An Aboriginal Essential Skills Journey
Planting the Seeds for Growth

PARTICIPANT WORKBOOK

Canada

Douglas College

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Acknowledgements

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Douglas College

ACTIVITIES AND INFORMATION PAGES

Abbreviations and Acronyms Used

ES	Essential Skills
HRSDC	Human Resources and Skills Development Canada
IALS	International Adult Literacy Survey
IALSS	International Adult Literacy and Skills Survey
OECD	Organization for Economic Cooperation and Development
TOWES	Test of Workplace Essential Skills
UNESCO	United Nations Educational Scientific and Cultural Organization

Opening the Workshop

WORKSHOP CONTENT

Opening the Workshop

Welcome ● Opening Prayer ● Facilitator and Participant Introductions ● Group Norms ● Group Sort ● Workbook Overview ● Workshop Content ● Workshop Outcomes ● Certification Requirements ● Participant Expectations ● Anticipation Guide ● Essential Skills Check List ● Essential Skills - Aboriginal Perspectives ● Essential Skills Aboriginal Perspectives Wheel

Assessing Essential Skills

Types of ES Assessment

ES Assessment Tools

Measuring Your Skills

Essential Skills Model

The What's & Why's of Essential Skills

What are Essential Skills?

Essential vs. Technical Skills

Hul'q'umi'num Model

Essential Skills Resources

Community Initiatives

Hunting Through an ES Profile

Sampling of ES Resources

Learning the Lay of the Land

Essential Skills Stories

The Essential Skills Story

Canada Responds

Understanding Complexity

ESI DVD

Gathering At Spirit Lake

ES Scenarios

Closing the Workshop

Anticipation Guide Re-visited ● Outcomes Review ● ES Check List Completion ● Participant Expectations Review ● Workshop Evaluation (Optional) ● ES Common Language Review ● Certificates (Optional) ● Closing Prayer

Workshop Introduction and Outcomes

About this Workshop Package

An Aboriginal Essential Skills Journey…Planting the Seeds for Growth has been designed and developed to present Essential Skills information and knowledge that can be integrated into the work of educators, trainers, counsellors, policy makers, and those persons in a position to influence and enhance the skills of community members.

Specifically, the workshop is intended to provide Aboriginal participants with:
- a detailed overview of Essential Skills
- a brief history of Essential Skills
- a basic understanding of Essential Skills assessment
- an awareness of available Essential Skills tools and resources
- some ideas for practical applications of Essential Skills in training
- an opportunity to practice Essential Skills in a hands-on way

Why an Aboriginal-Specific Essential Skills Workshop?

It has been recognized that most Essential Skills familiarization packages use a "western" or "Euro-centric" approach. *An Aboriginal Essential Skills Journey…Planting the Seeds for Growth* is an attempt to make Essential Skills more relevant to Aboriginal Peoples by incorporating an Aboriginal world view (Aboriginal themes, learning styles, contexts and experiences). Hopefully, this workshop will be a way to make Essential Skills more accessible and meaningful to Aboriginal communities, and encourage Aboriginal organizations to create their own ways to "grow these skills".

Workshop Outcomes

It is hoped that participants will leave the workshop with:

1. Increased awareness and knowledge of Essential Skills.
2. Increased awareness of Essential Skills Complexity Levels.
3. Increased ability to use the common language of Essential Skills.
4. Familiarity with a range of Essential Skills tools and resources and knowledge of where to find more.
5. Awareness of Essential Skills assessment tools and approaches.
6. Awareness of current Essential Skills programs and best practices in Aboriginal communities.
7. Specific ideas for next steps applications.

ANTICIPATION GUIDE

Place a T beside all TRUE statements and an F beside all FALSE statements.

_____ 1.   According to the Government of Canada, there are 8 Essential Skills.

_____ 2.   People who can read are able to use documents properly.

_____ 3.   The Essential Skills IALS rating scale has 5 levels.

_____ 4.   Creativity is not considered one of the "official" Essential Skills.

_____ 5.   Essential Skills often work together.

_____ 6.   An Essential Skills profile shows what school grades are needed for certain jobs.

_____ 7.   Measure-Up is a website that sells tape measures.

_____ 8.   Essential Skills assessment can be formal or informal.

_____ 9.   Aboriginal groups in Canada are developing their own Essential Skills projects.

_____ 10. The Essential Skills field has its own vocabulary.

NOTES:

AN ABORIGINAL ESSENTIAL SKILLS JOURNEY …
PLANTING THE SEEDS OF GROWTH: Essential Skills Check List

ACTIVITY	READING TEXT	DOCUMENT USE	WRITING	NUMERACY	ORAL COMMUNICATION	WORKING WITH OTHERS	THINKING SKILLS	COMPUTER USE	CONTINUOUS LEARNING
What are Essential Skills?									
SPIRIT LAKE — Knowing Myself									
Bringing Supplies									
Buying Food									
Inviting Friends									
Scheduling Events									
Planning the Gathering									
Studying Nature									
Getting to Spirit Lake									
Spirit Lake Activity Debriefing									
Essential Skills Scenario									
Community-Based Essential Skills Responses									
Hunting through an Essential Skills Profile									
Learning the Lay of the Land									
ES Assessment – How Do Your Skills Measure Up?									
Creating an Essential Skills Model									
Essential Skills Common Language Review									

Essential Skills - Aboriginal Perspectives

Why "An Aboriginal Essential Skills Journey" as a theme?

This workshop theme is based on the idea that it is only by "walking the Essential Skills circle" that one can develop the skills necessary for living, learning and working. Essential Skills, when approached in this integrated and holistic way, become a powerful means of enhancing spiritual, emotional, physical and mental well-being.

Why "Planting the Seeds for Growth" as a Theme?

This workshop theme refers to the earth and the Aboriginal belief in the importance of connecting all knowledge and learning to the natural world. The plant motif is a reminder that it is only with nurturing, respect, patience and care that Essential Skills can grow and develop.

Making An Aboriginal Perspectives Wheel

The following activity is intended to give you the opportunity to view the 9 Essential Skills from Aboriginal perspectives.

Directions:
1. There are three wheels on the next few pages. Cut out the smallest wheel. It has the nine *Essential Skills* written on it.
2. Cut out the next largest wheel. It has the words *Aboriginal Perspectives* written four times on it.
3. Position the *Aboriginal Perspectives* wheel on the largest wheel. The largest wheel has *Mental, Spiritual, Emotional and Physical* written on it.
4. Position the *Essential Skills* wheel on top of the *Aboriginal Perspectives* wheel.
5. Attach the three wheels together by using a brad clip. This is done by inserting the brad clip in the center of the Essential Skills wheel and pushing it through the three paper layers.
6. Optional: If you wish, you may cut out the large wheel so that your spinning wheel is no longer attached to the page.

We now wish you an exciting and informative experience as you undertake your Essential Skills journey.

ESSENTIAL SKILLS
ABORIGINAL PERSPECTIVES WHEEL

Mental

Spiritual

Physical

Emotional

The wheel diagram shows the following Essential Skills surrounding a central hub: Continuous Learning, Reading, Document Use, Writing, Numeracy, Oral Communication, Thinking Skills, Working With Others, Computer Skills.

Surrounded by an outer circle repeatedly labeled: Aboriginal Perspectives

An Aboriginal ES Journey Participant Workbook pg. 13
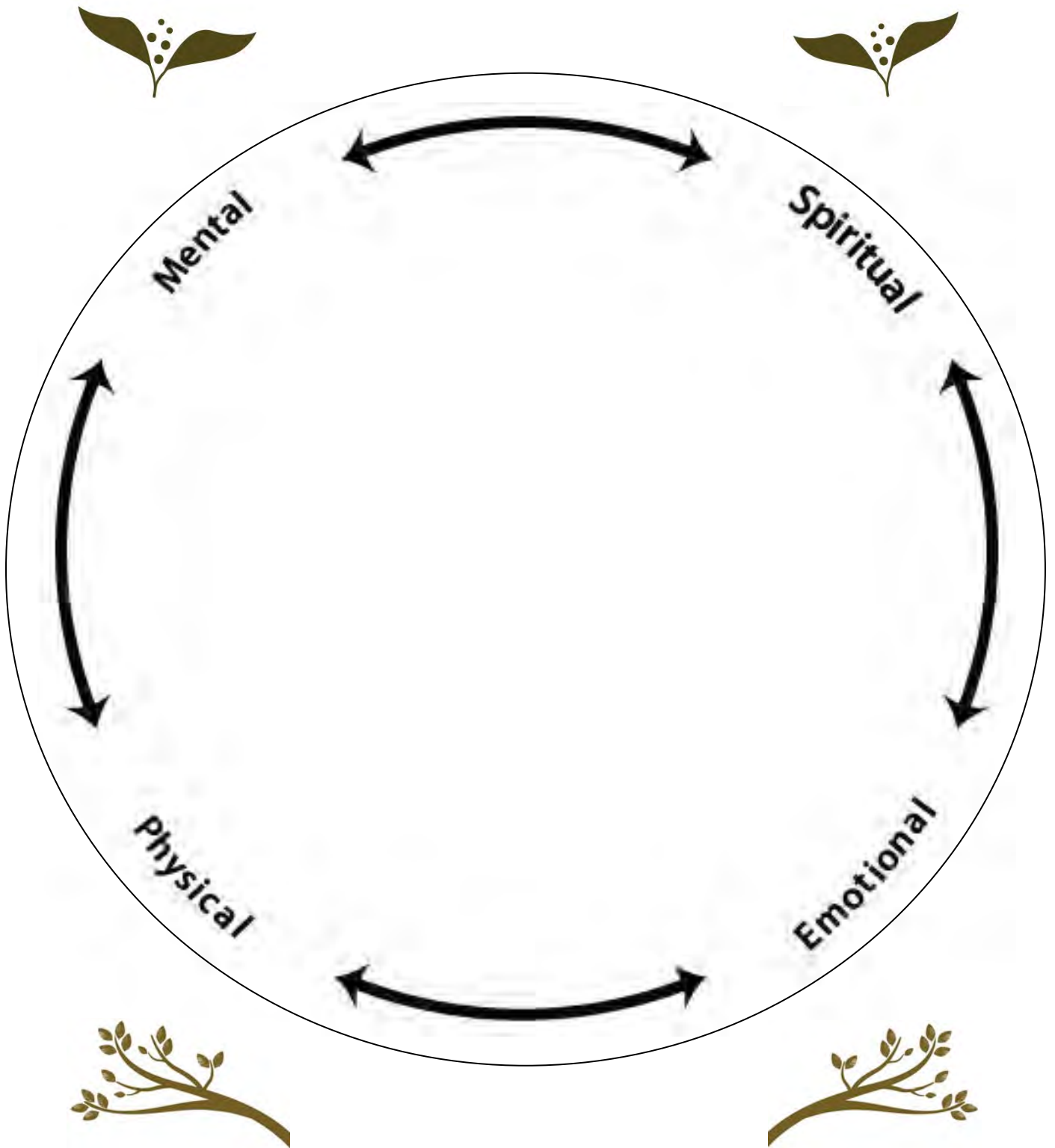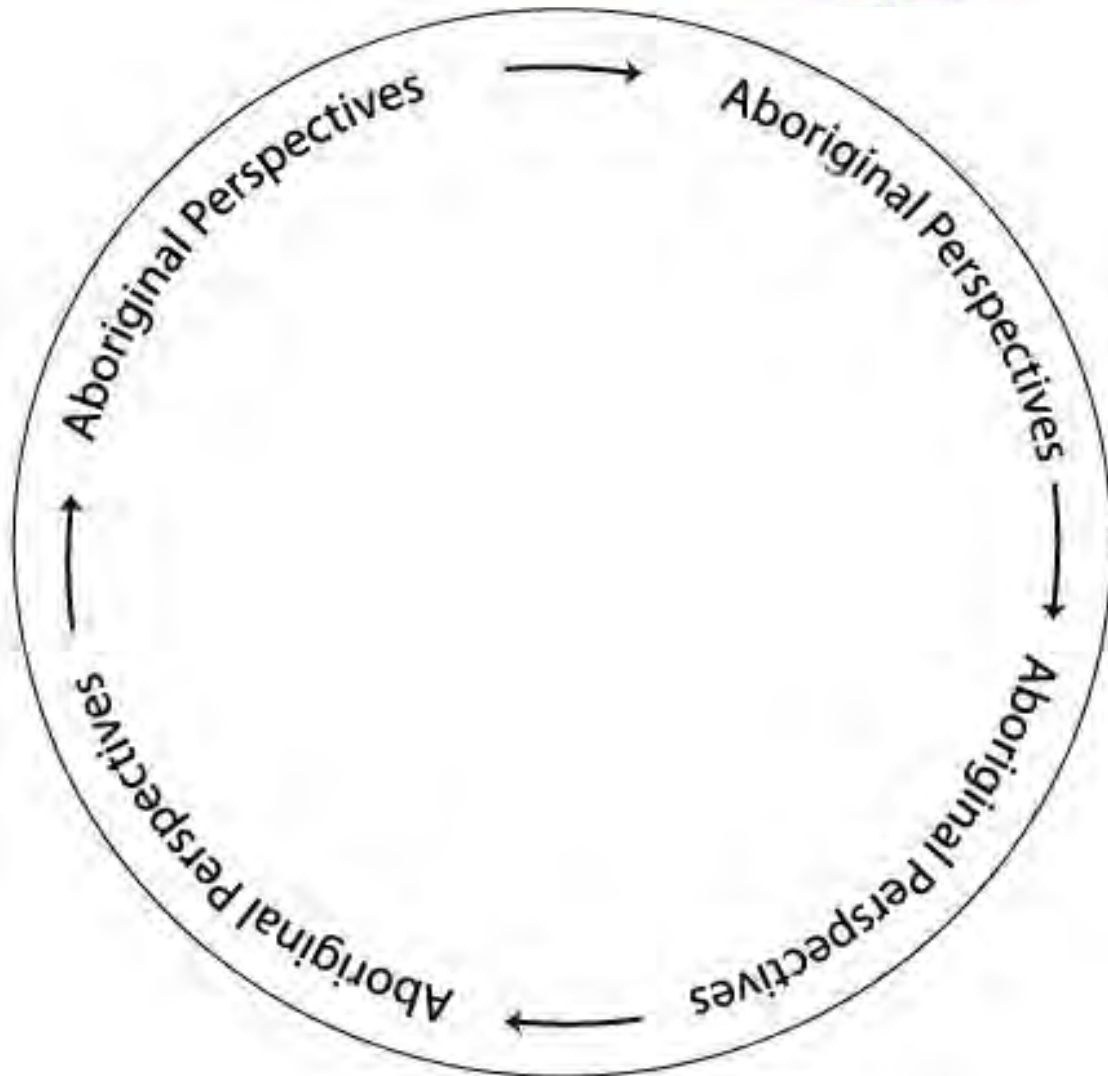
Part 1: The What's and Why's of Essential Skills

What Are Essential Skills?

Essential Skills are the skills needed for work, learning and life.
They provide the foundation for learning all other skills.

The following are Canada's 9 Essential Skills and their definitions. Each Essential Skill has an icon (small picture) to help you understand the skill. Choose ONE of the skill labels below for each definition. Write the skill label in the correct blank.

Working with Others	**Thinking Skills**	**Computer Use**
Oral Communication	**Document Use**	**Numeracy**
Continuous Learning	**Writing**	**Reading Text**

_____:

Understanding visual images such as graphs, lists, tables, drawings, symbols, signs, maps, labels, forms, x-rays.

The visual display or arrangement gives meaning to the content.

Includes reading, entering information into, and creating documents.

_____:

Using your brain to:
- solve problems
- make decisions
- think critically
- plan and organize tasks
- remember
- find information

_____:

Reading sentences or paragraphs.

For example: notes, letters, emails, magazines, manuals, regulations, books, reports, product labels, legal agreements.

Includes words on paper and words on a screen.

_____:

Speaking and listening to share thoughts or information.

For example: greeting, telling stories, giving advice, sharing ideas, facilitating, coordinating tasks, explaining, discussing.

Can be face-to-face, by cell phone or telephone, by computer (Skype)

_____ :

Interacting with family, friends, community members, students and co-workers to accomplish tasks together.

_____ :

Using technology.

For example: computers, cell phones, GPS, digital cameras, Ipods and MP3s, gaming devices, computerized cash registers, Blackberries, Iphones.

Includes using the Internet and email.

_____ :

Using numbers and being able to think in terms of "amounts".

For example:

- money math
- scheduling or budgeting/ accounting math
- measurement / calculation math
- data analysis math
- estimation

May require solving problems by using numbers.

_____ :

Gaining skills and knowledge throughout life.

Includes:

- learning how to learn
- understanding your learning style
- knowing how to find resources and learning opportunities

_____ :
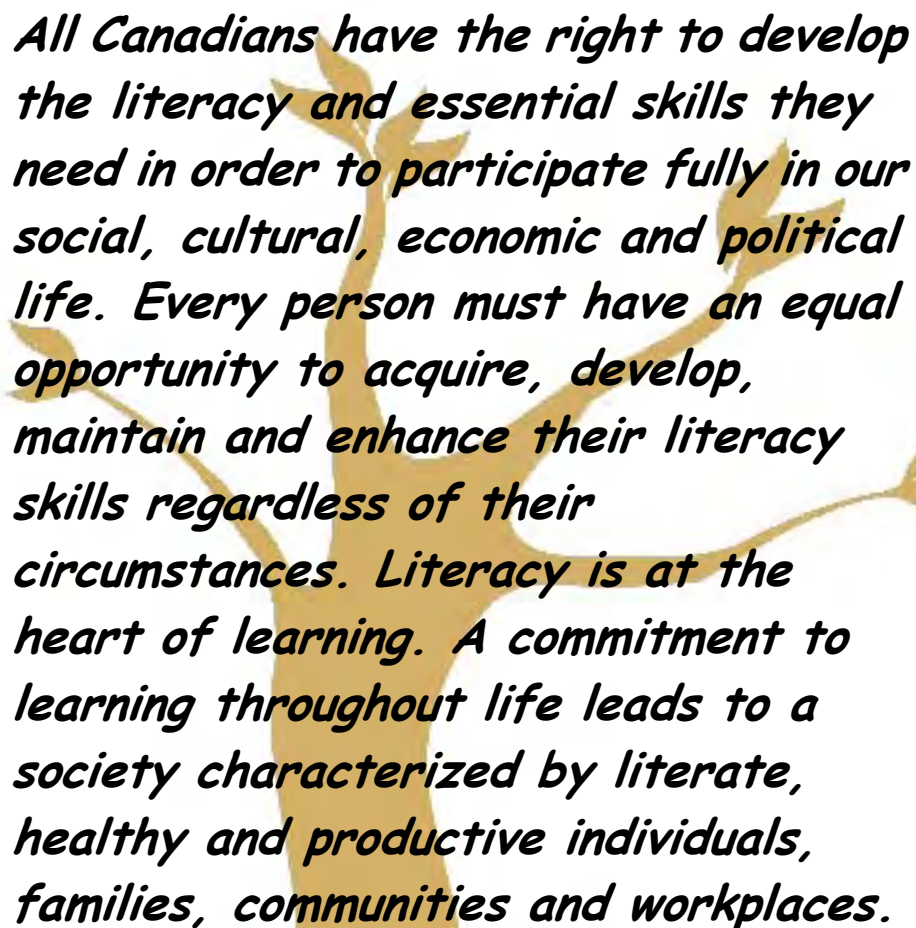
Writing words to share ideas.

For example: writing notes, emails, letters, reports, orders, logbook entries, text messages.

Includes "pen and paper" writing and keyboarding.

All Canadians have the right to develop the literacy and essential skills they need in order to participate fully in our social, cultural, economic and political life. Every person must have an equal opportunity to acquire, develop, maintain and enhance their literacy skills regardless of their circumstances. Literacy is at the heart of learning. A commitment to learning throughout life leads to a society characterized by literate, healthy and productive individuals, families, communities and workplaces.

Advisory Committee on Literacy and Essential Skills

Essential, Technical and Workplace-Specific Skills

To understand the 3 different kinds of skills required at the worksite, think about fishing.

Some of the *Essential Skills* required:

    using a map to find the river, reading a brochure about your new fishing rod, estimating the amount of time available before the sun sets, asking others how the catches have been

Some of the *technical skills* required:

    assembling a fishing rod, tying lures and weights onto the line, casting, knowing how much play to give a hooked fish, landing a fish

Some of the *"worksite"-specific skills* required:

    finding where the fish like to hide in this specific stretch of river, selecting the right bait for the kinds of fish in the river, accommodating the special currents in this particular river

9 ESSENTIAL SKILLS
(ENGLISH AND HUL'Q'UMI'NUM)

Oral Communication	Qwal lhe'	*speak*
Writing	Xulut'	*to write*
Document Use	Sxul'um	*what is written/drawn*
Computer Use	Hakwush tu' kamp-yootu	
Numeracy	Kw'shem	*count*
Thinking Skills	Shqwa'luwan	*thoughts/feelings*
Working With Others	Nustsa'mawt/ Shqwa'luwan	
Continuous Learning	Tat-tulut:	*learning*
Reading Text	--------------	

Part 2: Essential Skills Stories

The Essential Skills Story

INTERNATIONAL ADULT LITERACY SURVEY (IALS) 1994-1998

- First multi-country / multi language assessment of adult literacy.
- 20 countries reported results (some in more than one language).
- Sponsored by the National Literacy Secretariat and HRSDC.
- Managed by Statistics Canada in collaboration with the OECD, Eurostat, and UNESCO.
- Measured prose literacy, document literacy, numeracy
- Used a scale of 0-500 to measure task difficulty.
- No Territories participated.

KEY IALS AND IALSS FINDINGS:

A skills deficit results in:

For the individual...
- ▸ greater frequency & lengthier periods of unemployment
- ▸ lower earnings / wages
- ▸ limited access to education and community participation
- ▸ greater probability of health and safety issues
- ▸ difficulty adapting to new situations
- ▸ limited life choices

For the Workplace...
- ▸ decreased productivity
- ▸ greater probability of accidents
- ▸ increased error rates
- ▸ lowered capacity to recruit and retain workers
- ▸ lowered ability to respond to change
- ▸ difficulty competing

For Society...
- ▸ lowered Gross Domestic Product
- ▸ decreased ability to compete in a Global Economy
- ▸ higher poverty rates

-ideas courtesy of T. Scott Murray, 2005

INTERNATIONAL ADULT LITERACY & SKILLS SURVEY (IALSS) 2003

- Follow-up to IALS
- 14 countries have participated but so far only 7 have been written up
- Developed and Managed by Statistics Canada and Education Testing Services in collaboration with the National Center for Education Statistics , OECD, Regional Office for Latin America, and UNESCO
- Measured:
  - o Prose Literacy
  - o Document Literacy
  - o Numeracy (revised from IALS)
  - o Problem solving
  - o Familiarization with information technologies
- Used the IALS 500 point scale
- All provinces and Territories participated.

ACCORDING TO IALS AND IALSS:

- 42% of working age Canadians had literacy skills below the minimum level (Level 3) required to deal with life and work in today's society.
- The lower the literacy demands at home and at work, the faster literacy skills are lost.
- The higher the literacy rates of parents, the higher the literacy rates of their children.

IALS 500 POINT RATING SCALE (READING TEXT / PROSE)

Level 1 (0-225)
- Limited reading skills.
- May not be able to read and understand correct dosages on a medicine bottle.
- Know they have literacy challenges.

Level 2 (226-275)
- Can deal with simple text, clearly laid out.
- Find new materials frustrating.
- May not recognize they have literacy challenges.

Level 3 (276-325)
- Minimum level needed to cope with life in the 21st century.
- Have sufficient skills to cope with most everyday literacy demands.
- Able to learn new skills and adapt to new situations.

Level 4 (326-375)
- Have higher literacy skills.
- Can integrate information from several sources and solve more complex problems.

Level 5 (376-500)
- Have higher literacy skills.
- Can integrate information from several sources, generate ideas and solve complex problems.

IALS LEVELS LINE GRAPH

Distribution of Literacy Skill (Reading Prose Scale)

LEVEL 5
LEVEL 4 — 22.7 %
LEVEL 3 — 35.1 %
LEVEL 2 — 25.6 %
LEVEL 1 — 16.6 %

Canadians 16-65 years old
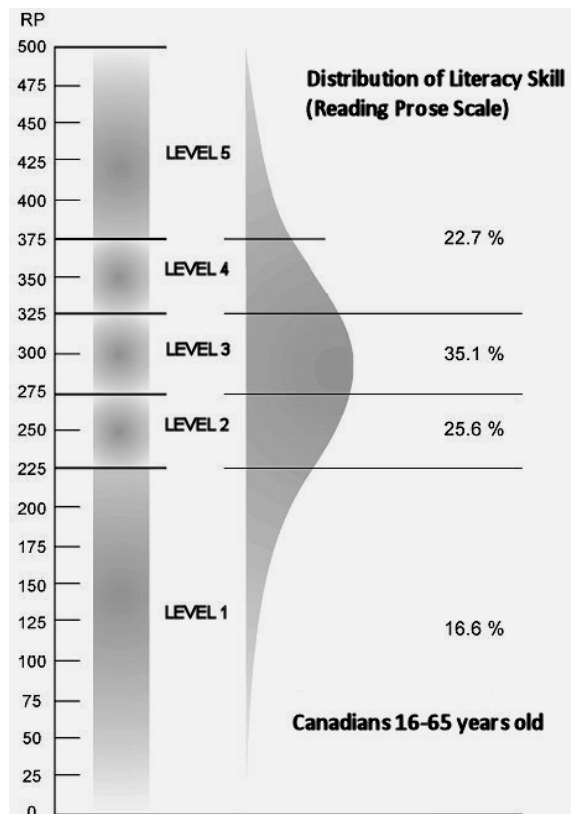
The above line graph shows what percentage of Canadians are at each Level in terms of their reading text skills. 16.6% are at Level 1, 25.6% are at Level 2, 35.1% are at Level 3, 22.7% are at Level 4/5. (Levels 4 and 5 are combined on the graph.) The graph shows that 42.2% of Canadians are below Level 3, the minimum level required to cope with today's world.

IALS (1994-1998)

Level	%	Count
Level 4/5	22.30%	4.1 million
Level 3	36.4%	6.7 million
Level 2	24.80%	4.6 million
Level 1	16.60%	3.1 million

Total: 18.5 million

IALSS (2003)

Level	%	Count
Level 4/5	19.50%	4.2 million
Level 3	38.6%	8.2 million
Level 2	27.30%	5.8 million
Level 1	14.60%	3.1 million

Total: 21.3 million

☐ Level 1 ▨ Level 2 ▨ Level 3 ■ Level 4/5
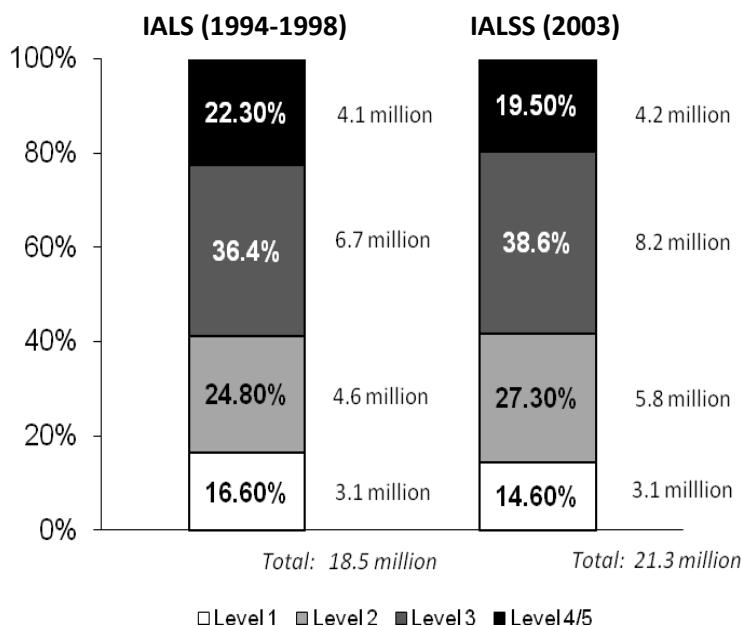
COMPARING CANADIAN IALS AND IALSS RESULTS

The number of persons (16-65) with low literacy rose from 8 million in 1994 to 9 million in 2003 though the percentage (42%) did not change.

Differences at each level between IALS and IALSS are not statistically significant.

Canada Responds

Essential Skills Research Project (1994-2003)

| Essential Skills Research Project (1994) |

- o Identified and validated 9 Essential Skills.
- o Created ES occupational profiles for over 200 occupations requiring a secondary school diploma or less and on-the-job training.
- o Collected and provided access to Authentic Workplace Materials.

Essential Skills and Workplace Literacy Initiative (2003-present)

| Essential Skills and Workplace Literacy Initiative (2003) |

- o Builds on existing research.
- o Enhances the Essential Skills of Canadians entering or already in the workplace.
- o Increases awareness and understanding of Essential Skills.
- o Supports development of Essential Skills tools and applications.
- o Works with other Government of Canada programs to address Essential Skills.

Appointment of Ministerial Advisory Committee on Literacy and Essential Skills (2005)

| Ministerial Advisory Committee on Literacy and ES (2005) |

- o Offered advice to the Minister of State on a national literacy / Essential Skills strategy.
- o Determined that "All Canadians have the right to develop the literacy and Essential Skills they need in order to participate fully in our social, cultural, economic and political life."

Establishment of the Office of Literacy and Essential Skills (OLES) (2007)

| Office of Literacy and ES (OLES) (2007) |

- o Influences policy development.
- o Funds literacy and Essential Skills initiatives across the country.
- o Provides practical tools that support the needs of employers, practitioners and learners in integrating literacy/ Essential Skills into programs.
- o Building a national Essential Skills knowledge base (models, applied research, best practices).
- o Strengthening partnerships and networks.

SPIRIT LAKE: KNOWING MYSELF

The Story

When you go to Spirit Lake, there will be many things to do. These activities will appeal to different kinds of learners (those who learn best by listening, those who learn best by seeing, and those who learn best by doing). What kind of learner are you?

What to do

- Read each question in the first column on the inventory sheet.
- Answer by circling one item from the same row which is most like you.
- Read the Path Finder: *Understanding Learning Styles*
- Find your learning style and choose the Spirit Lake activity which suits you best.

What you need

- ☐ Essential Skills Path Finder: *Understanding Learning Styles*
- ☐ Handout: *Learning Styles Inventory*
- ☐ A pen or pencil and eraser

LEARNING STYLES INVENTORY

Part A: Finish each statement by circling the one item from each row that <u>best</u> describes you.

Statement	Seeing	Hearing	Doing
1-When learning something new, I like to...	read the instructions	listen to an explanation	try it out and learn by doing
2- When I have free time I like to...	watch TV or read	talk to friends	do activities or make things
3- When I teach someone else, I...	write instructions	explain in words	demonstrate first then let my "learner" try it out
4- When I learn a new skill, I like to...	watch what the instructor is doing	talk it through with the instructor	actually do it and work it out as I go along
5- I remember things best when I...	have notes or printed details	repeat things out loud or in my head	do, make or practice something
6- When I spell, I...	try to see the word in my head	sound out the word	write the word down
7- I am most easily distracted by...	clutter or movement	sounds and noises	action around me
8- When I go shopping, I like to...	look around before I decide	talk to the salesperson or a friend before I decide	try things on, touch things or test them before I decide
9- When I listen to music, I...	sing along with the words	listen to the words and the beat	dance or move to the music
10- When I am concentrating, I...	focus on the words or pictures	talk about the problem in my head	move around a lot and fidget
11- When I am worried, I...	imagine the worst thing that can happen	talk about my problem	always move around or pace
12- The first thing I notice about people is how they...	look	talk	move
13- Easiest for me to remember are...	faces	names	things I've done
14- When I present to others, I...	write a report	give a speech	make a model
15- I like the instructor to use...	charts and diagrams	group work and discussion	hands-on activities

Part B

When you have completed the inventory in part A, count the total number of circled items you have for each column (Seeing, Hearing, Doing). Record these numbers in the table below.

Learning Style	Total Number of Circles From Part A
Seeing	
Hearing	
Doing	

The learning style with the largest number of circled items is the way you likely learn best.

Write your learning style here: _____

Read the Path Finder: *Understanding Learning Styles* to find out more about how you learn best.

Does the information about your learning style match what you know about yourself?
Yes ☐   No ☐

Is there something else you would say about how you learn best?

_____

_____

ES Path Finder: Understanding Learning Styles

Knowing your learning style will help you to choose activities, type of instruction, and ways of doing that suit how you learn best.

There are many models for this, but the three main learning styles are:

Learning by Seeing (Visual Learners)

These learners like:

- Pictures rather than words
- Being shown an example
- Using tables, charts, graphs and photographs
- Writing down what is needed to learn
- Drawing or doodling while listening

Learning by Hearing (Auditory Learners)

These learners like:

- Oral instructions and talking circles
- Listening to stories and CDs
- Giving oral reports
- Participating in discussions
- Talking through problems and solutions

Learning by Doing (Kinesthetic Learners)

These learners like:

- Hands-on activities
- Moving while learning
- Using materials
- Acting out stories and events
- Writing on the computer instead of by hand

The above learning styles relate to A.J. More's work in Aboriginal learning (UBC):

Aboriginal Learning Style	Learns Best By:	Relates to:
Global	understands best when overall concept presented first; needs a meaningful context; benefits from whole language (vs. phonics) teaching	Learning by Hearing/Seeing
Imaginal	learns best from images (symbols, diagrams, metaphor); has difficulty explaining images, but can make them and use them for learning	Learning by Seeing
Concrete	learns best with support from materials that can be seen, touched, heard; needs examples and hands-on approach	Learning by Doing
Watch-Then-Do	reflective; needs time to think through answer or solution	Learning by Seeing/Doing

A GATHERING AT SPIRIT LAKE DEBRIEFING

<u>Directions:</u>

1. In the space below, write the name of the activity your group has been asked to analyse.
2. As a small group, decide which Essential Skills were required for your group to complete the activity. Check off (✓) these skills in the checkboxes provided below.
3. As a small group, decide which 3 Essential Skills were most important in completing the activity. Circle these skills.
4. Check off (✓) the 3 skills you chose on the wall chart your facilitator has made for data collection.
5. As a large group, analyse the wall chart results. Discuss how the information can be used by Aboriginal groups and communities.

Spirit Lake Activity Name: _____

Essential Skills Required:

☐ Reading Text

☐ Document Use

☐ Writing

☐ Numeracy

☐ Oral Communication

☐ Thinking Skills*

☐ Working With Others

☐ Computer Use

☐ Continuous Learning

*Thinking can be problem solving, decision making, analysing, memorizing, planning, or finding information.

Essential Skills Scenario #1 (Single Mom's Shopping Trip):

Cynthia is a young single mother who lives on a remote Métis community. Today she plans to go into town to shop for groceries. First, she asks her auntie who lives next door if she can babysit. Next, she calls the shuttle bus to see what the schedule is. She finds out that it leaves at 1:00 pm and returns home at 4:00 pm. This will give her enough time to shop. Before she catches the bus, she makes a list of items that she needs and estimates how much her order will cost. She then reads her list again to make sure she has not forgotten anything. Once in the city, she goes to the bank machine where she withdraws enough money for shopping. After using the machine, Cynthia buys her groceries being careful to stay within her budget.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

	Essential Skills Boxes	Totals
Reading Text		
Document Use		
Writing		
Numeracy		
Oral Communication		
Thinking Skills		
Working With Others		
Computer Use		
Continuous Learning		

Essential Skills Scenario #2 (Trades Helper):

Joe is a trades helper. He assists the apprentices, builders and the site supervisor to renovate the community skating rink. When he arrives at work, he reports to the site supervisor who hands him a time card and a list of his duties for the day. Today, he must check in with the apprentices to see which tools and materials they are going to need. He then collects the tools and materials from the supply shed, and signs them out to the apprentices. Joe is expected to work with all of the crew throughout the day to make sure that they have everything they need to complete their tasks. He is also learning how to rebuild the rink and receives training from the builders. At the end of the day, Joe signs in the tools and calculates how many supplies were used. When he finishes, he adds up his hours and fills in his time card.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

	Essential Skills Boxes	Totals
Reading Text		
Document Use		
Writing		
Numeracy		
Oral Communication		
Thinking Skills		
Working With Others		
Computer Use		
Continuous Learning		

Essential Skills Scenario #3 (Band Office Administrative Assistant):

Stacy is the administrative assistant for the Band Office. In the morning, she checks the Outlook program on her computer to see what events are scheduled for the day. After this, Stacy signs out files to 2 of the Band Councillors. She then re-schedules a talking circle the Chief was to have with community elders. Stacy must make this change because the Chief has been called to Ottawa for an emergency meeting with INAC. She researches flight times and costs for the trip, and makes the booking on-line. Next, Stacy spends an hour entering Band Council expenses into a spreadsheet. She also answers many telephone calls and decides if calls should be forwarded or messages taken. Stacy spends the afternoon reading the minutes from the Annual Assembly and making a "to do" list.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

	Essential Skills Boxes	Totals
Reading Text		
Document Use		
Writing		
Numeracy		
Oral Communication		
Thinking Skills		
Working With Others		
Computer Use		
Continuous Learning		

Essential Skills Scenario #4 (Band Counsellor):

Linda is a Band Counsellor. Today she must decide if the proposed 10 kilometre Otter Fun Run should receive Band funding. She meets with the Recreation Coordinator to get more details. She then checks the annual budget to see if there is money available. Linda calculates how much the event will cost and compares the amount to similar activities from last year. To get more information, Linda reads through the notes the Recreation Coordinator has given her. She then decides to support the run. Now it is time to look at the quarterly report which will be sent out in a few days. Linda focuses on the amount of money being spent on road upgrading since she sits on the Capital Projects Committee. Linda thinks one of the numbers may be wrong. She writes an email to the Director asking her to check the numbers in the report. After, Linda visits the E-Learning Centre to hear about youth education success.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

	Essential Skills Boxes	Totals
Reading Text		
Document Use		
Writing		
Numeracy		
Oral Communication		
Thinking Skills		
Working With Others		
Computer Use		
Continuous Learning		

Essential Skills Scenario #5 (Elder With Trap Lines):

Jim is an elder who runs trap lines. Today Jim has found one of his trap lines destroyed. He blames the company doing an industry project on First Nation traditional lands. Jim uses his satellite phone to contact the Band Council and explain what has happened. The Band Council reviews the Agreement they have with the industry company. They find the section that deals with *Harvester's Compensation*. They then check a map to confirm the trap line is on the company's leased land. The Band sends a letter via email to the site manager of the company. The letter explains where the trap line is located using GPS coordinates. The company calls to schedule a meeting to deal with the issue. Jim calculates the amount of money required to compensate him for his trap line and his lost income.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

	Essential Skills Boxes	Totals
Reading Text		
Document Use		
Writing		
Numeracy		
Oral Communication		
Thinking Skills		
Working With Others		
Computer Use		
Continuous Learning		

Essential Skills Scenario #6 (Casino Worker):

Larry works in the Three Feathers Casino. When he gets to work, he reads the sign-in sheet to see where he is needed. Today he is in the pit. This means he counts out chips for the chip runners. He also calculates the total value of chips cashed in so he can provide the right amount of money. He constantly talks to customers and chip runners but he is not allowed to talk to dealers while they are working. When a customer argues with him about a payout, he decides to explain the process. The customer threatens to damage the casino and stomps out. Larry fills out a customer incident form to explain what has happened. Because it is a slow night, Larry is asked by his supervisor to help out at the tables. He records the money coming in at a table by using a device that works like a calculator. At the end of his shift, he fills in a closure sheet to see if his cash balances.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

	Essential Skills Boxes	Totals
Reading Text		
Document Use		
Writing		
Numeracy		
Oral Communication		
Thinking Skills		
Working With Others		
Computer Use		
Continuous Learning		

Essential Skills Scenario #7 (Environmental Review Panel):

Amanda is a member of an Inuit community which is making a decision about a resource project on their lands. She is trying to decide if she will support the project or not. First, she goes on the Internet to research environmental issues. Then she reads information about the project given to the community by the company. Next, Amanda talks to elders to get their opinions. She also reads information about the economic benefits to her people and attends information nights to help her understand the legal issues. However, she still has questions for the environmental review panel. She reads the rules for the hearings, fills out a participation form and submits it. When the panel is in town, she attends and asks her questions. She listens carefully to the answers. Now she knows what her position will be.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

	Essential Skills Boxes	Totals
Reading Text		
Document Use		
Writing		
Numeracy		
Oral Communication		
Thinking Skills		
Working With Others		
Computer Use		
Continuous Learning		

Essential Skills Scenario #8 (Auto Parts Dealership):

Nelson and Rebecca work at an auto parts dealership. When they arrive in the morning, they must first disengage the security alarm using a number code. After making the coffee, they review the outstanding orders that need to be filled. To do this, they refer to an "outstanding orders to be filled log book" and collect parts from the warehouse, using a numbered parts storage system. During the day, Nelson is responsible for telephone enquiries while Rebecca is responsible for walk-in customers. They must both use a variety of catalogues to look up parts for different car makes, models and years. Once a part is found in the catalogue, they research part availability using a computerized data base inventory system. Nelson and Rebecca are expected to deal with customers in a friendly and professional way, and to attend training once per year.

1. Every time an Essential Skill is used in the story, make a checkmark (✓) in the relevant skills box.
2. When you are finished, add up the checkmarks in each skill box to see which Essential Skills are used the most.

	Essential Skills Boxes	Totals
Reading Text		
Document Use		
Writing		
Numeracy		
Oral Communication		
Thinking Skills		
Working With Others		
Computer Use		
Continuous Learning		

MY GIVE AWAY

Leave a Leaf

MY TAKE AWAY

Leave a Leaf

Part 3: Essential Skills Resources

A Skilled Aboriginal Workforce – An Important Canadian Resource!

In 25 years, Canada's population of seniors aged 65 and older could be more than double the number of children under 15. Beginning in 2011, baby boomers (one-third of the Canadian population) will be retiring at ever increasing rates AND accessing expensive social and medical services. Since the birth rate among non-Aboriginals is low, there is the potential for significant shortages of SKILLED workers in the Canadian workplace. This means that Canada's future prosperity could depend on how successful Canada is at facilitating Aboriginal employment and wealth creation.

Consider the following:

- The median age among the Inuit is 22 years old, First Nations 25 and Métis 30 – compared to a median age for the non-Aboriginal community of 40 years of age.

- One-third of the Aboriginal population is 14 or younger compared to 19% in the non-Aboriginal population.

- Between 1996 and 2006, the First Nations population increased 29%, the Métis 91% and the Inuit 26%.

- Aboriginal Peoples are the nation's youngest and fastest growing human resource. Canada's Aboriginal population has increased 45% over a decade, nearly six times faster than the 8% growth rate for the non-Aboriginal population over the same period.

- Over the next 10 years, the Aboriginal working-age population is expected to grow 3-5 times as fast as its non-Aboriginal counterpart.

- 8 in every 10 Aboriginals (just over 944,000 people) live in Ontario and the four western provinces.

- Nearly 30,000 businesses in Canada are owned by Aboriginal persons and half are in urban areas.

- Nearly 50% of Aboriginal Peoples live in urban areas.

- Aboriginal Peoples have land claims that affect at least 20% of the Canadian land mass – a figure that is expected to rise in the next 15 years.

- The unemployment rate among Aboriginal Peoples aged 25 to 54 is more than two times higher than the rate for non-Aboriginal Peoples the same age.

We can accept the status quo and do nothing, or we can seize the unprecedented opportunity for both Aboriginal youth and corporate Canada….it is now an economic imperative - businesses, unions and governments need to consider all sources of skilled workers and ensure the retention and development of human resources.

BC Chamber of Commerce Skills Shortage Initiative "Closing the Gap", April 2002, pg. 10

Aboriginal success in Canada's labour market is, or should be, of great interest to all Canadians. Our interest stems not only from the value we place on equitable treatment of all our residents, but it is also rooted in self-interest. Canada cannot have a high quality of life if there is a significant minority forming an impoverished underclass. Aboriginal entrants into the labour market will be absolutely vital in filling labour demand requirements.
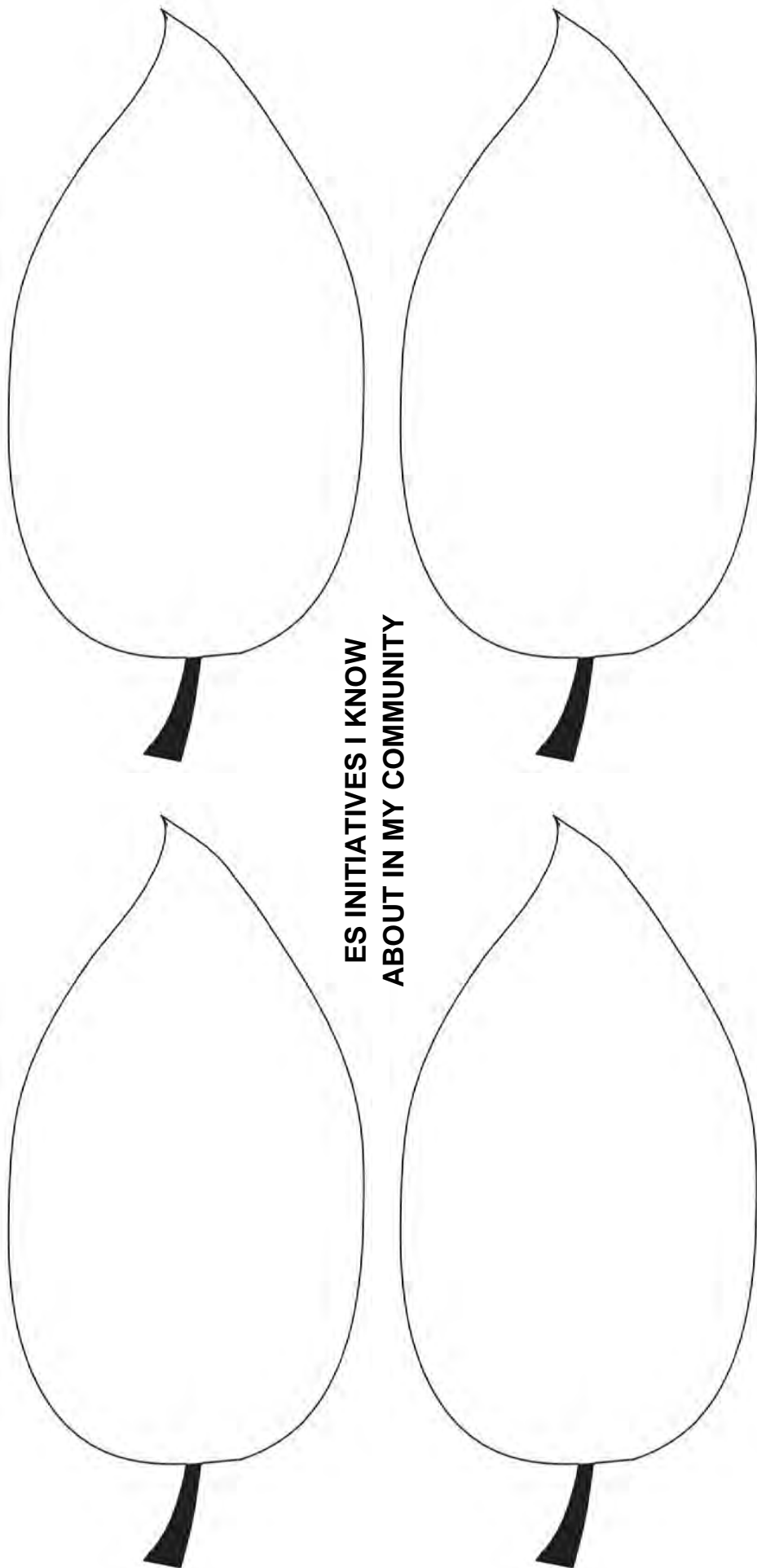
Calvin Helin, Dances With Dependency, pg. 56

If the gaps between Aboriginal and non-Aboriginal Canadians were closed in terms of education and employment, the country's gross domestic product would increase by $160 billion by 2017. (*The Potential Contribution of Aboriginal Canadians to Labour Force, Employment, Productivity and Output Growth in Canada, 2001-2017, Centre for the Study of Living Standards, Nov. 2007*)

Community-Based Essential Skills Responses

Directions:

What Aboriginal literacy and Essential Skills initiatives (projects, policies, programs, strategies, etc.) do you know about in your community? These can be formal or informal, funded or volunteer. Write a short description of each in the leaves below.
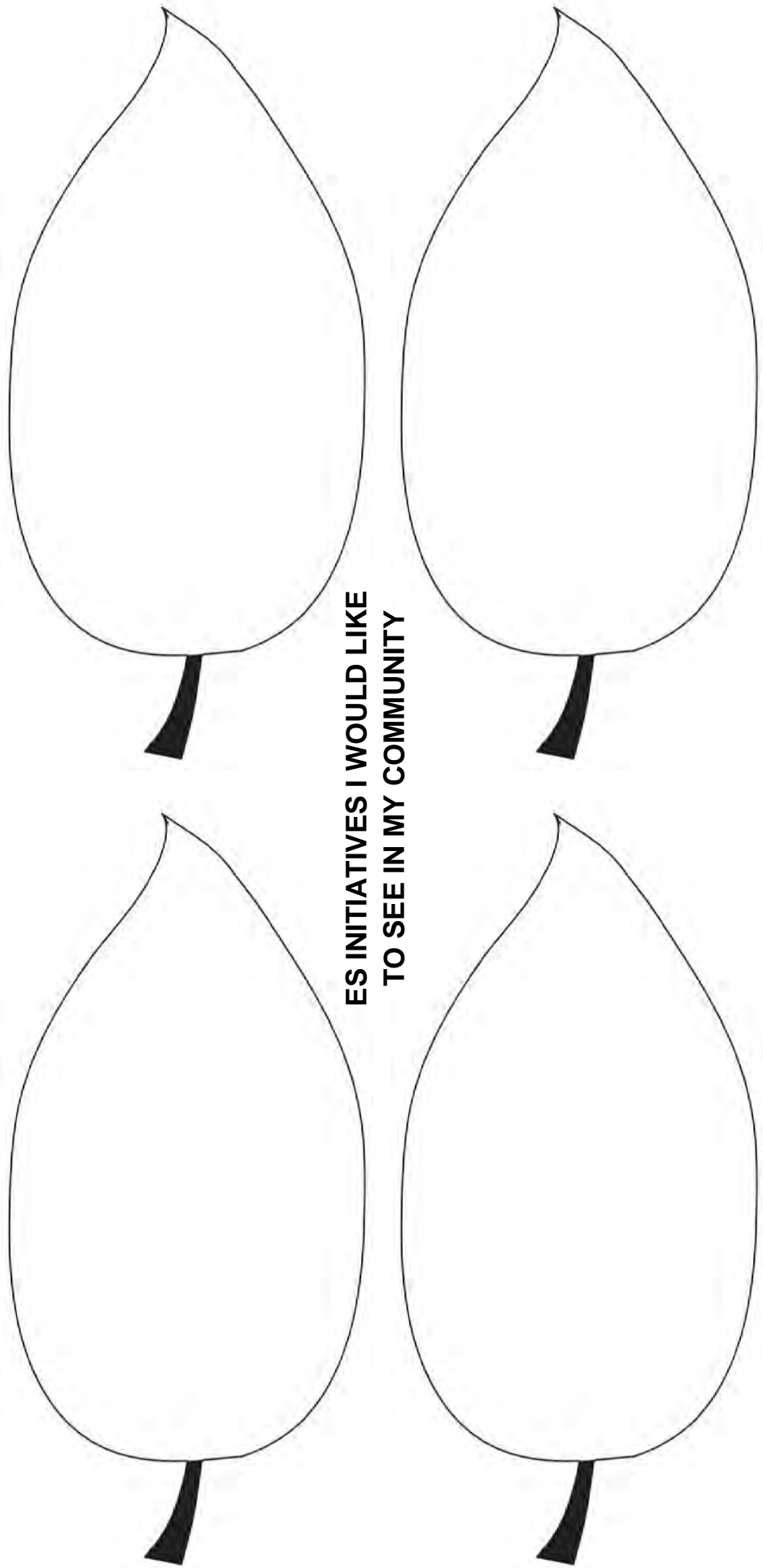
ES INITIATIVES I KNOW ABOUT IN MY COMMUNITY

Community-Based Essential Skills Responses

Directions:

What Aboriginal literacy and Essential Skills initiatives (projects, policies, programs, strategies, etc.) would you like to see in your community? These can be formal or informal, funded or volunteer. Write a short description of each in the leaves below.

ES INITIATIVES I WOULD LIKE TO SEE IN MY COMMUNITY

ESSENTIAL SKILLS PROFILE STRUCTURE
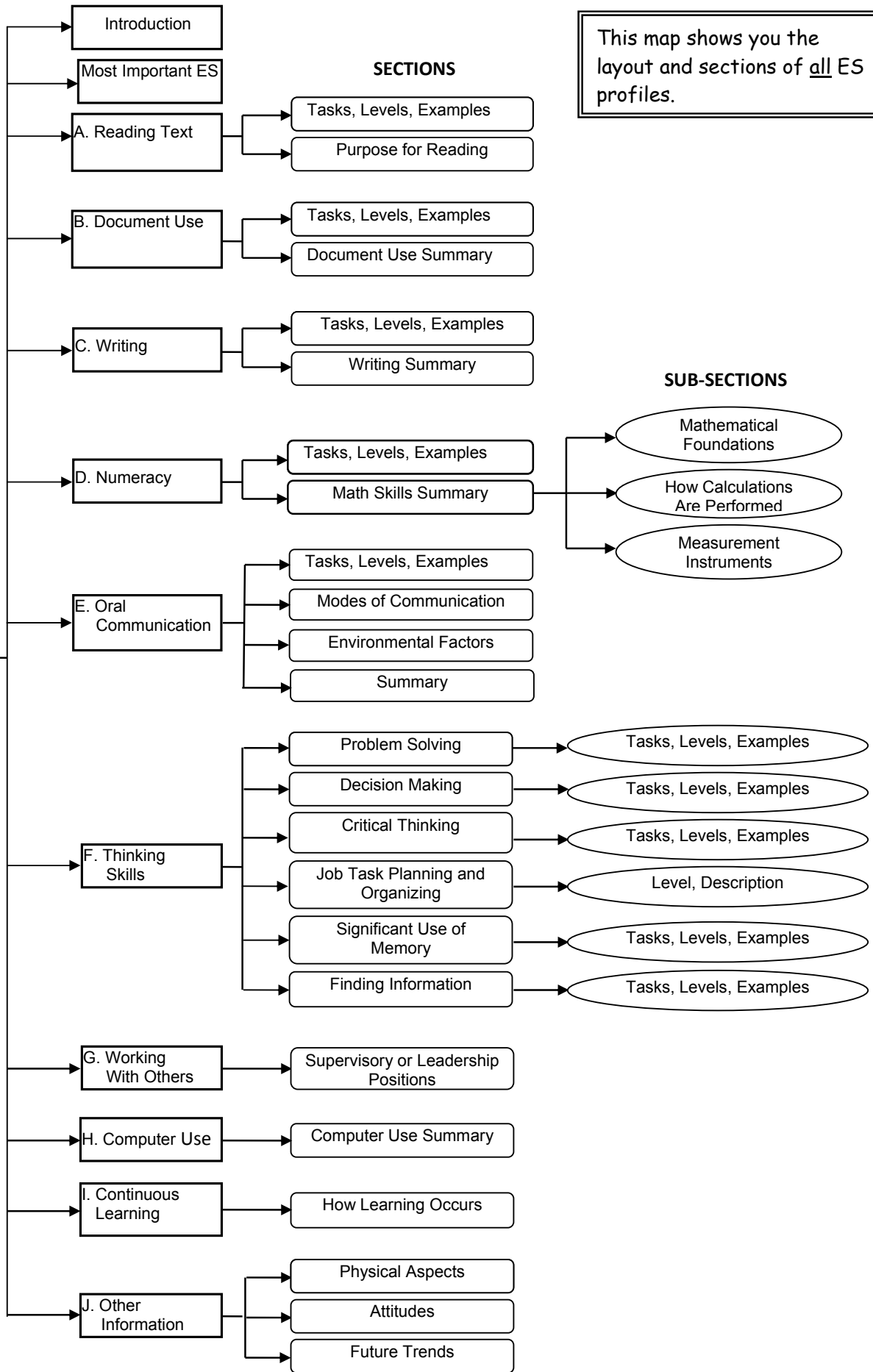
This map shows you the layout and sections of <u>all</u> ES profiles.

- Introduction
- Most Important ES

SECTIONS

- A. Reading Text
  - Tasks, Levels, Examples
  - Purpose for Reading

- B. Document Use
  - Tasks, Levels, Examples
  - Document Use Summary

- C. Writing
  - Tasks, Levels, Examples
  - Writing Summary

SUB-SECTIONS

- D. Numeracy
  - Tasks, Levels, Examples
  - Math Skills Summary
    - Mathematical Foundations
    - How Calculations Are Performed
    - Measurement Instruments

- E. Oral Communication
  - Tasks, Levels, Examples
  - Modes of Communication
  - Environmental Factors
  - Summary

- F. Thinking Skills
  - Problem Solving → Tasks, Levels, Examples
  - Decision Making → Tasks, Levels, Examples
  - Critical Thinking → Tasks, Levels, Examples
  - Job Task Planning and Organizing → Level, Description
  - Significant Use of Memory → Tasks, Levels, Examples
  - Finding Information → Tasks, Levels, Examples

- G. Working With Others
  - Supervisory or Leadership Positions

- H. Computer Use
  - Computer Use Summary

- I. Continuous Learning
  - How Learning Occurs

- J. Other Information
  - Physical Aspects
  - Attitudes
  - Future Trends

HUNTING THROUGH AN ESSENTIAL SKILLS PROFILE

<u>Directions</u>: Locate the following information using the "Trapper/Hunter" profile.

1. What do Trappers/Hunters do?

    _____

    _____

2. List the 3 most important Essential Skills for Trappers/Hunters.

    *   _____

    *   _____

    *   _____

3. Which Essential Skills for Trappers/Hunters has numbered sub-sections? List these sub-sections.

    _____

    _____

    _____

    _____

    _____

4. What are the 3 headings common to Sections A through E?

    *   _____

    *   _____

    *   _____

5. How is the information that is given in Section G (Working with Others) and Section I (Continuous Learning) different from the 7 other Essential Skills?

    _____

    _____

    _____

6. Name 3 tasks listed in the Numeracy section.

    *   _____

    *   _____

    *   _____

    *   _____

    *   _____

7. Give one example of a problem that Trappers/Hunters might need to solve.

_____

_____

8. Continuous Learning is an ongoing part of the Trapper/Hunter job. List 2 ways this learning may occur.

- _____

_____

- _____

_____

9. a) What are 2 future trends that may impact Trappers/Hunters?

- _____

- _____

b) Name one skill that will need to be enhanced to work with these trends.

_____

10. What are some ways you and your community can use the Essential Skills profiles?

Who?	How?
Example: Literacy Instructor	• Find real workplace tasks to use with learners • Help learners set goals

Trappers and Hunters

NOC 8442

Introduction

Trappers and hunters trap and hunt wild animals for pelts or live sale. They are usually self-employed and may work on a seasonal basis.

The <u>most important Essential Skills</u> for Trappers and Hunters are:

- Oral Communication
- Problem Solving
- Job task planning and organizing

A. <u>Reading Text</u>

>>>	indicates that most respondents use that skill
>>	indicates that some respondents use that skill
>	indicates that few respondents use that skill
	indicates that none of the respondents use that skill

Tasks	Complexity Level	Examples
Typical	1 to 3	**Trappers and Hunters:**
Most	2 to 3	• read advertisements of bounties being offered by the province for particular species of animals. (1)
Complex		• may read letters from provincial government staff about trapping issues. (2)
		• read reports from organizations concerned with hunting and trapping, such as the Fur Institute. (2)
		• may read bear management forms which list the conditions to be observed when bear hunting. (2)
		• read government trapping regulations at the beginning of every trapping season. The regulations deal with how to set traps and outline the seasons allowed for trapping different kinds of animals. (3)
		• read licence renewal forms. Some major provisions of the laws applying to trappers are printed on the back of the form and are reviewed when applying for the licence. (3)

Reading Summary

Type of Text	Purpose for Reading			
	To scan for specific information/To locate information	To skim for overall meaning, to get the 'gist'	To read the full text to understand or to learn	To read the full text to critique or to evaluate
Forms				
Labels				
Notes, Letters, Memos	>	>	>	
Manuals, Specifications, Regulations	>>	>>	>>>	
Reports, Books, Journals	>>	>>	>>>	

B. <u>Document Use</u>

Tasks	Complexity Level	Examples
		Trappers and Hunters:
Typical	1 to 3	• read lists, such as price lists and lists of species and hunting quotas for various areas. (1)
Most Complex	1 to 3	• read labels on cans of dried food to be taken into the woods. (1)
		• read forms, such as dealer pelt purchase forms. (2)
		• read tables, such as lure use tables, which show lists of species and give rating codes for different types of traps. (2)
		• read line graphs showing the variation of fur quality in different months of the year. (2)
		• use maps to describe the boundaries of traplines and to indicate where traps have been set. (2)
		• read assembly drawings of traps. (2)
		• complete application forms, such as forms for trapline registration and licensing. (2)
		• recognize angles when taking compass bearings, reading angles from the compass. (3)

Examples of Creating Documents

Trappers and Hunters:
- may make sketches to show how to set up a particular kind of trap.

<u>Document Use Summary</u>

>> Read signs, labels or lists.

>> Complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or text of a paragraph or more. The list of specific tasks varies depending on what was reported.

>> Read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or text of a paragraph or more. The list of specific tasks varies depending on what was reported.

> Read tables, schedules or other table-like text (e.g., read work shift schedules).

> Obtain specific information from graphs or charts.

> Interpret information on graphs or charts.

> Recognize common angles such as 15, 30, 45 and 90 degrees.

> Draw, sketch or form common shapes such as circles, triangles, spheres, rectangles, squares, etc.

>> Interpret scale drawings (e.g. blueprints or maps).

> Read assembly drawings (e.g. those found in service and parts manuals).

> Read schematic drawings (e.g. electrical schematics).

> Make sketches.

>> Obtain information from sketches, pictures or icons (e.g., computer toolbars).

C. <u>Writing</u>

Tasks	Complexity Level	Examples
Typical Most Complex	1 to 2 1 to 3	Trappers and Hunters: • write notes as reminders of where traps have been set and to record supply levels, weather conditions and catches. (1) • complete a number of forms to provide the government with statistical information about trapping. (2) • may write letters, such as letters to timber companies to complain about the removal of animal habitat or letters to politicians about environmental issues. (2) • write sales reports for buyers and for their own records, showing species, grades and prices. (3)

<u>Writing Summary</u>

Length	Purpose for Writing						
	To organize/to remember	To keep a record/to document	To inform/to request information	To persuade/to justify a request	To present an analysis or comparison	To present an evaluation or critique	To entertain
Text requiring less than one paragraph of new text	>>	>>	>>			>	
Text rarely requiring more than one paragraph							
Longer text			>	>			

D. <u>Numeracy</u>

	Tasks	Complexity Level	Examples
			Trappers and Hunters:
>>>	Money Math	1 to 2	• prepare invoices and receive payment for fur sales. (Money Math), (1)
>>	Scheduling, Budgeting & Accounting Math	1 to 4	• calculate earnings by multiplying the number of pelts by the price per pelt and subtracting expenses. (Money Math), (2)
			• use rates to calculate prices for pelts of differing size. (Money Math), (2)
>>	Measurement and Calculation Math	1 to 2	• make schedules for trap setting, allocating time periods for setting traps and for travelling to the various locations. (Scheduling, Budgeting & Accounting Math), (2)
>>	Data Analysis Math	1 to 3	• do cost/benefit analyses to determine whether the price which will be paid for a particular species is too low to make trapping cost effective. (Scheduling, Budgeting & Accounting Math), (3)
>>>	Numerical Estimation	1 to 3	

- plan a season's trappings. They make adjustments to the plan during the season in response to factors such as species populations, prices and the weather. (Scheduling, Budgeting & Accounting Math), (4)
- measure the size of pelts after placing them on a stretcher board. Pricing is determined by the size of the pelts. (Measurement and Calculation Math), (1)
- measure the appropriate heights to set snares so that they will catch the kind of species being sought rather than another species. (Measurement and Calculation Math), (1)
- measure lengths of logs to be cut for a bridge and calculate the number of logs needed. (Measurement and Calculation Math), (2)
- compare the number of tracks and the number of adult females caught to standard numbers to know when to pull the traps to avoid depleting the stock of a species. (Data Analysis Math), (1)
- compare populations of different animal species in various locales from year to year, using their own records and government reports. This information is used to determine the number and location of traps to set in the coming year. (Data Analysis Math), (3)
- estimate how much stretching is required in order to maximize a pelt. (Numerical Estimation), (1)
- may estimate the time it will take to cross a swamp so that they will allow enough time to get to the other side before evening falls. (Numerical Estimation), (1)

<u>**Math Skills Summary**</u>

a. Mathematical Foundations Used

Trappers and Hunters:

Number Concepts

>>> Whole Numbers
Read and write, count, round off, add or subtract, multiply or divide whole numbers.

For example, counting the number of pelts in a shipment; reading numbers on auctioneers' slips; or adding and multiplying to determine how much food to pack for a one month trip.

> Rational Numbers - Fractions
Read and write, add or subtract fractions, multiply or divide by a fraction, multiply or divide fractions.

For example, measuring the dimensions of trap boxes in fractions of feet and inches.

>>> Rational Numbers - Decimals
Read and write, round off, add or subtract decimals, multiply or divide by a decimal, multiply or divide decimals. Use decimals mainly to refer to dollars and cents.

For example, adding up expenses, such as fuel costs.

>> Rational Numbers - Percent
Read and write percents, calculate the percent one number is of another, calculate a percent of a number.

For example, calculating the commission which will go to a fur auctioneer; calculating the percentage profit or loss over a year.

Patterns and Relations

> Equations and Formulae
Solve problems by constructing and solving equations with one unknown.

Use formulae by inserting quantities for variables and solving.

For example, developing an equation to calculate earnings including such factors as rate per pelt for various species, number of each species trapped and expenses for traps, materials, equipment and transportation; determining the range of a snowmobile and the amount of fuel necessary using a formula.

>> Use of Rate, Ratio and Proportion	Use a rate showing comparison between two quantities with different units.	
	Use a ratio showing comparison between two quantities with the same units.	
	For example, using the price per pelt when calculating earnings; using a ratio of gas to oil when fuelling the snowmobile and chainsaw.	
See Document Use for information on:	Using scale drawings.	

Shape and Spatial Sense

> Geometry	Use geometry.	
	For example, indicating a territory on a map, using lines; setting trap guides at precise angles; or using parallelism and perpendicularity to find direction relative to rivers or the sun.	
See Document Use for information on:	Recognizing common angles. Drawing, sketching and forming common forms and figures.	

Statistics and Probability

> Summary Calculations	Calculate averages.	
	Calculate rates other than percentages.	
	For example, calculating the average catch per month during the hunting/trapping season; calculating the rate per pelt for each species that goes to auction.	
See Document Use for information on:	Using tables, schedules or other table-like text. Using graphical presentations.	

b. How Calculations are Performed

Trappers and Hunters make calculations:

- **>>>** In their heads.
- **>>>** Using a pen and paper.
- **>>** Using a calculator.

c. Measurement Instruments Used

Trappers and Hunters measure:

- **>>>** Time. For example, using a watch, clock or calendar.
- **>>** Weight or mass. For example, using a scale.
- **>>>** Distance or dimension. For example, using a ruler, yardstick, stretcher board or odometer.
- **>>** Liquid volume. For example, using a measuring cup or container.
- **>>>** Temperature. For example, using a thermometer.
- **>>>** Direction. For example, using a compass.
- **>>** Use the SI (metric) measurement system.
- **>>>** Using the imperial measurement system.

E. Oral Communication

Tasks	Complexity Level	Examples
Typical	1 to 2	Trappers and Hunters:
Most Complex	1 to 3	

- chat with loggers, fishermen or other members of the public met along the trapline to build a positive rapport with other users of forest areas. (1)
- communicate with suppliers and repair personnel to arrange for purchases or for the repair of equipment. (1)
- communicate with other trappers, either by telephone or at meetings, to discuss techniques and equipment. (2)
- may interact with inexperienced persons who wish to be trappers to provide advice on setting traps and dealing with buyers. (2)
- talk to fish and wildlife officers to discuss quotas and to exchange information about animal populations. (2)
- may talk to hardware store sales associates or manufacturers' representatives to make suggestions to improve a trap's effectiveness. (2)
- interact with fur buyers to discuss the quality of pelts and to negotiate prices. (3)

Modes of Communication Used

Trappers and Hunters communicate:

>>> In person.

 >> Using a telephone.

  > Using a two-way radio or other such means.

Environmental Factors Affecting Communication

There are no environmental factors impacting communication.

Oral Communication Summary

Type	Purpose for Oral Communication (Part I)					
	To greet	To take messages	To provide/receive information, explanation, direction	To seek, obtain information	To co-ordinate work with that of others	To reassure, comfort
Listening (little or no interaction)						
Speaking (little or no interaction)						
Interact with co-workers			>	>	>	
Interact with those you supervise or direct						
Interact with supervisor/manager			>			
Interact with peers and colleagues from other organization						
Interact with customers/clients/public	>		>>	>>	>	
Interact with suppliers, servicers	>		>>	>>		
Participate in group discussion			>	>		
Present information to a small group						
Present information to a large group						>

Type	Purpose for Oral Communication (Part II)					
	To discuss (exchange information, opinions)	To persuade	To facilitate, animate	To instruct, instill understanding, knowledge	To negotiate, resolve conflict	To entertain
Listening (little or no interaction)						
Speaking (little or no interaction)						
Interact with co-workers	>>					
Interact with those you supervise or direct				>		
Interact with supervisor/manager	>					
Interact with peers and colleagues from other organization						
Interact with customers/clients/ public	>>	>>		>	>>	
Interact with suppliers, servicers	>>>				>	
Participate in group discussion	>					
Present information to a small group				>		
Present information to a large group				>		

F. __Thinking Skills__

1. Problem Solving

Tasks	Complexity Level	Examples
Typical	1 to 3	Trappers and Hunters:
Most Complex	2 to 3	• may find that a bad snow storm has completely covered traps. They go back to the trapline to relocate the traps. (1)
		• may find that a certain trap malfunctions. They use their diagnostic and mechanical skills to identify the problem, such as a defective trigger, and repair it. (2)
		• may meet recreational tobogganers, skiers and snowmobilers who are scaring animals away. They may speak to them about areas to stay away from or may relocate traps further away from popular recreational areas. (2)
		• may fall through the ice while cutting holes in the ice to set beaver traps. They get to shore as quickly as possible and light a fire to warm themselves if shelter is far away. (3)

2. Decision Making

Tasks	Complexity Level	Examples
Typical	1 to 3	Trappers and Hunters:
Most Complex	2 to 3	• decide how far apart to set snares and traps. (1)
		• decide whether weather conditions are suitable for checking the traplines. (1)
		• decide the most appropriate time to set traps for each species. They base the decision on information in books or other publications and past experience. If their decision is wrong, they risk catching fewer animals or using their time inefficiently. (2)
		• decide whether to sell pelts to independent buyers or to auctioneers. The decision is based on the prices for the season and the demand for the pelts. (3)

3. Critical Thinking

Critical Thinking information was not collected for this profile.

4. Job Task Planning and Organizing

Complexity Level	Description
3	Trappers and Hunters:

Own job planning and organizing

- Trappers and hunters make long range plans for the management of traplines, taking into account the likely size of animal populations and the probable demand for their fur. Since most trappers work alone, they are responsible for setting their own priorities. They plan and organize their time and their provisioning carefully, since failure to plan effectively can result in the rotting of unattended pelts or running out of supplies or fuel while on the trail. Since they traverse large terrains to set snares and traps, they need to be well organized in order to locate all the traps again.

5. Significant Use of Memory

Examples

Trappers and Hunters:
- remember where all the traps, perhaps several hundreds in number, have been set.
- remember locations where they saw animal tracks in the past.
- remember aspects of the terrain, such as streams, log roads or other landmarks, in order to find their way in dense woods.

6. Finding Information

Tasks	Complexity Level	Examples
Typical	1 to 2	Trappers and Hunters: - contact government officials to get statistical information on the market for pelts or to get updates on hunting and trapping regulations. (1) - communicate with fishers, loggers or other inhabitants of an area to get information on what roads have been washed out. (2) - read journals and magazines for information on new equipment for hunters and trappers. (2)

G. <u>Working With Others</u>

Trappers and hunters mostly work alone. Some work with a partner. Because of the danger of travelling in dense woodlands, many hunters and trappers share their work schedule with hunters and trappers in adjoining areas so that assistance is available if they do not reappear at the appointed times.

Participation in Supervisory or Leadership Activities

> Participate in formal discussions about work processes or product improvement.

> Have opportunities to make suggestions on improving work processes.

> Monitor the work performance of others.

> Inform other workers or demonstrate to them how tasks are performed.

> Make hiring decisions.

> Identify training that is required by, or would be useful for, other workers.

> Deal with other workers' grievances or complaints.

H. <u>Computer Use</u>

No Summary – computers not used.

I. <u>Continuous Learning</u>

Trappers and hunters learn continuously through experience. They read professional magazines to keep up with new techniques and equipment. They may attend conventions of their peers to exchange ideas. In some provinces, short courses are required to obtain a trapper's licence.

How Learning Occurs

Learning may be acquired:

>> As part of regular work activity.

> From co-workers.

> Through training offered in the workplace.

>> Through reading or other forms of self-study
- at work.
- on worker's own time.
- using materials obtained through a professional association or union.
- using materials obtained on worker's own initiative.

>> Through off-site training
- with costs paid by the worker.

J. <u>Other Information</u>

In addition to collecting information for this Essential Skills Profile, our interviews with job incumbents also asked about the following topics.

Physical Aspects

Trappers and hunters spend much of their time walking the trapline. They bend and stoop or climb and reach to set traps. They sit to drive trucks or snowmobiles.

Attitudes

The trappers and hunters interviewed felt that trappers and hunters should be calm, positive, intuitive and observant. They should be able to work alone, enjoying the solitude of nature.

Future Trends Affecting Essential Skills

Increased emphasis on animal rights may decrease the market for furs. In addition, augmented logging operations will diminish animal habitats. Trappers and hunters will need to enhance their oral communication skills to become effective advocates for their occupation with a wide spectrum of stakeholders such as logging companies, fur buyers, retailers and government officials.

Part 4: Assessing Essential Skills

A Word About Essential Skills Assessment

Types of ES Assessment

There are a number of Essential Skills Assessment tools currently available. In the document called **Essential Skills and Literacy Assessments Tools** (see next page), we've grouped these tools into three types:

- formal assessment
- informal assessment
- self-assessment

This classification system allows you to understand the value and benefits for specific target groups.

Formal ES Assessments

Formal ES assessments use performance-based assessment tools that have been scientifically validated. What you will see on our matrix is that these tools include the TOWES (Test of Workplace Essential Skills), CLE (Canadian Learning Evaluation). These tools have all been validated using 'Item Response Theory' and align to the IALS 500 point scale. It is important to use formal assessment tools in *high stakes situations*. These may include:

- Screening applicants for work.
- Screening applicants for training.

Formal assessments require *formal testing environments* in which the test takers have proper space, lighting, and quiet. Formal assessment requires assessment administrators to make proper preparations. Formal assessment may also involve tests that must be completed within a specific time frame.

Informal ES Assessments

Informal ES assessments are also performance-based. They require the learner to complete a task on HRSDC's 1-5 level scale. Informal assessments such as the Measure Up activity sets can be useful in situations where an indication of learner proficiency level is sought. However, informal assessment should not be used in a high stakes situation. This type of assessment is helpful to teachers, trainers, and practitioners in determining at what level individuals are functioning (in order to develop training plans).

Informal assessments do not have the same scientific rigour that has been applied to formal assessments. Given the performance-based nature of the assessment, attention should be paid to providing an appropriate testing environment. Preparation is key.

Self-Assessment

Self-assessment refers to a number of assessment tools that require learners to introspectively rate their competency level(s). This type of assessment tool provides a great starting point for individuals who are:

- Exploring career options.
- Apprehensive about assessments.
- Wish to learn more about Essential Skills before they participate in performance-based assessments.

Self assessment tools do not require a formal testing environment. Many informal assessment tools can be used for self-assessment (e.g., Measure-Up activities).

Tips for Using and Choosing Assessment Tools:

- Understand the purpose of the assessment, and use this information to determine what type of assessment tool to choose.

- Ensure your test takers understand the purpose of the assessment.

- Ensure you are familiar with and properly trained to use the assessment tool you choose.

- ALWAYS prepare your test taker for the assessment.

- Remember that ES assessment is simply 'one tool' in your toolbox.

- Keep in mind the purpose of the assessment when interpreting results and reviewing these with the test taker.

Compiled by **the TRAINING group** — Douglas College

Essential Skills & Literacy Assessment Tools

Assessment Tool	Description & Assessment Domain	Audience	Method	Results	Assessor Requirements	Availability Cost	Additional Tools
							Score based on 500 point IALS Framework
TOWES Test of Workplace Essential Skills Bow Valley College www.towes.com **TOWES** CANADA'S ESSENTIAL CREDENTIAL	Measures: • Reading Text • Document Use • Numeracy Requires test taker to complete items using authentic workplace documents Custom tests available for: • Manufacturing • Trucking • Office Administration • Healthcare • Entrance to Apprenticeship • Aerospace Bilingual	• Job Seekers • Employees • Employers • Students • Educators • Career Counsellors • Francophones • Immigrants • Adult Learners • Literacy Practitioners	• Pencil & paper • Online • Uses constructed response • Estimate of 1.5 – 2.5 hours to complete Tests must be sent to Bow Valley College, Calgary Alberta for marking (processing takes up to 48 hours upon receipt of test) Results are delivered via secure internet site	Provides score for each domain based on the IALS 500 point scale TOWES has completed extensive field testing and a validation process to link to IALS Results are accurate to +/- 4% within the targeted range of the test	Completion of on-line certification program as of May 2010 (Contact Bow Valley College for more information)	$66.49 per test	• Prep Guide • Comprehensive Website • Guide to Interpreting TOWES Results • Variety of Training Programs • Customer Support • Applied Research Library • Custom test development and reporting • Curriculum: Essential Skills Online, Building Workplace Essential Skills, On target • Oral Communication and Writing test under development

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Essential Skills & Literacy Assessment Tools

Assessment Tool	Description & Assessment Domain	Audience	Method	Results	Assessor Requirements	Availability Cost	Additional Tools	Score based on 500 Point IALS Framework Formal
Canadian Learning Evaluation (CLE) HRSDC, Learning Policy Directorate (LPD)	Measures literacy in three domains: • Prose • Document • Quantitative Two versions; 'locator' test and longer version test that contains a variety of problem sets for each domain Bilingual	• Students • Employees • Employers • Practitioners • Francophones • Immigrants	• Internet Based • Uses real world literacy tasks • Tests can be completed at intervals (spanning a maximum of 30 days)	Scoring is automatic upon completion of test Locator version provides scores on 1-5 level scale related to HRSDC's Essential Skills Longer version CLE provides score based on 500 point IALS framework.	No formal requirements On line instruction guide	150,000 licenses of the CLE are available from HRSDC free of charge for assessment projects	Not Applicable	

Essential Skills & Literacy Assessment Tools

Assessment Tool	Description & Assessment Domain	Audience	Method	Results	Assessor Requirements	Availability Cost	Additional Tools
CAMERA Communications & Math Employment Readiness Assessment **PTP** – Adult Learning & Employment Programs Toronto http://www.ptp.ca/ publications/camera/	Uses authentic workplace documents to give a 'snapshot' of learners skills in: • Reading Text • Document use • Numeracy • Writing Skills	• Adult Learners • Job Seekers • Literacy Practitioners • Assessors • Program Administrators	• Paper and pencil assessments (test booklet is reusable) • Some components administered one to one with learners in very early stages of literacy acquisition	Indication of learners ability to complete tasks that follow between ES complexity levels 1 and 3 for the 4 skill domains	2 day training requirement (For information on training contact Aleksandra Popovic at aleks@ptp.ca.)	Initial cost per Test book is $10 (they can be reused)	Variety of Workforce and Essential Skills Curriculum is available: • Curriculum guidelines (Signposts) • Instructional Workbooks (Workwrite Series 7 books) *Score Based on HRSDC's 1-5 Levels*
CAES Common Assessment of Essential Skills Literacy Link Eastern Ontario **(LLEO)** https://www.lleo.ca/ col/cabs_online.html	Practical assessment tool for basic literacy skills. Ontario Literacy and Basic Skills Framework & HRSDC's Essential Skills framework measuring levels for: • Reading Text • Document Use • Numeracy	Adult Learners	• Online multiple choice response • Written response • Audio questions	Scores are two tiered; a computerized score based on the Essential Skills 1-5 levels is generated for Reading Text, Document use and Numeracy, and further input from the assessor is required to analyze student responses and assign recommended levels	No formal training required Assessor Guidelines are available on website Assessors must register on-line	Free to public	**CABS** Common Assessment of Basic Skills Provides additional resources to help with assessing student's work *Score Based on HRSDC's 1-5*

Douglas College has compiled this list of Essential Skills Assessment Tools and in no way solicits or places emphasis on effectiveness or popularity of the instrument. Every reasonable effort has been made to ensure that information is current. If errors or omissions have occurred, they will be corrected in future editions, provided written notification has been received by the publisher (Douglas College). This publication was created for our Essential Skills Workshop 'ES Assessments; Interpretation and Practical Applications'.

Contact the Training Group for More Information (http://www.douglascollege.ca/training-community-education.html)   23/09/2009

Essential Skills & Literacy Assessment Tools

Assessment Tool	Description & Assessment Domain	Audience	Method	Results	Assessor Requirements	Availability Cost	Additional Tools	Score Based on HRSDC's Essential Skills
				of competency				
Measure Up Website http://measureup. towes.com **BC Construction Industry Skills Improvement Council** http://skillplan.ca/ SkillPlan	Online resource that links ES to workplace "Test Your Skills" allows test takers to measure • Reading Text • Document Use • Numeracy Provides numerous activity sets based on real workplace tasks	Teachers • Literacy Practitioners • Adult Learners • Employment Counsellors • Employment Trainers • Workers • Employers	Download authentic workplace materials from 80 occupations Complete on paper Answer Key provided	Each task has been placed on the scale used by HRSDC's Essential Skills framework in reference to the 1-5 point levels Scoring sheet and directions are accessed through website. The Measure Up tool **estimates** levels. (Note ** differs from TOWES which provides validated IRT scores)	Public Use	Free, easily accessible activities	Measure Up Website provides an opportunity to practice three Essential Skills needed in all types of occupations: • ***Reading Text*** • ***Document Use*** • ***Numeracy*** Provides support materials for learners through answer keys	

Essential Skills & Literacy Assessment Tools

Assessment Tool	Description & Assessment Domain	Audience	Method	Results	Assessor Requirements	Availability Cost	Additional Tools
ITSESSENTIAL Canadian Language Benchmarks / Essential Skills in the Workplace http://itsessential.ca/ itsessential/display_ page.asp	Provides a comparative framework that relates Canadian Language Benchmark Levels to HRSDC's Essential Skills 5 level scale for: • Reading Text • Writing • Document use • Oral Communication Bilingual	• ESL Practitioners • Immigrants • Newcomers • Teachers • Literacy Practitioners • Workplace Trainers	Comparative Framework is available on line for downloading	Cross referencing CLB levels to HRSDC's Essential Skills Levels 1 - 5	N/A	Free, available to download on website	Variety of supporting curriculum available on website

Score Based on HRSDC's Essential

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Essential Skills & Literacy Assessment Tools

Assessment Tool	Description & Assessment Domain	Audience	Method	Results	Assessor Requirements	Availability Cost	Additional Tools	
Ontario Skills Passport Essential Skills Check Up Tool http://skills.edu.gov.on.ca *Ontario* **Skills Passport**	Self Assessment of Essential Skills and Work Habits • Reading • Document Use • Numeracy • Writing • Oral Communication • Thinking • Computer Use • Work Habits Bilingual	Features occupation specific for everyday tasks • Secondary School Students • Job Seekers • Employees • Employers • Teachers • Literacy Practitioners • Trainers • Guidance, career and employment counsellors	Two online options available: 'Test a few Essential Skills and Work Habits' OR complete a 'Full assessment of Essential Skills and Work Habits' Leads to workplace activity sets that help users practice and build their Essential Skills. Answer keys and steps are provided. Users have option to work online or pen and paper.	1-5 level scale consistent with the Complexity rating levels on the HRSDC Essential Skills profiles 1-4 level scale consistent with the complexity rating levels in the HRSDC Essential Skills profiles and real workplace activity sets 1-3 level. Automatically produces a score card and allows comparison of results to occupation interests.	Public use Includes facilitator guide and tips	Free, easily accessible Assessment questions with an audio option	Offers a number of informal assessment tools, including: • Employer based assessment (OSP work plan tool • Practitioner based assessment (OSP check-In Tool) • Offers a number of awareness, learning and training resources and tools	Self Assessment Tools

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△ Douglas College

Essential Skills & Literacy Assessment Tools

Assessment Tool	Description & Assessment Domain	Audience	Method	Results	Assessor Requirements	Availability Cost	Additional Tools	
Essential Skills Assessment Tools HRSDC Essential Skills Website http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml Human Resources a Skills Development C	Essential Skills Self Assessments: • Reading • Document Use • Numeracy • Writing • Oral Communication • Working with Others • Computer Use • Continuous Learning Workplace Essential Skills assessments for employers including an organizational needs assessment, workplace survey, workplace check-up and hiring checklist.	• Employees • Employers • Learners • Practitioners • Community Groups	Paper based Two online tools – Document Use and Numeracy Indicators Contact HRSDC to order paper version or download from website	N/A	Public use	Free, easily accessible on website	Essential Skills Profiles Authentic Workplace Materials Essential Skills Toolkit Publications: • Awareness • Assessment • Learning • Training	Self Assessment Tools

Compiled by *the* TRAINING group *at* Douglas College

Essential Skills & Literacy Assessment Tools

Assessment Tool	Description & Assessment Domain	Audience	Method	Results	Assessor Requirements	Availability Cost	Additional Tools	
ESPORT™ Essential Skills Portfolio Eskilon Learning Solutions Inc. http://www.esportfolio.com ESPORT Electronic Portfolio	Self Assessment tool for specific occupation or generically to identify Essential Skills in: • Reading Text • Document Use • Numeracy • Oral Communication • Working with Others • Thinking Skills • Continuous Learning • Computer Use Indicator Assessment provides Information measure of ES on HRSDC's 1-5 level scale for: • Reading Text • Numeracy • Document Use Bilingual under development	• Job Clubs • Employers • Correctional services • Workplace re-tasking • Community and Aboriginal programs • Newcomer services • Co-op programs • School board adult programs	Internet or Intranet delivery Online Testing: • Document Use • Reading Text • Numeracy (Facilitation recommended)	For Indicator Assessment scores are automatic and reported on HRSDC's 1-5 level Locator Raw scores recorded on Self-Assessment page, gap-analysis for 300+ occupations *Custom reporting available: e.g. Correctional Services*	Must register to use and negotiate cost Training Required 1-2 days	Fee based Contact ESPORT for specific cost	Contains a variety of additional tools such as interest inventory, values inventory, resume & portfolio builder Provides Skills Gap-Analysis for 300+ occupations	Self-Assessment Tools

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Essential Skills & Literacy Assessment Tools

Assessment Tool	Description & Assessment Domain	Audience	Method	Results	Assessor Requirements	Availability Cost	Additional Tools
Canadian Language Benchmarks CCLB http://www.language.ca/	Competency Based Assessment Provides measures of communicative ability in English and French as a Second Language in the areas of: • Reading • Writing • Listening • Speaking	• ESL Learners • FSL Learners • New Immigrants • ESL Practitioners • Newcomers • Employees • Employers	Paper based and Oral/ Verbal Component	Results are provided according to three stages: • Basic • Intermediate • Advanced As well as on 12 benchmarked levels	CLB assessment is conducted through the local CCLB Assessment Centre The Centre for CLB establishes and maintains standards to govern a comprehensive national CLB assessment system	Fee Based Contact Assessment Centre for Cost	Variety of Resources, Research and Publications available through website
Canadian Adult Achievement Test (CAAT) The Psychological Corporation, Harcort Brace and Company, Toronto	Standardized competency based test measuring functional level in: • Mathematics • Reading • Language The test is available in four levels in English (A, B, C, D) and three in French (A, B, C).	Adult Learners	If the entire battery is administered, Level A takes approximately 2 hrs, 10 min., Level B and D, approximately 3 hrs, 30 min. and Level C approximately 4 hrs and 30 min. Individual subtests of the CAAT can also be administered to shorten the total testing time.	CAAT provides grade equivalents: Level A - 1 to 3 years of formal education, Level B - 4 to 6 years of formal education, Level C – 7 to 10 years of formal education, Level D - 11 - 12+ years of formal education	The tests are hand scored using overlay stencil keys or by using the "List of Correct Responses" stencils. Some training is required	Fee Based pending organization delivering service	N/A

Additional Literacy Assessments

Compiled by TRAINING the group *at* Douglas College

Essential Skills & Literacy Assessment Tools

Assessment Tool	Description & Assessment Domain	Audience	Method	Results	Assessor Requirements	Availability Cost	Additional Tools
Canadian Adult Reading Assessment Pat Campbell, Centre for Research, University of Alberta Grass Roots Press, Literacy Services of Canada, Ltd. P.O. Box 52192, Edmonton AB T6G 2T5 Tel. (780) 413-6491, Toll-free: 1-888-303-3213 Fax (780) 413-6582 E-mail: grassrt@telusplanet.net	Diagnostic reading assessment Graded word list and 9 levels of passages ranging in readability from grades 1 - 12	All Adult Learners Employees in Workplace Literacy Literacy Tutors Newcomers Immigrants	Paper Based CD Rom Version 20 – 60 minutes to complete	Informal Reading inventory that can determine a student's instructional reading level and specific strengths and weaknesses in word recognition and comprehension	Refer to Instructor's Manual Takes time to interpret test results	$84.95 (Instructor's Manual & CD-ROM)	N/A

Additional Literacy Assessments

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ESSENTIAL SKILLS ASSESSMENT – HOW DO YOUR SKILLS MEASURE UP?

Attached is a sample of an Essential Skills informal assessment activity set. The activity set contains four tasks, two Document Use and two Numeracy tasks. The tasks always come before the document. This is because adults want to know what work they have to do so they can be purposeful in their document use. In school, learners often read first and then see the questions they must answer.

The tasks are not multiple choice. They are short answer or they may ask you to enter information into the actual document.

This activity set is reprinted with permission from SkillPlan - BC Construction Industry Skills Improvement Council (http://www.skillplan.ca/measureup/)

Directions: Review the Café Receipt and Check Activity Set and answer the questions below:

What steps did you follow to find the answer to TASK 1?

What steps did you follow to find the answer to TASK 2?

What steps did you follow to find the answer to TASK 3?

What steps did you follow to find the answer to TASK 4?

Café Receipt and Check

Food and Beverage Servers take patrons' food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

Task 1   What is the check number?
Document Use

Task 2   Servers must ensure that both receipt and checks show their name. Highlight, underline or circle 2 places where the server's name is shown.
Document Use

Task 3   The patron pays the server the following amount for the meal and the tip. How much is the server's tip?
Numeracy

Task 4   Servers must ensure the prices on the check are correct before giving it to the patron. The day's promotion is that if one coffee or tea is ordered with one order of waffles, the patron gets 10% off the item total.
What is the correct item total on this check?
Numeracy

#103

Pacific Padre Café

5387 Main Street
Vancouver, BC
Tel : 604.254.1199
GST# 191725546RT
Check #55841

_____

Cover : 1   Date : 06/04/23
Time : 11:33:55   Open By : Monica

2	Canadiano	3.90
1	Tea	2.65
1	Day Omelette	10.00
1	Waffles	8.00
1	Salmon Benny	11.00
1	Pac-wich	11.00
	Item Total ($):	46.55
	GST ($):	3.26

— — — — — — — — —

Total ($):   **49.81**

— — — — — — — — —
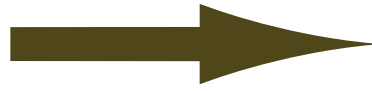
No. of Print: 2
Print Time: 11:33:55

Thank you
Please Come Again

Table: 103

Cover: 1
10:09:23   Monica
    1   Canadiano
    1   Tea
*WC Wave

MEASURE UP ACTIVITY
Answer Keys

Answer Key   Skill Level

Task 1   55841
                                                          Document Use
Located a single piece of information by matching information.
                                                          Level ①

🖰   *to see one way to get this answer.* ·············

Task 2   See the Café Receipt and Check Task 2 answer page.
                                                          Document Use

Located multiple pieces of information using a repeated search.
                                                          Level ②

🖰   *to see one way to get this answer.* ·············

Task 3 $7.19
                                                          Numeracy
Used Document skills to locate numbers needed for combination of operations for a financial transaction.
                                                          Level ②

🖰   *to see one way to get this answer.* ·············

Task 4 $41.89
                                                          Numeracy
Used Document skills to locate numbers needed for combination of operations for a financial transaction.
                                                          Level ②

🖰   *to see one way to get this answer..* ·············

#103

Pacific Padre Café
5387 Main Street
Vancouver, BC
Tel : 604.254.1199
GST# 191725546RT
Check #55841

_____

Cover : 1   Date : 06/04/23
Time : 11:33:55   Open By : Monica

2	Canadiano	3.90
1	Tea	2.65
1	Day Omelette	10.00
1	Waffles	8.00
1	Salmon Benny	11.00
1	Pac-wich	11.00

Item Total ($):   46.55
GST ($):   3.26

Total ($):   49.81

No. of Print: 2
Print Time: 11:33:55

Thank you
Please Come Again

Table: 103

Cover: 1
10:09:23   Monica
    1   Canadiano
    1   Tea
*WC Wave

Café Receipt and Check

Food and Beverage Servers take patrons' food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

Task 1   What is the check number?

Answer   **55841**

One way to get this answer

1. Scan the page using the keywords *check number*.

2. Locate *Check #55841*.

3. Recognize that # means number.

4. Decide that 55841 is the check number.

Level   Document Use, Level 1
CLB   3, 4 & 5 (estimated performance)

Café Receipt and Check

Food and Beverage Servers take patrons' food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

Task 2   Servers must ensure that both receipt and checks show their name. Highlight, underline or circle 2 places where the server's name is shown.

Answer   See the Café Receipt and Check Task 2 answer page.

One way to get this answer

1. Scan the page for words that could be a server's name.

2. Locate *Open By: Monica*.

3. Decide that *Open by* is an action done by a person and Monica is the name of a person.

4. Decide that *Monica* is the server's name.

5. Decide that Open By: Monica is where the server's name is shown.

6. Locate *Table: 103* on the right side of the page.

7. Locate the row *10:09:23 Monica*.

8. Decide that *Monica* is where the server's name is shown.

Level   Document Use, Level 2
CLB   5 & 6 (estimated performance)

#103

Pacific Padre Café
5387 Main Street
Vancouver, BC
Tel : 604.254.1199
GST# 191725546RT
Check #55841

——————————————

Cover : 1   Date : 06/04/23
Time : 11:33:55   Open By : Monica

2	Canadiano	3.90
1	Tea	2.65
1	Day Omelette	10.00
1	Waffles	8.00
1	Salmon Benny	11.00
1	Pac-wich	11.00

| | Item Total ($): | 46.55 |
| | GST ($): | 3.26 |

— — — — — — — — —
Total ($):   49.81
— — — — — — — — —

No. of Print: 2
Print Time: 11:33:55

Thank you
Please Come Again

Table: 103

Cover: 1
10:09:23   Monica
    1   Canadiano
    1   Tea
*WC Wave

Café Receipt and Check

Food and Beverage Servers take patrons' food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

Task 3   The patron pays the server the following amount for the meal and the tip. How much is the server's tip?

Answer $ 7.19

One way to get this answer

1. Identify what is required: the amount of the server's tip.

2. Recognize that *tip* is the difference between the amount paid by the patron and the final total amount of the check.

3. Scan the check for the final total amount.

4. Locate *Total ($): 49.81*.

5. Decide that $49.81 is the final total amount.

6. Locate the amount paid by the patron from Task 3:

7. Set up the problem to calculate the total amount:
    amount + amount + amount + amount + amount = total

8. Calculate: 20 + 20 + 10 + 5 + 2 = 57

9. Decide the patron paid $57.00.

10. Set up the problem to calculate the tip:
    amount paid by patron – final total amount of check = tip

11. Calculate: 57.00 – 49.81 = 7.19

12. Decide that the server's tip is $7.19.

Level   Numeracy, Level 2

Café Receipt and Check

Food and Beverage Servers take patrons' food and beverage orders and serve orders to patrons. They use receipts and checks to keep track of orders. The receipt is used to start an order for a patron and the check is to complete the order. Look at the Café Receipt and Check.

Task 4   Servers must ensure the prices on the check are correct before giving it to the patron. The day's promotion is that if one coffee or tea is ordered with one order of waffles, the patron gets 10% off the item total.
What is the correct item total on this check?

Answer   **$41.89**

One way to get this answer

1. Scan the check using the keywords *coffee, tea, waffles*.

2. Locate *1 Tea* and *1 Waffles*.

3. Locate *if one coffee or tea is ordered with one order of waffles, the patron gets 10% off the item total* from Task 4.

4. Decide that *1 Tea* and *1 Waffles* means the patron gets 10% off the item total.

5. Identify what is required: the correct item total.

6. Locate *Item Total ($): 46.55*.

7. Scan the check for 10% off the item total.

8. Decide that 10% was not taken off the item total.

9. Set up the problem to calculate 10% off the item total:
    item total – (item total × 10%) = correct item total

10. Convert 10% to a decimal: = .10

11. Calculate: $46.55 - (46.55 \times .10) = 46.55 - 4.66 = 41.89$

12. Decide that the correct item total is $41.89.

Level   Numeracy, Level 2

CREATING AN ABORIGINAL ESSENTIAL SKILLS MODEL

One way to understand a complex idea is to turn it into an image and story that is easier to understand. For example, life can be described as a circle – the circle of life.

The idea of the 9 Essential Skills can also be turned into an image and a story. For example (thanks to Colleen Yamamoto for the idea):

The 9 Essential Skills are like a Haida canoe with 9 paddlers. Eight of the paddlers work together to move the canoe. The ninth paddler is the lead, directing the other paddlers from the bow of the canoe. The paddles are made from maple. They are 5 feet long with 18 inch blades that are 6 inches wide.
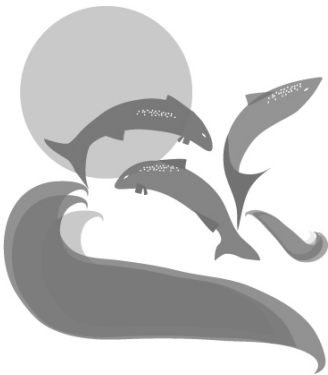
The 8 paddlers are like the 8 Essential Skills of reading, writing, document use, numeracy, oral communication, working with others, computer use and continuous learning. The lead paddler is like the thinking skills because this person must solve problems, make decisions, assign tasks, and analyse progress. Sometimes a few of the paddlers work much harder than the others. Similarly, some tasks require only a few Essential Skills. In the end, Essential Skills move people through easy and difficult tasks just like paddlers move the canoe through calm and stormy waters. This is why having strong Essential Skills is important. In both cases, you must know where you want to go and how best to get there.

"You could get along without anything else on the coast except the canoe. It had to come first and it had to work."

~ Bill Reid, Haida artist and canoe maker

Directions:

1. As a small group, create an image and story that you could use to explain Essential Skills to your family, clan, community or Nation. Be sure to use an image that works for your audience.
2. Turn the image into a labelled drawing using flipchart paper and marker pens.
3. Think about how the image explains Essential Skills.
4. Present your image and tell its Essential Skills story to the large group.