draw a line to the parts of the toilet

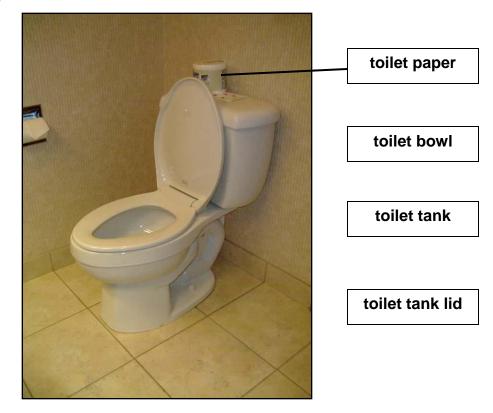
toilet rim

toilet roll

toilet base

toilet lid

toilet seat



Fill in the blanks

How to clean a toilet

- 1. Spray toilet bowl, toilet _____, toilet lid and toilet base.
- 2. Scrub the toilet _____.
- 3. Wipe the toilet tank, toilet lid, toilet seat, toilet _____ and toilet

- 4. Flush the _____.
- 5. Change the toilet _____, if necessary, and fold the end.

toilet	bowl	base
rim	roll	seat

Draw a line to the parts of the shower.

shower head
bathtub

shower rail

shower curtain

lever

faucet

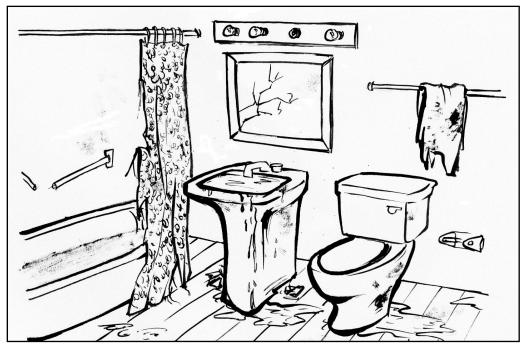
Fill in the blanks.

How to clean a shower:

- 1. Spray tiles, _____, and lever.
- 2. Wipe _____.
- 3. Wipe bathtub, inside and outside.
- 4. Rinse with water.
- 5. Polish ______, lever and _____.
- 6. Check and close shower ______.

faucet	shower head	bathtub
curtain		tiles

Write the missing words:



- 1. The ______ is cracked.
- 2. The ______ is missing.
- 3. The _____ is _____.
- 4. The _____ is ripped.
- 5. The _____ is _____.
- 6. The _____ is broken.
- 7. The _____ is wet.

floor	shower handle	tap
leaking	light bulb	overflowing
shower curtain	toilet	mirror

Match the image to the cleaning word



vacuum the carpet



make the bed



wash the windows



spray the furniture



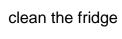
strip the bed



disinfect the phone



dust the furniture





CLEANING SKILLS

Example: I mop the floor with a wet mop.

1.	I	the furniture with
2.		the bathtub with
3.	I.	the carpet with
4.	I	the table with
5.	I	the dishes with
6.		the faucet with
7.	I	the wastebasket.
8.	I	the windows with
9.	I	the floor with
10.	I	the tiles with
11.	I	the toilet bowl with
12.		the oven with
13.	I	the counters with
14.	I	the TV with
15.	I	the mirrors with

SIGNS



















What sign goes where?

Circle the right answer.

1. You have just washed the floor:

a



b





2. Coffee machine is not working:

a



b



CAUTION

3. The store is not open:

a



b



C



4. A hall is roped off because of construction:

a



b



C



Look at the words and write the number beside the correct object in the picture.



- 1. sofa/couch
- 2. easy chair
- 3. coffee table
- 4. floor lamp
- 5. drapes
- 6. carpet
- 7. wall
- 8. ceiling
- 9. painting

Write the letter or number in front of the correct word

sweep the floor	window cleaner
mop the floor	garbage can
wash the windows	vacuum
wax the floor	bucket
vacuum the carpets	dry mop
dust the furniture	wet mop
polish the furniture	hand vacuum
clean the bathroom	sponge mop
take out the garbage	duster
broom	vacuum cleaner bag
carpet sweeper	sponge
paper towels	vacuum cleaner
dustpan	attachments
whisk broom	cleanser
scrub brush	recycling bin
dust cloth	floor wax
furniture polish	ammonia

Cleaning Vocabulary



References

Calgary Immigrant Women's Association. (2010). *Customer Care for Housekeepers.* Calgary: CIWA.

Simcoe/Muskoka Literacy Network. (2008). *Janitorial*. Human Resources and Social Development Canada.

Health and Safety (10 hours)

Day 1	Day 2	Day 3	
 Intro Safety/Hazards Alberta Work Safety Laws Bucket video Review using various articles in "Be Safe at Work" 	 Body parts Senses Internal body Injuries Medical problems 	 Emergencies Non-emergencies Call 911 	
Г	Day 4	Day 5	
Injury Report FormsSafe Lifting		 Fire extinguisher Building evacuation 	

HEALTH AND SAFETY (10 hours)

OBJECTIVES:

Participants will be able to:

- Identify a hazard in the workplace
- Understand how to keep the workplace safe
- Know how to respond to an injury in the workplace: Reporting and WCB
- Identify what is an emergency and non-emergency
- Make a 911 call
- Implement safe lifting techniques
- · Respond to a fire and evacuate the building

ESSENTIAL SKILLS (ES): Continuous Learning, Thinking Skills, Document Use, Writing, Oral Communication

MATERIALS:

- AV equipment / Internet access
- PowerPoint and resources
- Learner Booklets (made from PowerPoint- 2 slides per page)
- Handouts
- Box for lifting
- Fire extinguisher
- English Express- Be safe at Work
- http://alis.alberta.ca/pdf/cshop/engexpsafework.pdf (free to order hard copies as .pdf)

ESSENTIAL SKILLS (ES): Continuous Learning, Thinking Skills, Document Use, Writing, Oral Communication

Notes to Instructor: There are many resources referenced in this lesson plan. Ensure that you have ordered and/or reviewed these resources before beginning.

Topic	Activity	Resource	
Day 1	Day 1		
Introduction	T: Why do we offer a class called Health and Safety in an employment program? What do you expect to learn here?	Slide #1	
Be Safe at Work	T: Who has worked in Canada? In your training did they talk about health and safety? What did they talk about? Why?		
Safety	 T points to the words in slide # 1 and asks: T: What does Health(y) mean? (Feeling good, being able to work, not sick) T: What is Safety? (When you are careful and no one gets hurt) Elicit examples from students Point out to the learners the value of learning about safety for them personally Elaborate about their immediate coworkers, their company and their community, as well as globally 		
	In this module talk about: • Safety/ Hazards • Alberta Work Laws • Emergencies and Injuries: -Body parts -What is an emergency/ non-emergency? -Calling 911 -Reporting an injury -Safe Lifting and Repetitive Strain -Using a Fire extinguisher -Building Evacuation	Slide #2, 3	
Hazards ES: Thinking Skills	T: What is a hazard? (Anything that can hurt you or me) Use the following examples to demonstrate the word "hazard"		

Knives - Do you cut your hand every day when you use knife? Why not? (You know how to use it and have the skill) (Safe) • Would you give it to your 3 year old child? Why not? (Does not know use of knife and doesn't have the skill)(hazard) Medication T: What do you take when you have fever? (Pills/ medicines) (Safe use) Slides #4,5,6 Would you take handful of pills? Why not? (You have to use the medicine properly Bucket video and follow doctor's directions or directions http://www.youtube.com/wat on the bottle). ch?v=x0F761kNcK8 Would you give the bottle to your child to play with? Why not? (It can be dangerous if the child opens the bottle and swallows some medicine)(Hazard) Bucket (Show bucket video- What place is it? Where is the bucket? Why is it dangerous? (Hospital/ High traffic area/ No sign/ Can trip on it if it is in way)(hazard) Shower · What accidents can you have in a shower? (Slip or burn from hot water) (hazard) Vacuum cleaner (cord) (hazard) Resource #1 What are the Hazards? Show hazard pictures- Give a copy of the handout to each group (R #1) and have groups discuss with each other what the hazard in each photo is. What is this? What could the hazard be? What could you do to avoid a problem here? Have learners discuss together first and then discuss each picture as a class. Be Safe at Work T distributes English Express- Be Safe at **English Express** Work to learners and projects the electronic Be Safe at Work version on the screen. Online T reads the following articles aloud from the http://alis.alberta.ca/pdf/csh op/engexpsafework.pdf projection on the screen as learners follow along free to order hard copies in their own copies. T elicits similar experiences by asking questions and explains:

	T	1
	 Did you know? (Page A) –T reads why we study about health and safety and why is it important? Jean was injured at Work (Page A) – It is important to say something if you feel or see something is wrong. What is Worker's Compensation Board (WCB)? How does it help? 	English Express Be Safe at Work
Laws for Employers	Canada has work place health and safety laws for employers and workers. T shows slides.	Slides # 7,8
Laws for Workers ES: Thinking Skills	T reads from R#2 while projecting it on the screen Laws Help Workers to Stay Safe (Page A) Learners can highlight the laws in their copy of the newspaper T elicits similar experiences from learners by asking questions and explains that Safety Laws help workers to stay safe. There are rules for the employers(boss/ person you work for) and for Employees/ workers(that is you)	Resource #2 (R#2) English Express Be Safe at Work Online http://alis.alberta.ca/pdf/csh op/engexpsafework.pdf free to order hard copies
	Continue with the following articles in the newspaper: Hazards at Work (Page B) - What happens when you do same thing again and again? What can happen when you are using machines or tools? What can happen if the place is too noisy? What can happen if you are working alone? As the following stories are read, T asks learners to consider which safety laws are being addressed, i.e. The employee must keep the work place safe Jung-ho is a Kitchen Helper (Page B)	Review slides# 4,5,6
	Grease- Oil from food. How is Jung-ho careful? (He wears long apron/ sets up a sign before mopping and wears gloves) Ardo is a Janitor (Page C) - If something can be a hazard that needs to be fixed, tell your supervisor. What is "Material Safety Data Sheets" (MSDS)? It has information about all the	

What can everyone do? ES: Thinking Skills	chemicals used in the workplace. Tom is a Construction Worker (Page C) What safety equipment is Tom wearing? Why? You can Say No (Page C) You can say no to do some work if you do not have training for it or if you feel there is a hazard in doing it • What can everyone do to keep a workplace safe? • Learner reads each situation or hears T read it Learners role-play what she would do with another learner as the supervisor. (If there is time, more articles from English Express- Be Safe at Work, page D can be read to the students and discussed)	Resource #2 I Don't feel Safe Adapted from Bridging the Employment Gap, Simcoe/ Muskoka Literacy Network, 2008
Signs in the workplace: ES: Document Use	 There are signs at work place that warn you about the hazards You need to know the signs for your safety. T projects the handout LINC1 Classroom Activities: Part 4-6, Safety at Work, Page 173, Exercise 1 T gives R#4 to learners and reads it to them and S/he shows how to do one Learners work in small groups of 2-3 to see which ones they are familiar with T brainstorms with class in which situation they may see these signs T: What does exit mean? Where do you see it? (Exit- Door that takes you outside) Where do you see this sign? Learners listen to the warnings as T reads from Page 171 T shows an example of putting correct number next to the warning signs on page173 Exercise is completed by eliciting answers from the learners, as T elicits from each learner: 	LINC1 Classroom Activities, Algonquin College, 2009 Safety at Work Pages 172,173 LINC1 Classroom Activities, Algonquin College, 2009 Teacher copy-on CD LINC Activities Safety at Work Pages 172,173 http://www.moresettlement. org/LINC1- 4/LINC4/LINC_1_Classroo m_Activities.pdf

	Where would you see these signs?	
Day 2 (could be	taught by a health professional)	
Review	 Review previous day concepts: What does health and safety mean in a workplace Why is this important in the Canadian workplace What are the safety laws for employees What are the safety laws for employers Why do we need to read signs in the workplace 	
Body parts:	T: We are learning body parts, injuries and medical emergencies. If there is a workplace medical emergency, we can describe what is happening when we call 911.	Slide # 7 Handout #1 Health Talk: A Health Literacy Curriculum for
External	Give learners Handout #1 Activity-External parts of the Body 2: • Point to your eyes • Point to your nose Have learners work through the first 4 pages of the body parts booklet in groups of 2 or 3. They can fill in the blanks with the words provided in the vocabulary box. The instructor could provide additional vocabulary for body parts not indicated on the handout, i.e. shin, calf etc. If there is time, play Simon says," Touch your " Or sing 'Heads, shoulders, knees and toes' (for variation create a new version of the song using newly acquired vocabulary of body parts)	English Language Learners Module 2 page 11,12, 14,15,18 page 20
Internal (heart lungs, bones, kidneys etc.)	After completing the external parts, the instructor could introduce the internal body parts as shown on page 20 in the handout. Talk about the functions of each by asking the learners for their input and understanding. This can lead to interesting discussions on the functions of each internal part.	page 48,49

		page 62
Injuries	Pages 23 & 24 review the functions of major internal body parts. These are important to understand as they could be the source of serious medical conditions. Pages 48 & 49 look at the vocabulary for injuries. Match pictures and words together as a class. The instructor could introduce additional vocabulary for medical injuries. The final page brings together the body parts and the potential medical problem. Allow the learners some time to match the body part with the medical emergency and then discuss it as a class. Note: the Instructor could expand on this topic of health if time allows. Other health topics	page 62
	could be introduced in this section such as Breast Health for Women or Prostate Cancer for Men or Family Nutritional Health in a combined class.	
Day 3		
Review	 Review previous concepts from previous days: T: Quickly call out the safety laws for Employers. T: Call out the safety laws for Employees. Play a round of "Simon Says" to review body parts Ask what medical emergencies are related to:	
Emergencies/	heart? lungs? brain?	011/0700700000//000
Emergencies/ Non- emergencies ES: Thinking Skills	 What number will you call if there is an emergency? (This is very important for our home life, as well as work, since we may be able to save a person's life by calling 911) What number will you call if a person is 	911/emergency/non- emergency http://www.youtube.com/wat ch?v=y7ahHFkgOqw Emergencies/ Non emergencies
	having a heart attack? T: Yesterday we talked about medical emergencies. What do you think are other	http://www.youtube.com/wat ch?v=NucAUZu211g&featur e=relmfu

	emergencies?	Who? What? Where?
Calling 911	Watch the YouTube video or similar video about calling 911	When?
ES: Oral Communication	Following video, discuss content of video	
	 What is an emergency? When someone's life is in danger Crime Fire Accident Elicit examples of emergency situations from students and write them together on slide #10. 	Slide # 10,11
	What is a non-emergency? Something that is not life threatening Examples: Will you call 911 if you have a cough? You got a cut?	
	T: For emergencies call 911	
	Discuss learners' experiences calling 911	
	For non-emergency situations such as a lost purse, a small break in etc, call the non-emergency police number 403-266-1234 in Calgary	
	T: Do not let the kids play with your cell phone- sometimes they dial 911 and the police take this very seriously. If the children call 911 more than once, the police will begin charging money for their trips.	Slide 12,13
	Review reasons and what to consider when calling 911. See Slides # 12,13	
911 phone calls ES: Oral Communication	 What do you say after dialing 911? T: Considerations: Know your work address and nearby land marks What is happening with the victim? What is your phone number? 	Slide # 14,15
	See slide# 14 : Review Questions that may be	

WH question words

asked in a 911 phone conversation

Review wh-question words:

- Who- a person
- What: things/events (What happened; What is your address)
- Where- Location (address)
- When (time)

Review Slide # 14 and 15 When calling 911

T: We will practice 911 calls now. I want you to think of an emergency situation when you would call 911 (Remember you cannot see the person picking up the phone, so listen carefully)

Learners come up with emergency scenarios in groups or the teacher can give prepared slips of papers with emergency scenarios i.e. a coworker faints at work and is unconscious or a fire begins in the kitchen on the 3rd floor etc. One person in the group calls 911. Teacher can act as dispatcher or another learner in the group can.

Resource #3
911 Situations
The same resource
can be used later for
assessment

Reporting an injury

ES: Document Use

T needs to emphasize the importance of documenting any workplace injury immediately for either WCB or future medical attention. The workplace needs to be aware of any hazardous situations in the workplace.

T: Look together at last page of **Be Safe at Work**: **What to Do if You are Injured at Work?**Note: A First Aid report needs to be completed and the WCB needs to be notified immediately

T fills in a sample Injury Report Form with students and proceeds step by step to explain the vocabulary

T projects a Form while learners fill in the form at their place

Form-filling: see scanned copy (Fill together with students)

Show learners a sample of the WCB form

Resource #2 (R#2)
English Express
Be Safe at Work
What to Do if You are
Injured at Work?

Sample Workplace Injury Report Form

http://www.facilities.uiowa.e du/pdc/Contractors/docume nts/ReportofInjuryAccidenta ndIncidentInvestigationForm sNovember2014.pdf

WCB Worker's Report form

https://my.wcb.ab.ca/rr/WC B.RapidReport.WebServer. Public/aca.aspx?PublicFor mType=C060

Day 4		
Review	 Review concepts from previous days: Safety Laws, 911 calls, emergencies/non emergencies, injury report forms As part of the review, present a 911 emergency situation i.e. This morning I came to work and noticed a co- worker laying on the floor near reception. When I called her name she didn't respond. What should I have done? (Call 911, Contact a supervisor, Make sure an injury report is filled in) 	
Safe Lifting	(Use the following videos or find your own)	
ES: Continuous Learning	T: Your work may involve lifting. Wrong lifting may hurt your back. Show a video in which a chiropractor (Doctor who knows a lot about bones and muscles) talks about safe lifting: • Tell me the steps shown in the video necessary for safe lifting (Get close to the object; bend knees and grab the object; use power of the legs to lift rather than your back; if you move, move the whole body). You can practice this technique to pick up your kids.	Safe Lifting (chiropractor) http://www.youtube.com/watch?v=VDR6se131Bc&feature=related
	T summarizes the second video T: When you hurt your back, you can miss work. In this video, different people show different ways to pick up weight. By doing the exercises in the video you can make your back muscles strong T shows videos explaining safe lifting techniques and exercises Slide 'How to lift Safely' T reads the instructions This is what they spoke about in the video	Safe lifting and exercises http://www.youtube.com/watch?v=n6l3k2hpgpM&feature=related

	T demonstrates: • How to lift heavy objects? • How to lift light objects off the floor? and asks each student to demonstrate Look at slide # 18 and review safe lifting steps Bring a box to class and have learners work in pairs to demonstrate good lifting techniques. Each learner can take a turn.	Slides #17, 18 Boxes (should not be too heavy for safety issues in class)
	T: In order to keep your back strong, you have to maintain strong stomach muscles and maintain good posture	
Day 5		
Review	Place a box on a chair and ask a learner to lift the box while another learner describes important factors to remember when lifting a heavy object T: What other things about health and safety have we learned this week? Allow learners to comment on any concepts that they recall from their week of learning	
Responding to a Fire ES: Continuous Learning Building	 Show video of fire evacuation and discuss steps Review steps in the slide show Use the handout to review the building evacuation steps Learners can choose words from the vocabulary box at the bottom of the page to fill in the blanks Give learners Handout #2. Project the page on the screen and explain the instructions. Allow 10 	Slide # 19 Building Evacuation due to Fire http://www.youtube.com/wat ch?v=AqwPyPlCOQk Handout #2 Building Evacuation
Evacuation Using a Fire	minutes for the learners to work on this in groups and then review it as a class. Look at Slides #20,21 for review	Slide # 20,21,22
Jonny a rine	Show YouTube video about fire extinguisher	

Extinguisher	Show the video about using the fire extinguisher and give learners the handout Talk about how and when to use a fire extinguisher and fill in the blanks with the appropriate words: • Point • Aim • Squeeze • Sweep Talk about your organization's building evacuation plan Walk through the building evacuation plan T: Make sure that your training at work tells you about the fire escape plan for your workplace	Handout #3 How to use a Fire Extinguisher Fire Extinguisher Tutorial http://www.youtube.com/wat ch?v=2Z2C13gJh-g
	Practice fire drill together	
Assessment ES: Thinking Skills	 Divide into groups (2 or 3 depending on # of helpers) As a group brainstorm possible workplace hazards Steps taken in the event of a workplace injury Create situational cards Have each person demonstrate lifting an object Give a situation for calling 911- role play 	Resource #3 Call 911 situations



Slide 2

Be Safe at Work

Safety/Hazards

Work Laws

Emergencies and Injuries

- Body parts
- What is an emergency/ non-emergency
- Call 911
- · Reporting an injury
- Safe Lifting and Repetitive Strain
- Using a fire extinguisher
- Building evacuation

Slide 3

Safety



What is safety? What is a hazard?

Hazards



Physical Hazard

• Electricity, noise, heat or cold, body movement

Slide 5

Hazards



Chemical Hazard

- Cleaning products, fumes (smells)
- · Explosive chemicals

Slide 6

Hazards



Biological Hazard

Blood, body fluid, germs

Laws for Employer

Safe workplaces for workers



Tell workers about hazards at work

Make sure workers have training and skills to do their jobs safely

Slide 8

Laws for Workers

Keep the workplace safe and clean

Wear safety equipment



Work safely

Say "no" if work is dangerous



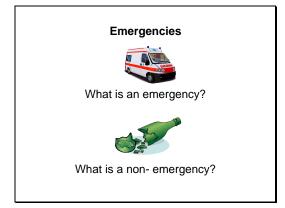
Slide 9

Body Parts

Body parts Internal body parts Injuries



Slide 10



Slide 12

Call 9-1-1 if



- · a person could die
- moving the person could make their injury really bad
- you need the skills or equipment of medical people, firemen or police
- the traffic is slow and someone needs to get to the hospital fast

Power Point Health and Safety

Slide 13

When you call 9-1-1



- 1. Speak slow and calm
- 2. Say your name and phone number
- 3. Say your address, what is around you?
- 4. Follow the instructions and answer all questions
- 5. Don't put down your phone until they tell you

Slide 14

9-1-1 call



- 1. 911- What is your emergency?
- 2. What is your address?
- 3. Is anyone hurt?
- 4. Where is he/she?
- 5. Is she conscious? (unconscious)

Slide 15

Wh- questions



What is the emergency?

Who is hurt?

Where are you?

When did this happen?

Power Point Health and Safety

Slide 16

Report an Injury

- 1.Fill in an employee injury report form
- 2.Employer fills in the form
- 3.Contact WCB

Slide 17

Safe Lifting

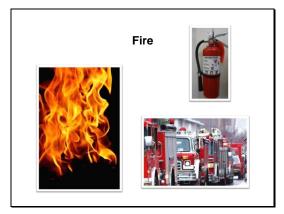


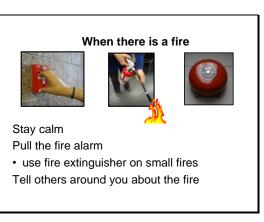
Slide 18

How to Lift Safely

- Step 1: Stand with your feet apart.
- Step 2: Bend at your knees not at your waist.
- **Step 3:** Hold the box in a comfortable position in your arms.
- **Step 4**: Keep the box close to your body, near your stomach.
- **Step 5:** Lift slowly using your legs. Straighten your legs to lift, not your back.
- Step 6: Don't turn your body. If you need to turn, move your
- Step 7: Don't lift more than you know you can.

Slide 19





Slide 21

Building Evacuation



- 1.Walk to the nearest exit
- 2.Use stairs; do not use elevators
- 3.If you need help, let others know
- 4. Close doors along the way
- 5. When you are outside, move away from the building
- 6.Go to the meeting point

Building Evacuation

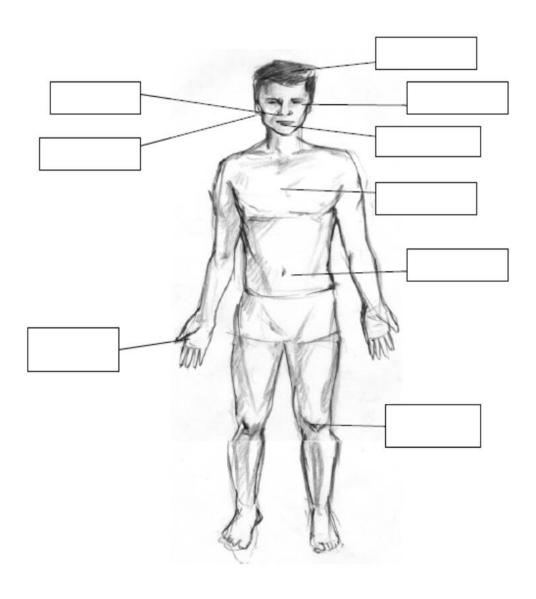


- Keep moving even if the alarm stops until you are told what to do
- 2.Call 9-1-1
- 3.Talk to the firemen if you know about the fire

Handout #1a - External Parts of the Body

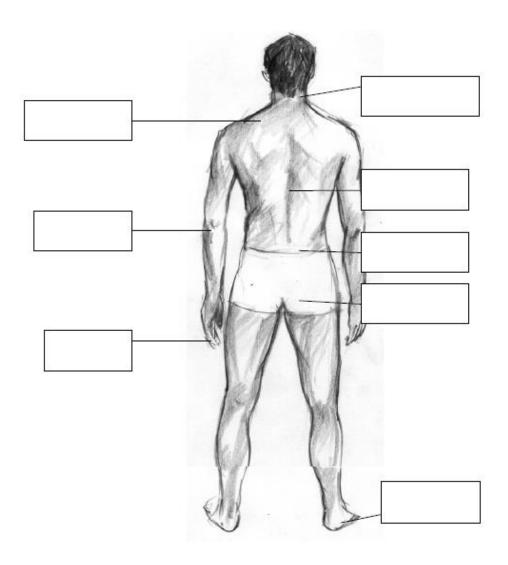
Label the body parts:

eye	nose	mouth	ear hair	
chest	hand	stomach	knee	

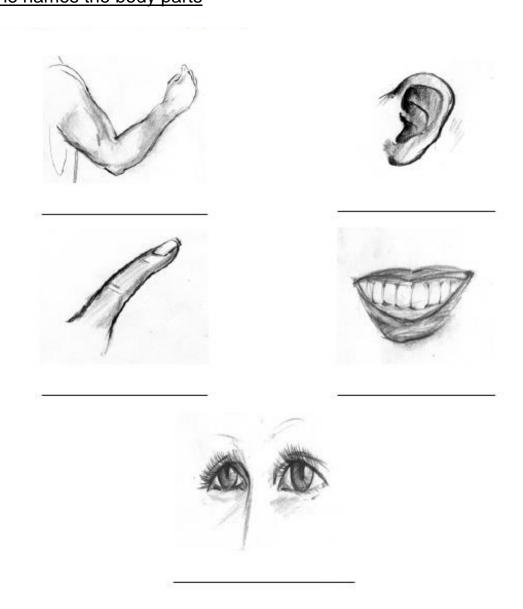


Handout # 1b - External Parts of the Body <u>Label the body parts:</u>

neck	back	elbow	buttocks
waist	foot	finger	shoulder



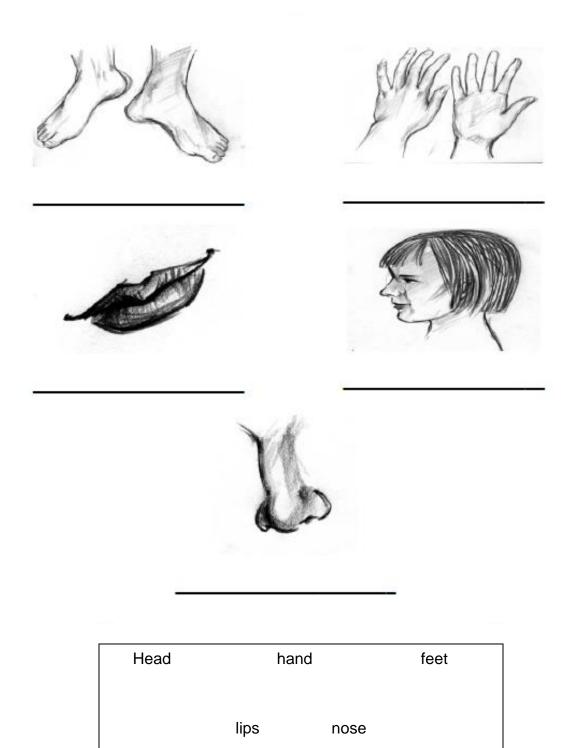
Handout # 1c - External Parts of the Body Write the names the body parts



Arm Ear Teeth

Eye Finger

Handout # 1d - External Parts of the Body <u>Listen and write names the body parts:</u>



Handout # 1e - External Parts of the Body

Match the columns:



Hear



2.

Taste



See

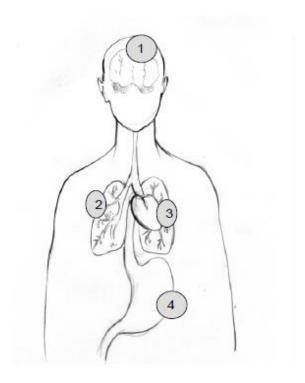


Touch



Smell

Handout # 1f - Internal Parts of the Body



Brain

Lungs

Heart

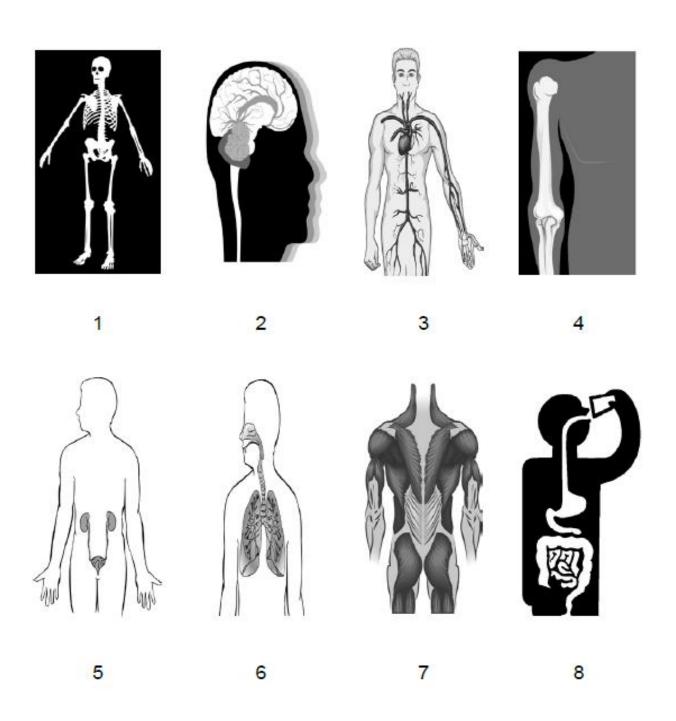
Stomach

Match and write:

- 1. _____
- 2.
- 3. _____
- 4. _____

Handout # 1g - Internal Parts of the Body

Match the picture to the sentence:



Handout # 1h - Internal Parts of the Body and Functions Match the picture to the sentence:

a.	Heart pumps your blood	
b.	Lungs help you breathe	
C.	Muscles help you move	
d.	Bones hold you up	
e.	Kidneys clean your blood	
f.	Brain thinks and controls the body	
g.	Stomach digests your food	
h.	Joints connect the bones	

Handouts #1-3

Handout # 1i.1 – Injuries











Handout # 1i.2 - Injuries

Draw a line to match. Write the name of the injury



Burn

a.



Cut

b.



Fracture

C.



Bruise

d.



Swelling

e.

Handout # 1j - Parts and Medical Problems

Match the body part with the medical problem

Р	icture	Parts of Body	Medical Problem
1.		brain	heart attack
2.	2	lungs	stroke
3.		heart	asthma
4.		stomach	flu
5.	1	nose	stomach ache

Handout # 1k - Medical Emergencies



C. Write the letter from the list in front of the picture:

- a) Fainting (loss of consciousness)
- b) Burns
- c) Sudden or very bad pain
- d) Coughing that does not stop
- e) Vomiting blood
- f) Bleeding that does not stop
- g) Diarrhea that does not stop
- h) Very bad chest pain that lasts for over 2 minutes
- i) Sudden dizziness, weakness or change in vision (stroke)

Handout # 2 – Building Evacuation



	5 . 8.4	.,	
1.	Pull the	_ if you see a fire.	
2.	Leave the building through	n the closest	when you hear the alarm.
3.	Take the	, never the elevator.	
4.	When you are	, walk to the muster	point.
5.	Do not of the building.	the area. Your supervisor	needs to know you are out
6.	Wait for	before you go back into the	e building.
f	ire alarm	exit	stairs
	outside	leave	instructions

Handout #3 – How to Use a Fire Extinguisher

Remember the word "PASS"









the pin

A_____ S___ at the base of the trigger the fire the nozzle slowly from side to side

Resource #1

What are the hazards?











Resources 1-3 Health and Safety

Resource #2 - I Don't Feel Safe

Read each situation or hear your instructor read it. Role-play what you would do with another student as the supervisor.

Situation 1

The vacuum cleaner has a bad cord. You have even seen sparks. You are told to vacuum the office. You do not feel safe. What should you do?

Situation 2

You are given a container with torn label. It has a strong cleaning product. You do not know what it is. You do not feel safe. What should you do?

Situation 3

You are in a night shift. You are working with one another person who is rude to you. He has made inappropriate remarks and has tried to touch you. You do not feel safe. What should you do?

Resource #3 - Call 911 Situations

Nesource #3 - Can 311 Situations
There's a fire in the staff kitchen on the 3 rd floor of the building you work in.
A car accident happens in front of you
A pedestrian gets hit by a car turning a corner
A person is robbing a corner store
Your co-worker is having a heart attack
Your co-worker has fainted for no reason and she is not responding to anything
There is a strong smell in the hotel and people are getting very dizzy – possibly a natural gas leak

References

- Alberta Employment, Immigration and Industry. (2007). *English Express- Be Safe at Work*. Edmonton: Alberta Employment, Immigration and Industry.
- Algonquin College. (2009). *LINC Classroom Activities LINC 1&2*. Ontario: Algonquin College.
- Calgary Immigrant Women's Association. (2010). *Customer Care for Housekeepers.* Calgary: CIWA.
- Simcoe/Muskoka Literacy Network. (2008). *Bridging the Employment Gap- Janitorial*. Human Resources and Social Development Canada.

WHMIS Skills (10 hours)			
Day 1	Day 2	Day 3	
 Introduction WHMIS letters WHMIS is law Hazardous Warning signs Solid, liquid, gas Labels Human body 	 Review Personal Protective Equipment Introduction of WHMIS symbols Compressed Gas Flammable 	ReviewOxidizing MaterialPoisonousToxic	
Da	Day 5		
 Review Biohazardous Corrosive Reactive Material Material Safety Data Sheet Video review 		Review ActivitiesWHMIS Quiz	

NOTE: Canada is moving toward a **Globally Harmonized System** of Classification and Labelling of Chemicals (GHS). GHS defines and classifies the hazards of chemical products, and communicates health and safety information on labels and material safety data sheets (called Safety Data Sheets, or SDSs, in GHS). The goal is to move toward the same approach for classifying hazards, format and content for labels and safety data sheets (SDS) around the world. GHS is being implemented by Canada and this alignment will change WHMIS-related laws (the Hazardous Products Act and Controlled Products Regulations). Health Canada's goal is to have the updated WHMIS laws in force no later than June 1, 2015. In the next year CIWA will revise this unit to comply with the new system. You are welcome to request this unit using employmentservices@ciwa-online.com.

WHMIS SKILLS (10 hours)

OBJECTIVES:

Learners will be able to explain that WHMIS is a Canadian safety law as well as:

- Understand that it is mandatory for all hazardous materials to have labels
- Recognize that hazardous materials come in the form of solids, liquids and gases
- Recognize that hazardous materials can enter the body through eyes, nose, mouth and skin (routes of entry)
- Recognize personal protective equipment (PPE) and what they protect
- Be able to say the names of the hazardous symbols and explain what hazard they represent

ESSENTIAL SKILLS (ES): Continuous Learning, Document Use, Thinking Skills, Reading Skills

MATERIALS:

Learner booklets and Activity Resources, AV equipment, Trainee manual, empty commercial cleaning containers, baking soda, vinegar, water, newspaper, brochure, The Winning Label DVD

RESOURCES:

Access to WHMIS: A Simplified Program, Monica Robinson & Avril Taylor English Language Studies, Mohawk College, Hamilton, ON 1991.

The Winning Label: an interactive introduction to WHMIS, DVD, Bow Valley College.

Notes to Instructor:

- This module will be challenging for low literacy learners. Ensure that there are many
 opportunities for review and practice. It is imperative that there be empty commercial
 cleaning containers with WHMIS symbols available. Ask a local business to give you
 empty containers. Using these containers will be a constant reminder to learners that
 these symbols are real and that they will be seeing them often in their workplace. Tell
 learners that in some workplaces and interviews they will be tested on their knowledge
 of these symbols.
- The main resource in this module, <u>Access to WHMIS: A Simplified Program</u> is reproduced with permission of Mohawk College, Hamilton ON.
- Refer to the trainee manual for basic teaching instructions for each page of the student manual. Additional and enrichment activities will be included in this main lesson plan.
- Copy the illustrated pages to create a student booklet.
- Clarify with learners that this module does not grant a WHMIS certification. Rather, it
 is a means of familiarizing them with the information in preparation for a certification
 course.

Topic	Activity See trainee manual for additional instructions	Resources
Day 1		
Introduction ES: Document Use	Hang all the hazard symbol pictures on the board and number them. Hand out empty bottles with hazard symbols to each learner. Ask each learner which symbol they see on their bottle, and put a check beside that symbol on the board.	Copies of WHMIS symbol pictures found in Appendix page A8-A16
	After each learner has responded, and you have checked off their symbols on the board, ask learners which symbols have the most checks. Typically Toxic will have the most checks. Tell learners that this is the most common symbol they will see. Have the containers on the tables in front of the learners for each class session. They will be referred to often. Don't talk about names yet. (The words are very foreign to the learners so, it is difficult to learn them in the first class.) Just introduce them in the first class.	Empty Commercial cleaning bottles with WHMIS symbols
	WHMIS refers to controlled hazardous materials used in the workplace, so they would not see these exact symbols unless it was connected to a workplace. There are similar ones on consumer products but they are not WHMIS symbols.	
	Ask learners where they can find symbols like this. Have them make a list of possible places in the community as well as jobs in which knowing the WHMIS symbols would help keep them safe. Encourage learners to find products at home that have symbols like WHMIS and to share with the class the next day.	
WHMIS Letters ES: Reading	Introduce the letters of WHMIS. Project the first page of the booklet. Explain: These are the first letters of different words.	Trainee manual page 1
	Point to W T: What letter is this? T: This is W (Ask the learners to repeat if necessary) Explain: W is the first letter of WORKPLACE	

	Ask: What's your workplace? What's my workplace? (Learners name company, factory, business, etc.) Point to H and M T: What letters are these? T: This is H and this is M. Explain: H and M are the first letters of HAZARDOUS MATERIALS Point to I and S T: What letters are these? T: This is I and this S. T: I and S are the first letters of INFORMATION SYSTEM. Point to all the letters again. T: WORKPLACE HAZARDOUS (or dangerous) MATERIALS INFORMATION SYSTEM	
WHMIS Law	 T: The Government of Canada and the government of your province want to help workers like you and me to work safely. They want to make sure that we know what materials (chemicals) in our workplace are dangerous / hazardous. They want us to know how to use them in the right way (properly / correctly). T: The government passed a law that says all workers must know which materials are dangerous / hazardous. All workers must have this information. That is why we learn about the WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM. T: The Government of Canada says that all workers must know which things in the workplace are dangerous / hazardous. They must learn how to work safely. Workers must have information to work safely. 	Trainee manual page 2
	T: This program will give you information about	

	dangerous materials in your workplace to make you aware of WHMIS LAW .	
Meaning of Hazardous	Demonstration: Instructor can demonstrate the following to allow learners to internalize the meaning of 'hazardous'.	Trainee manual page 3
ES: Thinking Skills	 T: Is this dangerous? 1. First show a cup or bottle of water and then spill some water on the floor. 2. Show a bleach jug - pretend you are going to drink it. 3. Pocket knife (closed) – open the pocket knife. 	Banana, paper cup of water, bleach in jug, knife
	T: when these things are used properly they are not dangerous. They are useful. At home, if you use bleach in the right way, it isn't dangerous. It is SAFE. If you drink it, it will kill you. It is HAZARDOUS. It is hazardous to mix bleach and ammonia. It can kill.	
	Ask what other things can be hazardous if you don't use them correctly? (E.g. medication, a shower.)	
Warning signs ES: Document Use	Danger, Caution, Warning, Notice, Be Careful T: Many signs can be found in the workplace. If you see any of these words you must be sure to understand the sign. Review each word and elicit what they mean and where the learners have seen these words. Hang each word on the whiteboard or wall.	Trainee manual page 4
	Place the messages that could possibly be found following the safety words below each word on the board. Cards with the safety words can be found in the appendix. Examples of messages that may follow these safety words can be found in AR#1. Continue with page 4	Appendix A1-3 Safety Words Resource #1 Messages Activity

Hazardous Materials: solid, liquid, gas	Demonstration with vinegar, baking soda and glass jar.	Trainee manual page 5
ES: Thinking Skills	Explain: Dangerous materials can be SOLID, LIQUID and GAS.	baking soda, vinegar, glass
20. Thinking Chill	Put some baking soda in a clear glass container. Show and tell: Baking Soda is SOLID.	container, workplace chemicals
	Show vinegar and explain it is a LIQUID.	
	Pour some vinegar (liquid) onto the baking powder. Show the bubbles and explain - this is a GAS. You can't see or smell gas. (Explain that it is different from gasoline. It is a fume or smell.)	
	Continue with page 5	
Labels ES: Document Use	Point to labels on empty containers and tell learners "these are labels." Look at page 6 and have learners decide if the container has a label or not. As a further extension of the lesson, the instructor can present the names of the containers that hold hazardous materials. I.e. box, cylinder, drum, barrel, jug, bottle, and aerosol can. Conclusion: Hazardous materials come in many different containers.	Trainee manual page 6
Supplier Label	Show an empty container which has a supplier label and present information on page 7.	Trainee manual page 7
Workplace Label	Show an empty container with a workplace label and present information from page 8.	Trainee manual page 8
Human Body Vocabulary ES: Thinking Skills	Elicit the names of body parts in the picture on page 9. Have the learners match labels to parts of the body by drawing a line.	Trainee manual page 9
	T: Why are we concerned with knowing these parts? Eye, nose, mouth are openings.	

	T: Hazardous chemicals are a big problem for our health when they get inside our body. Chemicals can enter through our eyes, nose, mouth and skin. These are called routes of entry.	
Routes of Entry ES: Thinking Skills	Present the information on page 11, 12, 13, and 14.	Trainee manual page 11-14
	At this point some learners may get scared because of past practices with dangerous chemicals. Reassure them that although we can't change the past we can change our actions today and in the future.	
Day 2		
Review	Teacher reviews previous day's concepts.	
ES: Thinking Skills	T: Are hazardous products always liquid? T: In what kind of containers do we find hazardous materials? T: Hazardous materials are harmful when they enter our bodies. How do hazardous chemicals enter our body?	
Personal Protective Equipment	Since we now know the routes of entry, we need to protect our bodies from letting hazardous products enter our bodies.	Trainee manual page 15,16 Personal
ES: Thinking Skills	Have a collection of Personal Protective Equipment that the learners would likely come across at their workplace. Show each piece of equipment and discuss what it protects. Safety googles, mask, respirator, gloves, boots, etc. Flashcards can be made by enlarging page 15. Enrichment Activity: Have a learner volunteer to model the equipment.	Protective Equipment: safety goggles, face shield, apron, dust mask, vapor respirator, air respirator, gloves, boots and full protection suit
Introduction of WHMIS Symbol Names. ES: Reading Skills	Tell learners to look at page 17. With the symbols still on the whiteboard, put the labels below them. Have the learners copy the names onto their page. Practice reading the names with minimal explanation. Have the learners repeat the names to practice pronunciation.	Trainee manual page 17

Compressed Gas	Introduce the symbol - Compressed Gas	Trainee manual page 18
ES: Document Use	Begin the introduction of each symbol with the question: "What do you see in the circle?" Help the learner make a connection between the picture and what they already know as a strategy for them to remember the meaning.	page 10
	T: What do you see in this circle? What does this shape remind you of? Teacher can hold up a spray can next to the picture at the same angle and show how it resembles a spray can. Ask which learner has a container with this symbol on it? Discuss what kind of container it is. Demonstrate the meaning of the word compressed by squeezing a plastic bag and forcing it into a small container. Explain that the gas is squeezed into the container so that there is pressure for spraying.	Plastic bag and small container
	Discuss the types of containers on page 18.	
	Continue with instructions corresponding to page 18-21.	
Flammable ES: Document Use	T: What do you see in the circle? (<i>fire</i>) Point to the flames and tell learners that we call these flames. Underline the first part of flammable.	Trainee manual page 22
	T: What type of containers do you see on this page? Continue with instructions corresponding to page 23-25.	Trainee manual page 22-25
Day 3		
Review ES: Document Use	Hand out the worksheets with grids as well as a set of WHMIS symbols. Have the learners match the pictures with the names corresponding to the symbols. Explain that at this point they can look at the corresponding page in their notebook if they need help. Hang the large symbols on the board that correspond with the student activity resource symbols. Give a learner one of the 8 labels and have them place the label under the symbol. Take a look and make the necessary changes. Have learners compare the answers with those on their pages.	Practice grids and sets of symbols for every two learners Activity Resources # 2-4
Oxidizing Materi	T: What do you see in this circle? Hold the	Trainee manual

ES: Document Use	flammable card next to this one and compare the two. What is different between these two? Point out the circle and how it corresponds to the O which is the first letter of oxidizing. Oxidizing Materials do not burn on their own. If they are near a fire, it will make a fire bigger. They are never stored near flammable materials. What do these containers look like? Where have you seen these before?	page 26
	Continue with instructions corresponding to page 26-30.	Trainee manual page 26-30
Poisonous ES: Document Use	T: What do you see in this circle? What is this picture? This is what a person's head looks like when there is no skin or hair. They are dead. T: Do you think this symbol means really dangerous? Where have you seen this symbol before? What do you see in the picture on page 31? Continue with instructions corresponding to page 32-36.	Trainee manual page 31
Toxic ES: Document Use	T: What do you see in this circle? Why do you think this is a 'T'? T stands for Toxic? Help the learner make a connection between the 'T' and Toxic. To simplify, this symbol can be referred to as merely 'Toxic'. Continue with instructions corresponding to page 36-40. In groups of two or three, ask the learners to look	Trainee manual page 36 Trainee manual page 36-40
	at page 41 together. Tell them to look for things in the picture that are not safe, i.e. the man is eating a sandwich in the workplace while he is wearing work gloves. Have them circle all the actions that are harmful and talk about why these actions are	

	dongoroup	
	dangerous.	
	After 10 or 15 minutes, discuss the pictures together. Give each group an opportunity to present one or two actions that are wrong.	
Day 4		
Review	Hand out the resource sheets with grids as well as	Activity
ES: Thinking Skills	a set of WHMIS symbols. Have the learners match the pictures with the names corresponding to the symbols. Encourage learners not to look at the answers but to use this as an opportunity to see what they know and what they still need to learn.	Resource #2-3 Practice grids and sets of symbols for every two learners
	Hang the symbols on the board again. Give 8 learners one of the 8 labels and have them guess which picture to match it with. Review and make the necessary changes. Have learners compare the answers with those on their pages.	
	Show the symbols covered in the previous class and ask individual learners to say the name and explain the danger and how they can protect themselves.	
Biohazard(ous) ES: Document Use	T: What do you see in this circle? Where have you seen this sign before? (doctor's office, hospital)	Trainee manual page 42
	Break the word into parts to help the learners pronounce the word and to explain it. Bio - having to do with living plants, animals, people Hazard-(ous) = dangerous.	
	T: What are the pictures below? They all have to do with bodies and meat. Any fluids coming from the body can be hazardous especially if a person is very sick.	
	T: We see this symbol on the box in a doctor's office that holds needles.	
	T: Will all things that are biohazardous have a sign? What about blood or urine in a public bathroom?	

	NO. You must be very careful in cleaning jobs and food service jobs. Use gloves to protect yourself and the food you are preparing. Discuss other places that may have bio hazardous waste - meat processing plants, bottle recycling, etc. Continue with instructions corresponding to page 43-46.	Trainee manual page 43-46
Corrosive ES: Document Use	T: What do you see in the circle? What do you think is happening in this picture? (They will likely be able to explain the hand but not the metal rod.) T: The chemical liquid is burning the hand and also the metal rod (explain metal). T: What are the pictures at the bottom of the page? Toilet Bowl cleaner and bleach. (Explain what Drano does to a blocked toilet) T: Have you seen this sign before?	Trainee manual page 47
	Continue with instructions corresponding to page 47-49.	Trainee manual page 47-49
Reactive Material ES: Document Use	T: What do you see in this circle? What is inside the R? Where is a test tube used? Point to the lines above and explain that those lines in a picture indicate a reaction or explosion. Explain the word Reaction. T: What is the picture at the bottom of page 51? (dynamite) When fire is put near dynamite it explodes! What are other things that explode? Fire crackers, bombs, fireworks, etc. Continue with instructions corresponding to page 51-52.	Trainee manual page 51
MSDS: Material Safety Data Sheet	Explain to the learners that the MSDS exists and why.	Trainee manual page 53-57
ES: Continuous Learning	The instructor can decide how much detail they want to present about the MSDS. At minimum, the	

	learner needs to know that for every hazardous chemical there is a corresponding page that explains details about the chemical and its use as well as danger. They should know that every workplace has a designated place for storing these papers. They are updated every 3 months.	
Video- follow up ES: Document Use	Show the Winning Label DVD as a review of all that has been learned in class. This is an animated interactive introduction to WHMIS produced by Bow Valley College, Calgary AB. Alternatively, show a WHMIS instructional video from your workplace.	The Winning Label video To order The Winning Label, contact the TOWES Department at Bow Valley College. (or a workplace WHMIS training video)
Day 5		
Review activities ES: Thinking Skills	Spend a lot of time reviewing material learned in the previous days' classes.	
Matching	Hand out laminated cards and symbols. Have learners match symbols with the names. Next, hand out strips with short descriptions of each symbol and have learners (in pairs) match the descriptions with the symbols. Review the answers by hanging the larger symbol pictures on the board, handing out one label to 8 different learners and having them match the label with the picture. Repeat the procedure with the descriptive sentences.	Laminated cards, symbols and descriptions Activity Resources # 2-4 Chart paper Markers
Drawing/presenting activity	Hand out a half sheet of chart paper to each learner. Assign a symbol to each and have them draw the symbol on paper. Each person or group will present the symbol to the class: 1. The name 2. The hazard and how it should be handled 3. How to protect oneself Give the learners some time to draw and think about the symbol assigned to them. Hang up each paper as it is being presented.	

Assessment	Put the quiz on the screen and review the instructions with the learners. Do the first question	WHMIS quiz
ES: Document Use	on each page together as a class.	
	Read the words and questions if there are learners who have limited reading abilities.	
	Circulate around the class to make sure learners understand how to match the answers to the questions.	
	Explain the importance of completing the quiz on their own without the help of those around them.	

Quiz WHMIS Skills

Na	ame:		
Put a √ on the correct WHMIS symbol.			
Reactive Material			(N)
2. Flammable			
3. Corrosive		M	(
4. Poisonous	()		
5. Oxidizing Material		(4)	
6. Toxic	®	T	
7. Biohazardous	(M)		®
8. Compressed Gas			(T)

Quiz WHMIS Skills

Put a $\sqrt{\ }$ on the correct WHMIS symbol. 1. If you get a little in your mouth you can get very sick. 2. The gas is in a cylinder. If you drop the cylinder, it may explode. 3. This can burn your skin. 4. If you don't protect yourself and you use this for a long time, it can make you sick or give you cancer. 5. Can catch on fire very easily if it is near fire, or heat. 6. We see this in doctor's offices and hospitals. 7. This is very dangerous and can react with heat and water. 8. This can make a fire bigger.

Quiz WHMIS Skills

Personal Protective Equipment (PPE)

Draw a line from the symbol to the correct word:



1. safety goggles



2. gloves



3. dust mask



4. apron



5. boots



6. face shield

KEEP CLOSED



NO EATING OR DRINKING IN THIS AREA

NO SMOKING

KEEP OUT

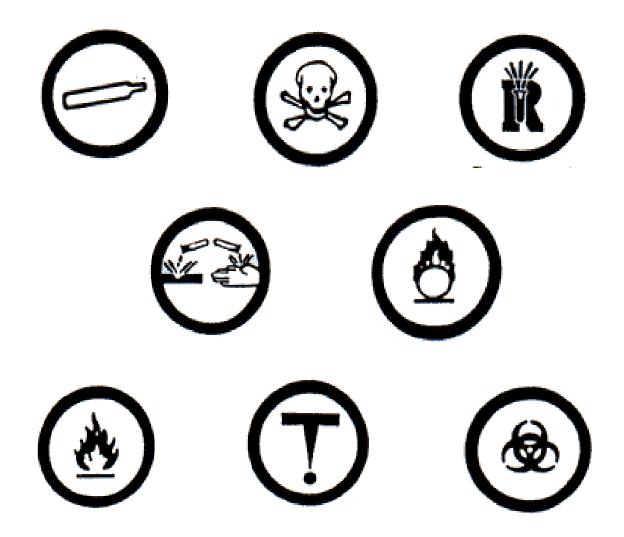
WASH YOUR HANDS

KEEP AWAY

FROM HEAT

STORE IN A COOL PLACE

Compressed Gas	Flammable/Combustible
Oxidizing Material	Poisonous
Toxic	Biohazardous
Corrosive	Dangerously Reactive Material



Do not eat. Can get sick quickly or die.
Hospital and Doctors' office. Special Garbage.
Do not touch. Will burn skin.
Do not drop. Can explode.
Can react with water and heat.

Can make a fire bigger.

Do not heat. Can catch on fire.

Do not breathe in. Cancer

References

Avril Taylor and Monica Robinson. (n.d.). *Acess to WHMIS - A Simplified Program.* Hamilton ON: Mohawk College.

Working With Others (10 Hours)			
Day 1	Day 2	Day 3	
 Previous experience Classroom rules Outline Introduction- Teamwork Your work is important Polite overview Body language 	 Review Polite vocabulary Conversation skills Greetings/ Requests 	ReviewSmall TalkConversations	
Day	4	Day 5	
FlexibilityGossipRespectTime off		 Time off Clean and neat Willing to work My commitments Assessment 	

WORKING WITH OTHERS (10 hours)

OBJECTIVES:

Learners will be able to:

- Compare Canadian workplace culture to home culture
- Take responsibility for their social behaviour at work
- Use appropriate body language at work, respecting others' space and feelings
- Have appropriate verbal skills to introduce themselves and ask appropriate questions
- Understand appropriate topics for conversation in the workplace, including the knowledge of gossip
- Develop verbal skills for making requests and asking for favours
- Understand what harassment is
- Understand the concept of team work
- Be familiar with personal hygiene expectations
- Understand the importance of demonstrating the willingness and initiative to work hard
- Write some personal commitments regarding their behavior in a future workplace

ESSENTIAL SKILLS (ES): Oral Communication, Thinking Skills (memory use), Working With Others

MATERIALS:

- AV equipment
- Markers, scissors, glue
- Power point and resources
- Learner booklets (Power point printout-two slides per page) and handouts
- First Day on the Job LINC Classroom Activities LINC 2

Notes to Instructor:

It is important for the instructor to create an atmosphere in which communication can happen in natural ways. Ideally, the classroom should be set up with tables so that learners sit in groups of 3 or 4 facing each other. Have learners sit at different tables each day so that they are encouraged to meet new people and practice greetings and small talk. Providing a break with coffee and tea will encourage learners to practice what is being taught.

Please note that several of the handouts require a reading ability beyond some of the learners. Organize the learners strategically, mixing capable readers in each group. The objective is speaking and listening. The handouts are merely guides and provide direction for focused conversation. Helping one another will be a realistic dynamic of the workplace.

Topic	Activity	Resources/ Materials
Day 1		
Eliciting prior knowledge and experience	T: Who has worked before? How did you feel going to	Slide #1
Setting the classroom rules		Slide #2
Outline of workshop	Present the workshop outline – read through the outline and let the learners know that we will talk about each topic in detail during the course of the module. • Teamwork • Polite- words, body language, actions • Flexible • No gossip • Respect • Time off • Clean and neat • Willing to work	Slide #3,4 Adapted from Bridging the Employment Gap, Simcoe/ Muskoka Literacy Network, 2008
Introduction	T: What is teamwork? Where do we talk about teams? (Sports)	Slide #5
Teamwork	Have a short discussion about a team's outcome if only one player is playing their position well and the rest of the team is relaxing and not really focusing on their position. This concept can be extended to other areas of their experience or life. T: Why is teamwork necessary in a workplace? What	Handout #1 A Good Team Member

Activity: A Good Team Member Introduce Handout #1 to the class. Complete the first two together and then have the learners work in groups to discuss the rest of the statements. Review the page as a class. Explain that this is like an overview of what will be discussed this week.	Bridging the Employment Gap, Simcoe/ Muskoka Literacy Network, 2008
Brainstorm the situation of how an employee's role contributes to a bigger picture, namely their team, and the company's reputation and the place it holds within the cleaning world within their city. T: Why is your work important? What happens if you don't do good work? (The whole work team is affected and the company's reputation is affected. It's not just about losing your job.) Help the learners understand their place in a much bigger picture of their company and also the competition between companies for contracts.	Slide #6
T: Being polite in the workplace is very important. We are polite in the way we use our voice, our words, our body language and our behaviour. Have an introductory discussion about being polite and the importance of this. Being polite is not just knowing the correct English words but it is also shown in body language and voice usage. Polite vocabulary Body language Polite behaviors Situations that require politeness in the workplace	Slide #7 Adapted from Bridging the Employment Gap, Simcoe/ Muskoka Literacy Network, 2008
T: What is body language? (Communicating without words.)	Slide #8
In order to demonstrate body language T says thank you with an angry voice and face and asks learners if she was being polite. T: Why do think I was not polite? (Body language and	Body language flashcards created by T
Ittev Ectt Toee Fkk Tek Fttt: ••• Tulys	Introduce Handout #1 to the class. Complete the first wo together and then have the learners work in groups of discuss the rest of the statements. Review the page as a class. Explain that this is like an overview of what will be discussed this week. Brainstorm the situation of how an employee's role contributes to a bigger picture, namely their team, and the company's reputation and the place it holds within the cleaning world within their city. F: Why is your work important? What happens if you don't do good work? (The whole work team is affected and the company's reputation is affected. It's not just about losing your job.) Help the learners understand their place in a much bigger picture of their company and also the competition between companies for contracts. F: Being polite in the workplace is very important. We are polite in the way we use our voice, our words, our body language and our behaviour. Have an introductory discussion about being polite and the importance of this. Being polite is not just knowing the correct English words but it is also shown in body anguage and voice usage. Polite vocabulary Body language Polite behaviors Situations that require politeness in the workplace F: What is body language? (Communicating without words.) In order to demonstrate body language T says thank you with an angry voice and face and asks learners if

	voice is not polite)	
	voice is not polite)	
	At this point T could brainstorm words with class to elicit terms to describe body language and write these on the board or chart paper <i>i.e. tired, bored, excited, nervous, pensive, etc.</i>	Adapted from Bridging the Employment Gap, Simcoe/ Muskoka Literacy Network, 2008
	Before class, T finds pictures from magazines and newspapers which portray various types of body language. These can be laminated on cards.	
	Activity: Body Language Divide class into small groups. Hand out laminated cards demonstrating body language to each group. Learners discuss in their groups what they believe the body language is telling them. Learners could use dry erase markers to write the description on the card. (This would allow for the cards to be used the next time.) Exchange each group's cards with other groups and allow the other groups to add their own descriptions. Have learners within each group act out the body language for their group and have group members guess what they are demonstrating. Alternatively, learners could volunteer to demonstrate body language for the entire group and have the class guess the body language.	
Day 2		
Review	T: Yesterday we talked about teamwork. What does teamwork mean and why is it important to work as a team in the workplace? T: We also talked about how important being polite is in	
	the workplace. Does being polite mean that we only use the correct polite words and then we are polite?	
	Give learners a few descriptions of body language and ask them to demonstrate those words with their bodies.	
Polite/ Not Polite	T explains that there are ways of talking in the work place that are polite and there are ways of talking that make us sound like we are rude.	Handout #2 Polite and Not Polite
ES: Working with Others	T: We are going to look at some sentences that a person might use in the workplace that may be polite and some that are not polite at all.	Scissors, glue

	A 42 14 D 194	
	Activity: Polite sentences Give the learners Handout #2. Have them separate page one from page two. The learners will cut out the squares with sentences. They will talk with each other and decide if each sentence is polite or not polite. (Make sure there is a good reader in each group). They should place each square under the appropriate column- Polite or Not polite. T should project the handout with the sentences on the screen. After the class has had time to discuss the sentences in smaller groups, read the sentences with the class. Ask if each sentence is polite or not polite. T puts a check on the polite sentences and an x on those that are not polite. When all the squares are placed on the learners' papers and they have been discussed as a class, the learners can glue them in the appropriate columns.	Adapted from Bridging the Employment Gap, Simcoe/ Muskoka Literacy Network, 2008
Feedback ES: Working with Others	T explains what feedback is and that people will receive both positive and negative feedback that can make them feel good or bad, but feedback helps them to do their jobs better and helps them learn. Explain how sometimes people are confused and think their supervisors are being rude, when, in reality, they are just giving feedback.	Handout #3 Feedback
	Look at Handout #3 as a class. (Optional if there is time) Talk about dealing with rudeness in the workplace. What should you do when a co-worker is rude to you? How do you handle it? What	
	do you say? How can we make the situation worse or can we leave it as a small situation?	
Conversa- tional Skills	T presents the concepts on the slide to the learners. T: Here are some helpful tips to remember when having a conversation with a co-worker or boss in the workplace.	Slide #9
ES: Oral Communication	 Eye contact- make sure you look people in the eyes, this demonstrates respect Nod yes or OK from time to time- this shows that you are listening to what people are saying Ask questions- this is important if you are not sure what they said or what they have asked you Repeat what you have to do- this will help both of 	

		T
	 you know if you understood what the other one was saying. Thank the person or end the conversation politely- if you have finished your break, you must end your conversation politely and go back to work i.e. Excuse me, I need to get back to work. Let's talk tomorrow. 	
	T could give some examples- If your coworker says "Please give me some towels." and you are not sure if your coworker means bath towels or hand towels, so you can ask, "Bath towels or Hand towels? How many would you like?" When she tells you, you repeat back by saying, "Ok, I'll get you two bath towels." This way both people know that the instruction was understood.	
Talking at Work	T: We will be looking at the words we use to greet others, say goodbye, say thank you and make requests with people at work. This will be helpful to learn for communication in class and in your daily life.	Slide #10,11
Greeting/ Leave taking	Brainstorm common greetings such as ways of saying thank you and farewell in English- T makes list on board i.e. Good Morning, Hello, Hi, Thanks, Thank you, Bye, Good Bye, etc.	
ES: Oral Communication	Show slide #11 to give some examples of greetings and discuss formal, informal and very informal. Activity: Greetings The following worksheet is found in LINC Classroom Activities http://www.moresettlement.org/LINC1-4/LINC4/LINC_1_Classroom_Activities.pdf Look at Exercise 1 page 313, First Day on the Job together. T can project the page on the screen. Read the instructions for the learners and work through each box together. Compare the contexts in which Chad uses more formal or informal language for greetings and to say thank you. Write formal beside the boxes that use more formal English.	Resource #1 LINC Classroom Activities - LINC 1. Ontario: Algonquin College http://www.mores ettlement.org/LIN C1- 4/LINC4/LINC 1 Classroom Activit ies.pdf page 313,314,315, 316 First Day on the Job
	When this page is completed, put the learners in pairs and give them a scenario in which they would greet someone <i>i.e.</i> greet your new boss, greet a new coworker, greet a classmate.	_

Emphasize that it is important to verbally greet someone and that hugging co-workers is not appropriate.

Look at Exercise 2 page 314, <u>First Day on the Job</u> together.

T: Here Chad asks some questions. Let's look at his reason for asking each question.

Read through each question one at a time and ask learners why Chad might be asking the question. Highlight the polite words being used in each question. Explain idioms such as "Excuse me".

Introduce dialogues on page 315, 316 Exercise 3, <u>First Day on the Job</u>. Give learners highlighter markers to use.

Have learners highlight the contexts for the conversations *i.e.* Chad meets a co-worker. Have learners highlight what Chad says in each dialogue.

Practice dialogues on page 315 – after reading them a few times in pairs, learners can substitute names with their own names.

Extend the activity by giving scenarios in which these sentences could be used i.e. you want to borrow a pen from a co-worker.

Discuss this with learners:

If the employee is asked "Have you completed the work?", "Not Yet" is a better response than a simple "No"

LINC Classroom Activities - LINC 1. Ontario: Algonquin College page 314 Exercise 2

page 315,316 Exercise 3

Day 3

Review

yesterday. Walk around and listen to conversations.

ES: Oral Communication

Example scenarios:

- Greet the person next to you as if you are meeting them for the first time
- Ask the person next to you if you can borrow their pencil

T gives learners scenarios to practice phrases learned

	T	
	 Ask the person on the other side of you where you can buy a sandwich 	
Small Talk	Before showing slide# 12, ask learners if they know what "small talk" means. To encourage the discussion, ask them what they often hear people talking about when they first see each other. (<i>The weather</i>)	Slide #12
ES: Working with Others	T: Why do you think they talk about the weather? (It's a good conversation starter that everyone can respond to.)	
	Activity: Small Talk Conversation The following worksheet is found in LINC Classroom Activities http://www.moresettlement.org/LINC1-4/LINC4/LINC 2 Classroom Activities.pdf	Resource #2 LINC Classroom Activities - LINC 2. Ontario: Algonquin College
	T and learners look at Small Talk II What is Small Talk? Topics page 342. Read the list of topics that may be part of a small talk conversation. Ask learners to work in small groups to complete this worksheet. After 10 min look at the worksheet together as a class. T can project it on the screen.	page 342- Small Talk II What is Small Talk?
	Brainstorm other topics that could generate small talk in the workplace. T could write these on the board i.e. movies, clothing, vacations, restaurants.	
	Have the learners stand up and walk around the class. Tell them to greet and have a small talk conversation with two classmates they don't know very well. Allow about 10 minutes for this. Call everyone back to their seats and ask a few learners to report on their conversations.	
	Have students do handout #4.	
	Handout #4 has two pages. One page has multiple phrases that could be part of a small talk conversation. Have the learners cut out each square and place it in the correct column below Good or Not good on the other page. Initially, have the learners just place the squares. When they have completed this, review it as a class. Give learners the opportunity to make changes if	Handout #4 Conversation Topics Adapted from Bridging the Employment Gap, Simcoe/ Muskoka Literacy Network, 2008

		1
	necessary and then give each a glue stick to paste the squares. T should project the page with sentences on the screen for learners to follow along. When discussing each sentence as a class, the T can mark an "x" on the sentences that are not appropriate and a check on the sentences that are fine.	
Asking for Favors	Show learners slide #15.	Slide #15,16
ES: Oral Communication	Learners should read the conversation with a partner if possible. Have the learners read it once with an affirmative response then read it a second time with a polite refusal as the response. The learner should understand how to make a polite refusal and know that this is ok. Have the learners point out the polite words and describe how this sentence is polite accompanied by voice quality and body language. Have learners practice the conversation as is and then show slide #16 and have them substitute their own requests. This can be done with a classmate beside them or they could walk around and ask a favour of two or three different classmates.	
Offering to Help	Repeat the same process with slide #17 and 18	Slide #17,18
Day 4		
Review ES: Oral communication	T gives learners scenarios for practicing polite requests and offers to help. Allow learners multiple opportunities to use model sentences learned in previous classes.	
Flexibility ES: Working with Others	T displays slide #6 to remind the learners that there are many aspects to being a good team member in the workplace. T points out which parts have already been discussed and tells learners that they will continue with the other parts today. T displays slide # 19. T: What do you think this means? T can flex a pen or a plastic utensil to demonstrate one definition of flexibility. T: When a person is flexible they can move their bodies, however we also use this word to describe someone	Slide #6 Slide # 19 Adapted from Bridging the Employment Gap, Simcoe/ Muskoka Literacy Network, 2008

	now of their ich	
	part of their job.	
	T: What are some situations in the workplace in which flexibility would be necessary? (Co-worker is sick and must go home, machine breaks down so a job can't be completed, etc.)	
	Make sure the learner knows they have to be careful not to be too flexible so that they are doing too much of someone else's job and not enough of theirs.	
Gossip ES: Working with Others	T: Have you ever talked about somebody behind their back? Have you ever told something about someone's personal life to another person that you did not have permission to share? Has anyone ever spread stories about you- true or untrue? How did it make you feel? Is this kind of talk helpful in the workplace? Learners may choose to share some stories from their own experiences. Emphasize that gossip is not acceptable in the workplace- it is a form of harassment.	Slide #20
	Activity: Gossip Have learners complete Handout #5. Do one example together and then allow learners to work in pairs or groups to complete the remainder of the worksheet. After about 10 min review their answers as a class.	Handout #5 Gossip Adapted from Bridging the Employment Gap, Simcoe/ Muskoka Literacy Network, 2008
Respect- Harassment in the Workplace ES: Working with Others	Since this is being presented in the context of team work, learners should understand that they may never participate in any form of harassment. Be careful not to create a lengthy discussion about them being victims of these types of harassment, the point is that they should understand that their participation in any of these could lead to immediate dismissal.	Slide #21 Adapted from Bridging the Employment Gap, Simcoe/Muskoka Literacy Network, 2008
	 Discuss verbal, racial, physical and sexual harassment. What do they mean? Read a workplace policy regarding harassment. (If there is time- otherwise have a brief discussion on how they should not be contributing to these forms of harassment.) 	
Time Off	Discuss what happens when a team member takes time	Slide #22

		I
	off and does not let others know in advance.	
	T: What happens if a team member takes time off and does not give advance notice? When do you think it is it ok to take time off? When do you think it is not ok to take time off?	
ES: Working with Others	Activity: Time Off T looks at Handout #6 together with learners and has learners work in groups of two or three. Make sure there is at least one good reader in the group. If there are no learners capable of reading, do the worksheet together as a class. The purpose is to discuss absentee excuses not to test reading. T can project the handout on the screen. Enrichment activity (optional) T has learners practice calling their supervisor to let him/her know that they will be absent.	Handout #6 Time Off Adapted from Bridging the Employment Gap, Simcoe/Muskoka Literacy Network, 2008
	 This would also be a good place to discuss the steps required for changing a shift with a co-worker. Check work schedule Ask coworker if they would be interested in changing Talk to supervisor about the arrangement Wait for supervisor's permission to change shift 	
Day 5		
Review	Show slide# 6. Review the topics covered in the previous class. Ask learners to explain some main points that were discussed yesterday.	
Clean and Neat ES: Working with Others	T: How would you feel working alongside a coworker who looks dirty and smells like they have not washed? Discuss what makes a person clean? What makes a person neat? Why is this important when working as part of a team?	Slide #23
	Activity (optional): Use magazines to find pictures of people who look clean and neat as well as some who do not. Have learners cut out pictures and compare appropriate clean attire with inappropriate, dirty attire. T: Why do many workplaces have employees wear	Magazines, glue, scissors Adapted from Bridging the Employment Gap, Simcoe/Muskoka Literacy Network,
	uniforms? (They can be identified as employees, everyone looks the same and there is no competition	2008

	related to clothing, the uniforms are practical for the job.)	
Willing to work	T shows slide # 24 and asks "What does this mean?"	Slide #24
ES: Working with Others	Continue with the following questions and have a brief conversation about the importance of being willing to work when you are part of a team.	Adapted from Bridging the Employment Gap, Simcoe/ Muskoka Literacy
	T: How does a person show willingness to work? What makes one willing to learn?	Network, 2008
	T presents situations in which they may need to learn.	
	T: How can one ask for further training or suggestions for improvement?	
My commit- ments	T shows slide #25 and explains the diagram.	Slide #25
ES: Thinking Skills	T: We have discussed many things that are important for being a good worker and team member here in Canada. Now we want to review by making a commitment to do these things when we are working.	Adapted from Bridging the Employment Gap, Simcoe/ Muskoka Literacy Network, 2008
	Discuss the meaning of commitment- compare it to a marriage or the form they sign when entering the program etc. Ask learners to give examples from what they have learned in class and write them on the slide so that they can choose at least four things that they will commit to and write them down. i.e. be on time, friendly, willing to work, etc.	
Assessment	T and learners look at Handout #7. T can project it on the screen.	Handout #7 Working With Others
ES: Working with Others	Activity: Working with Others T explains the handout to learners and completes the first question with them. Explain that this is a review of all that was covered in class. Learners could work individually with help reading or in groups of two and complete the chart. After some time when most have completed the page it can be reviewed as a class or collected in for the T to evaluate.	
	Activity: Scenarios T hands out slips of paper with a scenario to each	Handout #8 Scenarios

student and has them do what their paper says. Each scenario is related to a concept that has been covered in the module. T can observe how concepts have been internalized. Please note that role playing can be unfamiliar and awkward for some learners depending on their background. This may have to be modelled for them first.	

Working With Others





Slide 2

This is your workplace

- Be on time
- · Participate and ask questions
- Show everyone respect
- · Listen to instructions
- · No cell phone.
- No food or gum



Slide 3

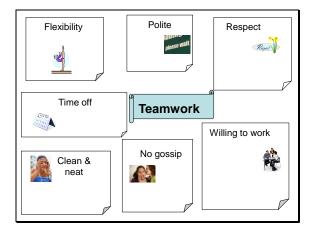
Working With Others

Teamwork

- Polite- words, body language, actions
- Flexible
- No Gossip
- Respect
- Time off
- Clean and neat
- Willing to work



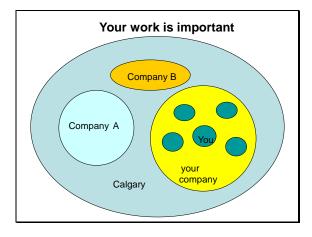
Slide 4



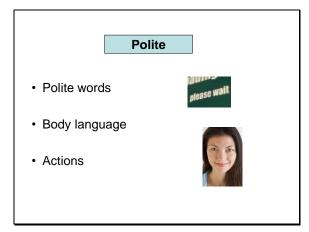
Slide 5

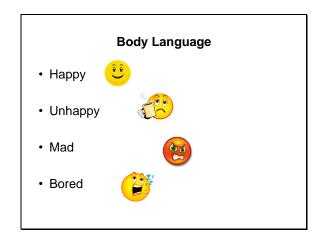


Slide 6



Slide 7





Slide 9



Talking at work

- Greetings
- Good Bye
- Thank you
- Requests



Slide 11

Greetings

Hi! How's it going? (informal)

Hello. It's nice to meet you. My name is

Sara (formal)

Hey! (very informal)



Slide 12

Small talk

Friendly talk about things that are not so important



Small talk

Friendly talk about things that are not so important.

- · Conversation Topics

 - WeatherWhere to eat
 - How to do something at work, transportation
 - Children, pets
- When to chat
 - On break
 - When work is done



Slide 14



Slide 15

Ask for a favour

A: Could you please get me some towels from the cart?

B: Sure.

-or-

B: I'm sorry, I'm busy right now.

Ask for a favour

A: Could you please get me _____from the cart?

B: Sure

-or-

B: I'm sorry, I'm busy right now.

Slide 17

Offer to help

A: Would you like me to put away the supplies?

B: No thanks, I can do it myself.

or

B: Thanks, that would be great!

Slide 18

Offer to help

A: Would you like me to _____

B: No thanks, I can do it myself.

or

B: Thanks. That would be great.

Flexibility

Why do you need to be flexible in a workplace?

- · Co-worker is sick and must go home
- · Machine breaks and you can't complete the job
- · Your coworker spills something and needs help
- .

Slide 20

Gossip

- · What is it?
- · Not acceptable in the workplace



Slide 21

Respect

Harassment



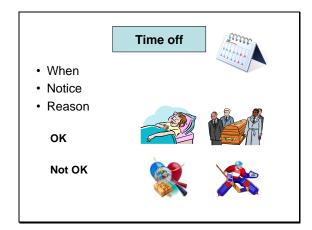
Verbal- words that we speak

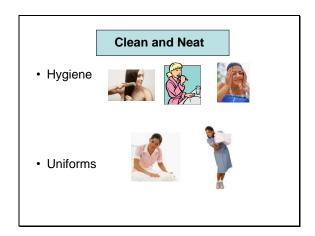
Racial- making fun of a person's culture, colour, accent or religion

Physical- pushing, hitting, kicking

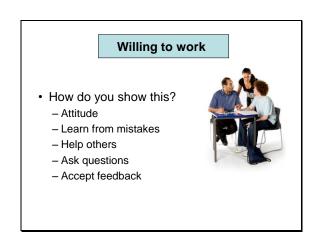
Sexual- words or touching that make one feel uncomfortable

Slide 22

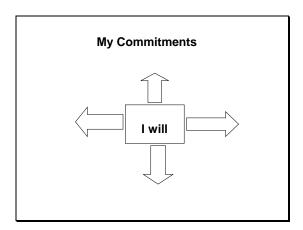




Slide 24



Slide 25



Handout #1 - A Good Team Member	Yes	No
1. Comes to work late.		
2. Cleans up her things.		
3. Helps others and smiles a lot.		
4. Takes lots of breaks.		
5. Is friendly.		
6. Asks for help when she needs it.		
7. Goes to a party the night before work and is too tired to work.		
8. Says bad things about others at work.		
9. Misses a work shift many times in a month.		
10. Plans appointments during her work hours.		
11. Is always clean and neat when she arrives.		
12. Agrees to switch shifts so a co-worker can attend a funeral.		
13. Does not want to wear the company uniform.		

^{*}Adapted from activity sheet: Bridging the Employment Gap 2008

Handout #2 a

Read these sentences. Put the polite ones under $\underline{\text{Polite}}$ and the other ones under $\underline{\text{Not Polite}}$.

Cut each one out and put it in the correct column.

Sara, you did a terrible job cleaning the floor. You are lazy.	I can see you did your best. It will get easier the longer you work here.
Mary, could you please come and help me with this?	Thank you for your hard work today.
Hey, fatty, come over here.	I am sorry your little boy is sick again. Is there anything I can do to help?
Why don't you learn how to speak English?	Ajok, I'm sure the floor will look much better if you go over it again. Thanks
Your child is sick again? You must not be a good mother.	Why did they hire you to work here? I will have to do this again.

Adapted from student activity from Bridging the Employment Gap

Handout #2 b - Polite				
Polite			Not Polite	

Handout #3 - Feedback at work

Feedback helps you to do your job better. It is about your work. Supervisors and managers will give you feedback. It is their job. Check the box; is the comment feedback or is the person being rude?

Comment	Feedback [©]	Rude⊗
I noticed you have been late the last few days. Why is that?		
2. You can't do anything right!		
You are so slow. It is like working with a child.		
 You need to clean the floor again. There are still some sticky spots. 		
5. I can't believe I have to show you this again. Will you ever get it right?		
The windows look streaky. I am going to get Sara to show you how she cleans the windows.		
7. You did a great job on these floors!		
 I noticed you using your phone today while working. Please only use your phone on breaks. 		
9. You need to speed up your work pace.		
10. You are making me crazy! Be quiet!		
11. You did a really great job on the floors but could you wipe the tables again? They are still sticky.		
12. Yesterday you didn't wear your gloves. It is important that you always wear your gloves when cleaning.		
13. You are in my way! Move!		

Handout #4 a - Conversation Topics

- 1. Cut out each conversation topic
- 2. Read the topic and decide if it is good small talk for work or not good. Glue each topic in the correct column.
- 3. Discuss your reasons with your group.

Hockey	Holiday
We saw a good movie last night. Have you seen it?	Are you pregnant?
How old are you?	I vomited all night last night. It was yellow.
I had so much gas. It makes me fart a lot.	How long have you worked here?
Do you have pets?	Have you put on weight?
I saw the boss at the bar last night. He was really drunk.	Look at her ugly dress.
My husband is a problem.	How much money do you make?

Handout #4 b - Conversation Topics		
Good ©	Not Good [®]	

Handout #5 - Gossip Put an 'X' on the sentences that are gossip.

Adapted from p.393 from Bridging the Gap 2008

I think John is late for work all the time because he has a drug problem.

Did you hear that the boss really likes Sally? I think he is in love with her.



Bill is so fat! I heard he broke a chair at a restaurant last night.

Helen is pregnant. I wonder if she knows who the father is?

I don't think we should talk about Mary when she is not here.

You don't know that is true so don't tell it to others!

Handout #6 - Is this a good reason to take time off of work?		
	Yes	No
1. Today is your birthday.		
Your grandmother has died and the funeral is tomorrow.		
3. You are too tired and you don't feel like working.		
You have a dentist appointment in two weeks.		
5. Your child's school called and tells you your child is hurt and is going to the hospital in the ambulance.		
6. It's too cold to go to work.		
7. Shoes are on sale at the mall and you want to get there first to get some new shoes.		
8. You argued with someone at work yesterday and you don't want to go today.		
9. Your child has no school today.		

Handout #7 - Working with Others		
	Right	Wrong
1. My uniform has a few spots on it and it smells a bit, but who cares? No one will really notice		
2. I'll wash my uniform before I go to bed. That way it will be dry in the morning.		
3. I already know how to do it! Don't tell me again.		
4. I'm not sure how to use this vacuum cleaner. Could you help me, please?		
5. I don't get paid enough to do that. Ask the manager.		
6. Get it yourself. Can't you see it is over there?		
7. Let me hold the door for you, sir.		
8. I'm tired. I'll just leave the trays here for someone else to wipe.		
9. I need time off to attend my grandmother's funeral.		
10. I will take time off because my friend wants me to go shopping.		
11. I don't care if I am only 5 minutes late.		
12. Yes, I can come in an hour earlier tomorrow.		

Handout #8 - Scenarios for practice / assessment

Your supervisor has asked you to do a job but you don't understand what she said.

What can you say to her?

You have started a job as a hotel housekeeper. You are asked to get two bath towels, two hand towels and two face cloths.

Ask your supervisor 2 questions to make sure you understand the request.

You have begun a new job and you are meeting your coworker for the first time.

How would you greet her and what questions could you ask?

You arrive at work on your first day.

How you would greet your new supervisor or manager.

You are working with another person and you need some extra paper towels

Ask your coworker to get you some paper towels.

You see your co- worker is very busy and you have completed your tasks.

Ask your coworker if you can help her.

You have to vacuum the floor but you don't know how to turn on the machine.

How do you ask your coworker for help?

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METHODOLOGY

Assessment has been a very important component to the development of the Education Curriculum Manual. The process encompassed several steps including a needs assessment, resource mapping and a two-part curriculum review. The selected curriculum was reviewed and enhanced based on employer partner priorities and literacy learner best practices. Thereafter, thirty women participated in a pre and post training assessment to determine the benefit of training.

Needs Assessment Process

Research was conducted and advice sought to:

- Understand the needs of low literacy immigrant women, service providers and businesses who work with the target population
- Identify needs and gaps in employment services through research, focus groups, resource mapping and connecting with clients, service providers and employers in Calgary
- Develop a training model and have an informed curriculum that is client-centered and aligned to industry needs; the curriculum is open to adjustments for classroom and industry needs to increase opportunities for outreach and relevance for other learning contexts

An advisory committee made up of 30 federal, provincial and municipal stakeholders, service providers and businesses shared expertise and provided guidance throughout the duration of the project. The committee invited particular stakeholders able to provide insight and expertise associated to a particular topic to meetings as subject matter experts. The advisory committee supported the needs assessment and gap analysis and provided feedback on the training model and curriculum.

The needs assessment consisted of interviews with immigrant serving agencies and businesses. During the interviews, businesses such as Alberta Janitorial Ltd., Best Service Pros, Fox 9, Go-To Cleaning Services Ltd., Servantage, ServiceMaster, Servpro, and Strategic Maintenance Ltd. provided input on their success and challenges working with the low literacy immigrant women. The businesses also identified specific needs and barriers characteristic to immigrant employees. In addition to interviews, focus groups were held with 79 low literacy immigrant women accessing services through programs offered at Calgary Immigrant Women's Association, Catholic Immigration Society and Calgary Immigrant Education Society.

Information gathered through these activities yielded rich insights from varied perspectives. For example, low literacy immigrant women identified their own need for improved English just as an employer identified the need for appropriate English. It was interesting to note that while immigrant women saw lack of English skills as a problem, an employer identified health and safety as their primary concern.

Resource Mapping - Calgary

Once the needs assessment was completed, training programs currently being offered in the community for low literacy immigrant women were identified. Twenty-seven local programs were

considered suitable for low literacy learners in Calgary (See Appendix 1). The programs were primarily identified through the "Foundational Learning Needs for Adult Calgarians" report produced by Calgary Learns and the "Employment, Training and Career Services Directory" of Alberta Human Services (Brandon & Purdy, 2013; Alberta Human Services, 2014).

A review of the available programs indicated the following:

- Opportunity for basic English training at the literacy level is available through multiple immigrant serving agencies and educational institutions in Calgary of which a number of classes are provided at the foundational level; however, once learners are able to identify first-letter sounds and decode some very basic words, many enter mainstream ESL classes
- Employability training programs for literacy learners are uncommon; nine programs are listed and of those, three focus only on one aspect of literacy learners' employability gaps computer use
- Notable among the nine programs that fall in this category are three employment training programs geared specifically to female immigrant literacy learners, which are all offered by the Calgary Immigrant Women's Association
- Of the three programs open exclusively to low literacy immigrant women, the Low Literacy Modular Employment program is the most accessible

Any agency committed to serving this particular population throughout Canada is advised to begin by mapping local resources in the community to determine the need for service and available supports. The following questions should also be considered namely:

- Are there immigrant women with limited education who currently desire work and yet do not successfully attain or retain employment?
- Are there local employment and skill based training opportunities suitable to this population?

It is anticipated that larger urban centers will offer some form of English classes for literacy learners but it is likely that no employability programming will be available for those with interrupted formal education. Basic English classes for low literacy learners are very important and are a marked improvement over English classes that are not stratified by literacy level. In Calgary, Bow Valley College provides multiple literacy programs and has developed notable expertise in the area of literacy learning. Bow Valley College also operates the ESL Literacy Network (Bow Valley College, n.d.) and the Adult Literacy Research Institute (Bow Valley College, n.d.). However, these programs do not meet the need for employment skill enhancement through training geared to appropriate workplaces for immigrants with limited education. Calgary Immigrant Women's Association sought to fill that gap for immigrant women through training in the employment areas of childcare, cleaning/housekeeping, food service and retail.

In many parts of Canada including Calgary, some literacy learners often attend the same LINC (Language Instruction for Newcomers to Canada) classes that English learners with university degrees do and therefore, learners from low literacy backgrounds will sit in class side by side with an immigrant woman who has little or no formal education from her country of origin. As

can be imagined, the success of the literacy learner will be compromised in these situations. English classes designed for literacy learners are essential as are literacy learner-focused employment training programs.

Curriculum Assessment

The needs assessment and resource mapping stages of this project resulted in the selection of the Low Literacy Modular Employment Program – Cleaning Stream as the focus of curriculum assessment. This accessible employment training opportunity for low literacy immigrant women yielded a model of delivery and a practical curriculum worthy of further review. Part 1 of the curriculum assessment process describes the curriculum review based on employer partner priorities and literacy learner best practices. Part 2 of the same assessment process describes the pre and post training results for low literacy immigrant women.

<u>Part 1 - Assessment Based on Employer Partner Priorities and Literacy Learner Best Practices</u> A review of the curriculum considered various factors that resulted in curriculum enhancements and additions. Factors considered throughout the curriculum assessment included:

- Linkage to NOC (National Occupation Classification) requirements, Code 6661 light duty cleaners (Human Resources and Skills Development Canada, 2014; Continuing Care Safety Association, n.d.)
- Identification of Essential Skills in the curriculum; the literacy level of classroom participants is typically low and, consequently, classroom teaching strategies and materials deliver training at an Essential Skill level 1 (or sometimes level 2) complexity rating and for any given topic, the material will deal primarily with the concepts of when, where, who and how much, as students are taught to identify/locate, define, describe and sort information. (Employment and Social Development Canada, 2014; Employment and Social Development Canada, 2013; Literacy Alberta, 2012)
- Plain language use in classroom materials because it encourages people to read documents by making them more accessible and reduces miscommunication (for tips on using plain language, see *An Untapped Labour Source: How CIWA Can Help Your Business Thrive*, pp. 19-20 (Calgary Immigrant Women's Association, 2013) and Opening Doors, A Literacy Audit Toolkit (Literacy Alberta, n.d.)); documents are written with an emphasis on the audience, purpose and key message and including the following features:
 - Simple sentence structure
 - o Logical and precise order, bulleted lists rather than paragraphs
 - Limited or no use of abbreviations, acronyms, jargon, long and complex words, surplus words
 - o Personal and conversational tone, direct, no passive voice
 - o Pictures with real objects and people, reflecting the gender, culture and age of the audience
 - Left justified text, with limited use of bold, capitals and underlining
 - Large easy to read, consistent font, heading and subheadings in a larger font
 - Light backgrounds with dark print and plenty of light space
- Task based and functional literacy teaching that include frequent use of repetition, pattern recognition, whole-part-whole sequencing, cues, concrete rules, videotapes analysis, role

playing and performing tasks in one-on-one situations, small groups and larger groups; lessons model behaviour expected in the workplace and include authentic workplace materials e.g. commercial cleaning cart with equipment and commercial cleaning products

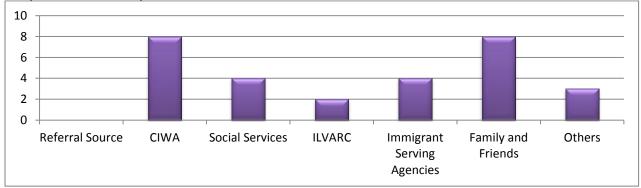
Incorporating employer partner input into the curriculum

Part 2 - Pilot Participant Assessment

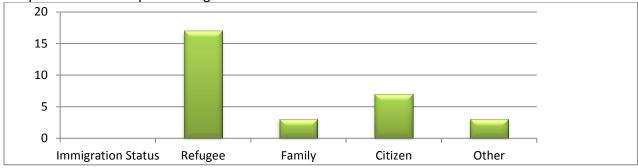
Thirty 30 immigrant women with 0-12 years of formal education were assessed pre and post training. Pre-training assessment was conducted through April-June 2014 while post-training assessments occurred thereafter. In a number of instances students participated in a two week volunteer work placement with some success.

The following graphs provide information on student referral sources (Graph 1), immigration status (Graph 2), country of origin (Graph 3), age (Graph 4), years of schooling from country of origin (Graph 5), marital status (Graph 6), source of income (Graph 7). The majority of participants arrive through word-of-mouth referral, either from family and friends or through fellow immigrants receiving service at CIWA. (Graph1). The majority of participants were refugees from Africa (Graphs 2 and 3). This result is predictable as there are few ways to enter Canada with less than 12 years of education other than as a refugee. Most participants were over the age of 35 and had less than 10 years of schooling from their country of origin (Graphs 4 and 5). This population struggles to acquire and retain English; the older the participant, the more challenging English retention becomes. In addition, the majority of participants are on their own, many are single parents whose lack of employment results in dependency on social assistance (Graphs 6 and 7). The most challenged of all participants are those single parents who never went to school in their home country and are now expected to work in Canada.

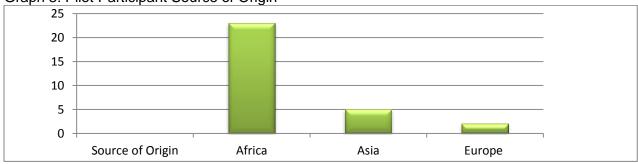
Graph 1: Pilot Participant Referral Source



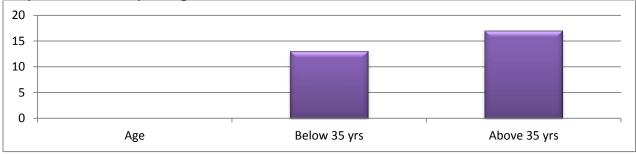
Graph 2: Pilot Participant Immigration Status



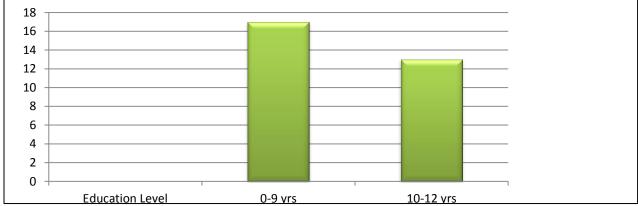
Graph 3: Pilot Participant Source of Origin



Graph 4: Pilot Participant Age



Graph 5: Pilot Participant Years of Schooling from Country of Origin 18 16 14



Graph 6: Pilot Participant Marital Status

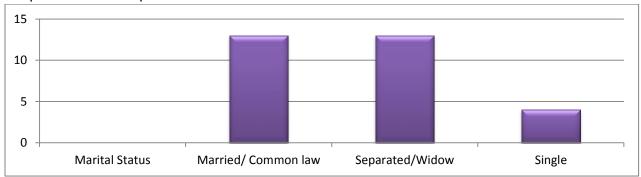
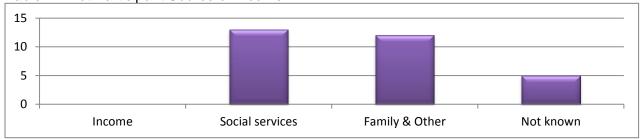


Table 7: Pilot Participant Source of Income



The project considers a participant to have met expectations if the participant has improved her initial status in some or all of the following areas: attitude about employment, awareness, working with others, self-confidence and knowledge acquisition.

During assessment, common questions such as answering "what is your name, address and phone number", were addressed by most participants. It is interesting to note, however, is that the majority of participants were unable to identify what their skills were in the mock interview pre-training assessment. We believe this to be in large part due to the fact that in many cultures people do not speak about personal strengths or skills. After the training, about 95% of participants were able to identify their skills. Most participants made eye contact during pretraining assessment which may have been influenced by the fact that the assessor was a woman and they felt more at ease with this consideration. During the post-training assessment, learners said that they now knew how to respond to questions in the interview without panicking. They are more confident in their jobs and communicating with others.

The pilot participant assessment also included an evaluation of job specific knowledge and skills pre and post training. Essential Skills and occupational vocabulary were important elements of the training. It was designed to meet specific needs and deliver significant results in a short time period. The table below outlines the assessments of the following skills and knowledge pre and post training:

Knowledge or Skill Area	Pre Training Assessment	Post Training Assessment	Variance
Cleaning vocabulary	65% of participants had sufficient	97% of participants had sufficient knowledge	32% increase
(washroom, sink, vacuum cleaner, etc.)	knowledge		
Understanding and identifying workplace hazards	55% of participants were able to identify and communicate workplace hazards	100% of participants were able to identify and communicate workplace hazards	45% increase
Ability to recognize workplace warning signs (slippery floor, no smoking, keep out, poisonous, etc.)	5% of participants were able to recognize signs	80% of participants were able to recognize signs	75% increase
Understanding Workplace Hazardous Materials Information System (WHIMS)	5% of participants were able to recognize WHMIS symbols	90% of participants were able to recognize WHMIS symbols	85% increase
Understanding Personal Protective Equipment (PPE)	40% of participants were able to adequately answer PPE related questions	90% of participants were able to adequately answer PPE related questions	50% increase
Understanding basic emergency response procedures	45% of participants knew the basic emergency response procedures	100% of participants knew the basic emergency response procedures	55% increase
Safe lifting procedures	5% of participants were able to demonstrate safe lifting procedures	100% of participants were able to demonstrate safe lifting procedures	95% increase

Training paired with significant job search support, accommodating program design and involvement of employer partners produced the following employment related outcomes for participants:

Participant Status	Number	Key learnings
Employed	14	Success is attributed to a shared purpose as
		pilot participants, service providers and
		employers work together to become part of the
		solution
		Companies have their labour needs met and
		women become wage earners thereby reducing the cost of social assistance
Ongoing job search	7	Some women may have secured jobs while
ongenig jeu dealen	•	others continue to rely on counselors for job
		search as a result of their poor phone skills
		Personal situation (i.e. childcare during non-
		traditional hours such as 5:00 am start time)
		often limits women's participation in the
		workforce
		Participants may be limited by physical ability,
		age and capacity to retain learned information
		during training sessions
Opted for additional or alternate	4	Participants who pursued alternate training
training including English		options learned about other opportunities they
classes		could engage in to reach their goals
Other – left program,	5	The program does not screen and select
unreachable, sick, pregnant		participants; instead, it provides everyone with
		an opportunity to receive training if they attend
		Low literacy is associated with multiple
		challenges such as sickness, abuse, trauma,
		violence, poverty and low self-esteem which
		means that, occasionally, the needs of some
		participants are simply too high of a barrier to
		overcome

Employment outcomes for project participants increased two months post-assessment compared to immediately after program completion.

SUMMARY

Overall, the outcomes of the needs assessment, resource mapping and pilot of the training model demonstrate the following:

- Fifty hours of training can make a significant difference toward employability
- Women benefit from training
- Supportive social service providers should allow for training modules to be repeated, if necessary
- A more comprehensive skill set improves the employment opportunities that students can pursue
- Barriers to training that can be removed through a good program design but come into play at the time of job searching, especially:

Childcare:

- Start times from 6:30 to 8:00am are often not viable for participants who need to bring children to childcare centres opening at 7:00am and then commute to work
- Overnight cleaning requires a childcare solution especially for single mothers
- Lack of spaces in Calgary daycares and day homes and long wait lists delay opportunity to pursue employment
- Even with childcare subsidy, some mothers with more than one child often cannot pay their childcare portion of \$500 per month in addition to their monthly bills
- Married participants are at a disadvantage because their potential earning will be approximately equivalent to their monthly childcare fees

Transportation

- Residential cleaning often requires a driver's licence and/or map reading
- Cleaning positions that require 1.5 hours of transit commuting one way are not readily accepted by clients
- Programs serving this population need a high ratio of counsellor to client support as many clients will remain dependent on counsellor support for their job search

APPENDIX 1: CALGARY PROGRAMS OPEN TO IMMIGRANT WOMEN WITH LIMITED ENGLISH

English and Basic Literacy Programs

Adult Basic Literacy Education (ABLE) - Bow Valley College

Adults with disabilities work alongside their non-disabled peers. Learners work on reading, writing and spelling within modules such as voting, looking for work, health and nutrition.

Basic Literacy for English as a Second Language Clients – Equilibrium School

For individuals seeking work in Canada lacking basic English and literacy skills. It is recommended for students with pre Canadian Language Benchmark (CLB) levels or/and CLB 1 to 2 in all categories and is designed to address all four aspects of the English language. It also targets students with a significant discrepancy between listening and speaking benchmarks (2 and above) and reading and writing (Pre-Benchmark).

Computer Enhanced English Language Learner Literacy – Bow Valley College

Supports learners with low-level literacy skills to learn reading, writing and computer skills.

English Language Foundations – Columbia College

For students with CLB 2-5, who plan to pursue further education or employment. Following their assessment and career planning appointment, students begin their foundational training in the areas of listening & speaking, reading & writing, and grammar. Depending on the student's selected career goal, alternate courses may be included in the learner's education plan. These courses may be focusing on numeracy, pronunciation, workplace language and communication, work strategies, and work experience. The use of computer is integrated into each course.

Family Literacy Program - Further Education Society of Alberta

Presents parenting and literacy information in a strengths-based, competency building, culturally sensitive manner through four program models: Literacy and Parenting Skills (LAPS), Parent Child Mother Goose, Homespun and Books for Babies/ Jumpstart.

Full-time LINC, El/El Eligible & Work Foundations Grant Funded Learners— Bow Valley College

Full-time classes are offered at Literacy through Advanced levels. Specialized programming is available for learners with 0-4 years, 4-9 years, and 10 + years of formal education in the first language.

Gateway to Literacy - Columbia College

With outcomes based on The Canadian Language Benchmarks for Literacy Learners, students learn to read and write for the first time in a second language or help those who have limited formal education. In addition to learning English, students will learn life skills, learning skills and numeracy. They will emerge with better skills to succeed in further education or the workplace.

Home Instruction for Parents of Preschool Youngsters (HIPPY) – Calgary Immigrant Women's Association

Provides immigrant women and their families support with literacy skills to prepare their preschool aged children for school.

Learning Opportunities Program - Calgary John Howard Society

Provides foundational learning through literacy instruction to two learner populations: (1) Individuals incarcerated at the Calgary Remand Centre through weekly one-on one literacy sessions and (2) At-risk individuals living in the community through weekly drop-in group sessions offered in partnership with Inn from the Cold.

Lifeline to Literacy - Bow Valley College

This program meets the needs of adult students who are seeking to improve their emerging literacy skills. The program is for those whose reading, writing and math skills are below the Grade 7 level.

Literacy and Basic English – Calgary Immigrant Education Society

For immigrants who are non-literate in the English language or need literacy support. Their English language skills are too low to be enrolled in federally funded LINC classes or other ESL programs. This program will help adult immigrants acquire basic essentials for learning the English language. Program completion will minimize language learning obstacles experienced by some individuals and will ready them for basic conversation and recognition of English alphabet and words. It also focuses on improving participants' self-esteem and confidence when speaking the English language.

Never Too Late - Catholic Family Service

Supports adults living in selected Northwest communities who want to complete their Grade 12 Equivalency Diploma (GED).

Pebbles in the Sand ESL Literacy for Women – Calgary Immigrant Women's AssociationDesigned for immigrant women with less than seven years of education to address their literacy and linguistic needs.

Speech-Assisted Reading and Writing – Bow Valley College

Teaches basic reading, writing and math skills to adults with physical and/or developmental disabilities. It is designed for adults reading below Grade 7. Each learner works one-on-one with a tutor in a special classroom equipped with assistive technology.

Stepping Stones: Forward into the Community -Calgary Chinese Community Service Association

Working with Mandarin, Cantonese and Afghani learners, this unique program consists of small, learner-centered ELL classes for linguistically homogenous learners who have little or no formal education in their first language.

Taking Shelter with Literacy (TSWL) - Literacy Alberta

Aims to help build safer families, homes and communities through training, advice and resources. The TSWL project is in partnership with Further Education Society of Alberta.

Transitional Vocational Program - Mount Royal University

Supports adults with developmental disabilities to achieve their literacy and numeracy learning goals. An underlying goal of the program is to foster a positive environment whereby students enhance their self-esteem, social skill development, and appreciation of lifelong learning.

Words to Success - Calgary John Howard Society

Basic literacy skills training for selected individuals who are incarcerated at the Calgary Correctional Centre (CCC). The goals of the program are that learners improve literacy skills and gain confidence to continue literacy learning.

Employability Enhancement and Training Programs

Business Development for Foundational Learners - Momentum

Consists of Business Basics and ABCs of Small Business. These programs are positioned for individuals requiring scaled-down business concepts for their simple business models.

Childcare Training for Low Literacy Immigrant Women – Calgary Immigrant Women's Association

A 44-week, vocational training program aimed at low literacy immigrant women to provide them with the skills and certification required to secure employment as daycare assistants in Alberta.

Computer Combo Program - Calgary Immigrant Educational Society

Comprised of two courses: Computer Technology Made Practical and MS Word & Excel. These courses teach computer skill and knowledge to economically disadvantaged adults in the Greater Forest Lawn area.

Computer Training for Employment - Calgary Catholic Immigration Society

Provides low-cost instruction to low-income learners who wish to strengthen their competitiveness in the job market by enhancing their computer and employability skills. The courses range from basic foundational skills to more advanced learning.

Digital Literacy in the Community - Calgary Public Library

Using a mobile technology lab, this program takes the library's computer training programs "on the road" to key partner agencies that serve low-income foundational learners. Workshop topics range from basic computing to social media and job search.

Employment Skills Preparation for the Retail Industry for Low Literacy Immigrant Women - Calgary Immigrant Women's Association

Equips immigrant and refugee women with tools and strategies to enhance their employability in the retail sector.

Ethnicity Catering Program - Centre for Newcomers

A 10-week part-time Canadian paid work experience program to promote integration and develop transferable skills to work in Canada. Participants will receive a Food Safety certificate from Alberta Health Services, training in life skills and essential skills along with hands-on training and exposure in cooking multicultural ethnic food in a commercial kitchen.

Learning Education Enhancement Program - Calgary John Howard Society

A 3-week employment program to provide ex-offenders and other disadvantaged individuals with the tools needed to succeed in the workforce. LEEP offers (1) employment preparation skills training, (2) industry ticket training, (3) financial literacy training, and (4) basic level Alternatives to Violence (AVP) training.

Low Literacy Modular Employment - Calgary Immigrant Women's Association

Employment preparation and job search support is provided for women who have low English language skills, limited education and little to no Canadian work experience. Women enter a modular training program, selecting from training streams in cleaning/housekeeping, room attendant and food service. The program offers 18 modules that enhance client's employability, essential and workplace skills.

APPENDIX 2: PILOT ASSESSMENT OUTCOMES PER MODULE

The pre and post assessment was done one-on-one, using the same set of questions and activities to examine to what extent the learners gain essential skills in 50 hours of training. The pre-assessment also gave a window to assess the client's English level. Two clients were referred to Immigrant Language and Vocational Assessment Referral Centre (ILVARC) for language assessment as their English was too low to for training.

Interview Skills Module

Essential Skills (ES) identified: Oral communication, thinking skills (use of memory) and continuous learning

Topics	Pre- assessment	Post-assessment
Common questions and answers (i.e. name, address, phone number)	100% answered appropriately	100% answered appropriately
Mock interview (i.e. Are you eligible to work in Canada? Have you worked in Canada? When Can you work?	90% answered appropriately	100% answered appropriately
Tell me about yourself (strengths and skills)?)	30% were able to answer: Tell me about yourself pre training	95% were able to answer "Tell me about yourself" after training
Body language (i.e. greets and makes eye contact)	95% demonstrated appropriate body language (5% did not greet. All made eye contact)	100% demonstrated appropriate body language

Gap: Cultural difference: People are not expected to list their own strengths. Training overcame the gap.

Comments:

- I now know how to respond to questions in an interview. Earlier I used to panic. **
- More confident to go to job and communicate with others****
- I learned many things about jobs. I could not understand English/ What is nice and not nice...Now I understand a little bit
- This program is good for people who don't know about working in Canada

^{*}Indicates number of students who said something similar

Cleaning Skills Module

ES identified: Document use, reading, continuous learning, and thinking skills (planning)

Topics	Pre-assessment	Post-assessment
Vocabulary related to furniture / building equipment and skills	65% answered appropriately despite 35% having limited or no vocabulary	97% answered appropriately
Recognizing a hazard at work	5% could not understand 40% understood but could not give appropriate answers 55% answered appropriately	100% answered appropriately
Labels, symbols, signs and colors	40% could not understand 55% understood but could not give appropriate answer 5% answered appropriately	5% could not answer 15% understood but could not give appropriate answer 80% answered appropriately

Gap: Low knowledge retention due to age/ trauma/ stress or no education. Ten hours of class time does not lead to success for all learners.

Comments:

Learned a lot of new words *****

WHMIS

ES identified: Thinking skills (problem solving), document use, continuous learning

Topics	Pre- assessment	Post-assessment
Appropriate protective	40% answered adequately	100% answered appropriately
measures (i.e. PPE)	60% could not understand	
	or give any answer	
Recognize WHMIS symbols	95% could not understand	90% answered appropriately
	or give any answer	

Gap: No previous exposure to WHMIS symbols. Training enabled significant success.

Comments

- Now I know WHMIS and cleaning words I did not know before***
- Now I know signs*
- I learned about chemical is poisonous- should wear gloves, mask. In my country, I did not use gloves. I did not know chemical can be bad**
- Earlier, I cleaned without gloves. Now I look at signs on bottles. If it is poisonous, I keep my children away. Now I know the difference.

^{*}Indicates number of students who said something similar

Health and Safety

ES identified: Document use, continuous learning, thinking skills (problem solving) and oral communication

Topics	Pre-assessment	Post-assessment
Identify common hazards	70% could not understand or give	95% answered adequately
	any answer	
	30% answered adequately	
Do you know the number	80% knew the number 911	100% knew the number 911
911?	15% did not know when to call 911	100% knew when to call 911
When should you call	80% demonstrated some	
911?	understanding	
Fire drill and evacuation	25% could not understand or give	100% answered adequately
	any answer	
	65% showed some understanding	
	(Some said they would call 911 in	
	case there was fire in the building	
	before getting out)	
	10% answered adequately	
Safe lifting	95% needed some training to do	95% demonstrated safe
	safe lifting	lifting

Gap: No previous knowledge of non-emergency number or safe lifting

Comments:

- I learned how to protect myself
- I can see importance of wearing gloves and health and safety

Working with Others

ES identified: Working with others, oral communication, thinking skills

Topics	Pre- assessment	Post-assessment
Polite vocabulary and	25% did not answer	90% gave good response
conversation skills	25% did not use polite words	
	50% gave good response	
Time off	60% said they could take time off if	100% answered
	their child was sick	appropriately by saying they
	40% answered appropriately by	needed to call and inform the
	saying they needed to call and	supervisor before taking time
	inform the supervisor before taking	off
	time off	
Teamwork	95% said they would help their co-	100% said they would help
	worker if they finished work early	their co-worker if they
		finished work early
Gap: Low English speaking skills		

Comments:

- I learned about how to meet, help, speak with other people
- I learned about body language
- I did not know Canadian culture. There are more rules like go on time to work, make no trouble, respect and politeness**

About 85% learners said they felt confident after the training in areas like communication/ interview skills/ jobs/ understanding Canadian work place culture and mixing with other cultures.

Other comments:

- The program is very nice. I know more about job skills. **
- I have more knowledge so now I am more confident. ***
- I feel more confident. *****
- I feel strong and I do not feel nervous, afraid or shy anymore **
- My English is little better**
- I am feeling good. I had not talked to outside people earlier. **
- The group is from different countries, cultures, so I made many friends. I learn more from them. *******
- I came from another city; I made new friends in class. **
- I made friends.*
- Teachers helped me*****
- I will get certificate. I will apply with resume, Maybe I will get a job. **
- When I get certificate and some experience, I can get job. My resume does not have experience on it.
- I can work in Canada now
- Now I know where to get help.
- I feel good, happy, fresh, better****

^{*}Indicates number of students who said something similar

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