P2W Skills for Success
Instructor Guide

www.pathwaytowork.ca

Funded by the Government of Canada's Adult Learning, Literacy and Essential Skills Program.

Canada

p2w pathway to work

ptp Adult Learning and Employment Programs

P2W Skills for Success Instructor Guide
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Preface

PTP Adult Learning and Employment Programs (PTP) is a community-based organization located in Toronto, Ontario. For over 30 years, PTP has delivered programs and services that create pathways for positive change for those facing literacy and other barriers to employment. PTP has produced many popular resources to help adult literacy learners develop their skills, including CAMERA (Communications and Math Employment Readiness Assessment), *Signposts* curriculum guidelines, and the instructional workbook series *workwrite*.

PTP led the Pathway to Work (P2W) project between 2017 and 2022. The project worked collaboratively with Indigenous communities in British Columbia and Manitoba to co-design and pilot Work Readiness programs. We are pleased to share the resources and tools developed through P2W on our dedicated website (www.pathwaytowork.ca). These resources include the *P2W Skills for Success* Activity Sets and Instructor Guide.

We would like to express our gratitude to:

The Government of Canada's Adult Learning, Literacy and Essential Skills Program, for funding the Pathway to Work project

Indigenous communities whose members participated in Work Readiness training

- Chemawawin Cree Nation
- Dakota Tipi First Nation
- Misipawistik Cree Nation
- Mosakahiken Cree Nation
- Pine Creek First Nation
- Sapotaweyak Cree Nation
- Snaw-naw-as First Nation
- Snuneymuxw First Nation
- Tataskweyak Cree Nation
- Tseshaht First Nation

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- Construction Safety Association of Manitoba
- Eagle Urban Transition Centre (Assembly of Manitoba Chiefs)
- E.T. Development
- First Peoples Development Inc.
- Futureworx Society
- Iron North Construction Ltd.
- Kanata Indigenous Workplace Skills
- Manitoba Building Trades Institute
- Manitoba Keewatinowi Okimakanak
- North Island College
- Nuu-chah-nulth Employment & Training Program
- RBC Foundation
- Southern Chiefs' Organization
- Stuart Olson Inc.
- Swampy Cree Tribal Council
- University College of the North

Preface

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Introduction

P2W Skills for Success has been designed for use in a variety of pre-employment programming contexts to help participants develop the skills they need to manage the reading, writing, numeracy and digital skills demands of entry-level jobs. The resource draws on activities from PTP's *workwrite* series of instructional workbooks and on assessment ideas from *Signposts*, PTP's curriculum guidelines.

P2W Skills for Success is organized into 24 units, each of which is made up of an activity set for participants, and corresponding pages in this Instructor Guide. Convenient fillable versions of the activities are available in PDF format on the Pathway to Work website.

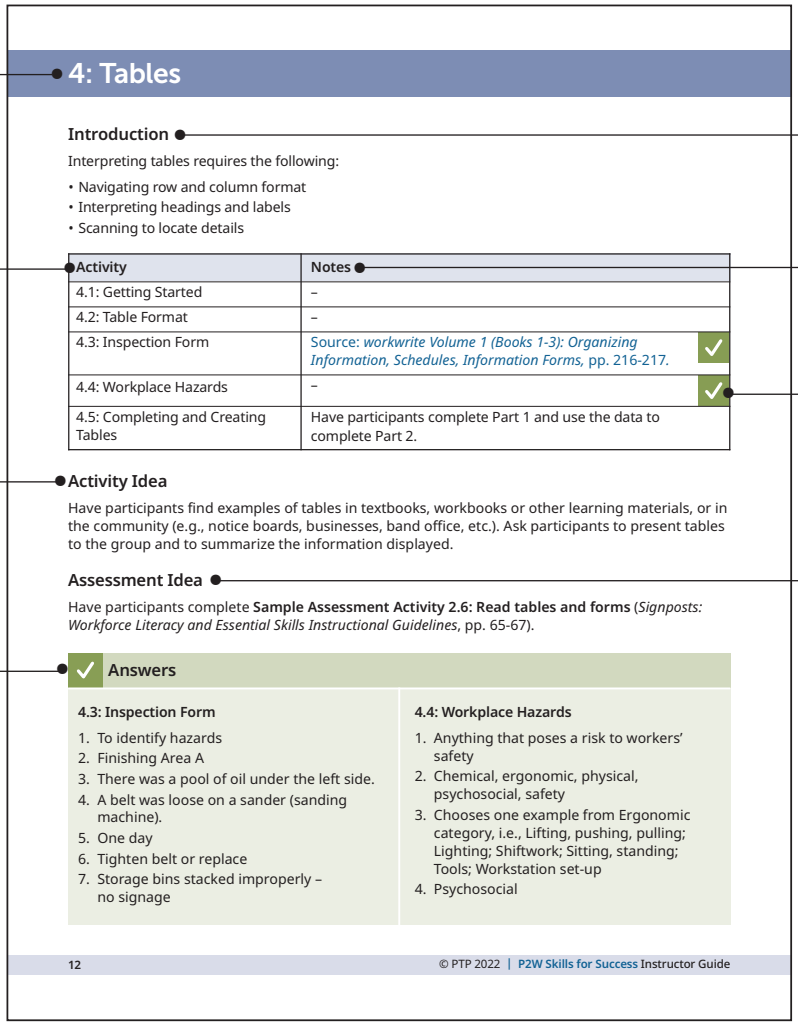
The units can be addressed in any order. Each activity set is expected to take between two and three hours to work through, depending on participants' reading, writing, numeracy and digital skills. Instructors can pick and choose activities from the activity sets or facilitate all the activities in the order listed.

P2W Skills for Success supports a variety of delivery models, from face-to-face learning to small or larger groups learning in an online environment. Activity sets can be printed and distributed in hard copy, or participants can complete them electronically. Regardless of the learning context, instructors are encouraged to facilitate learning by introducing activities, debriefing responses, monitoring learning to see whether additional instruction is required and facilitating discussions.

Introduction

Instructor Guide

The Instructor Guide includes the following information for each unit:



Unit title

4: Tables

Introduction

Interpreting tables requires the following:

- Navigating row and column format
- Interpreting headings and labels
- Scanning to locate details

Activity	Notes
4.1: Getting Started	–
4.2: Table Format	–
4.3: Inspection Form	Source: *workwrite Volume 1 (Books 1-3): Organizing Information, Schedules, Information Forms,* pp. 216-217.
4.4: Workplace Hazards	–
4.5: Completing and Creating Tables	Have participants complete Part 1 and use the data to complete Part 2.

Activity Idea

Have participants find examples of tables in textbooks, workbooks or other learning materials, or in the community (e.g., notice boards, businesses, band office, etc.). Ask participants to present tables to the group and to summarize the information displayed.

Assessment Idea

Have participants complete **Sample Assessment Activity 2.6: Read tables and forms** (*Signposts: Workforce Literacy and Essential Skills Instructional Guidelines*, pp. 65-67).

Answers

4.3: Inspection Form

1. To identify hazards
2. Finishing Area A
3. There was a pool of oil under the left side.
4. A belt was loose on a sander (sanding machine).
5. One day
6. Tighten belt or replace
7. Storage bins stacked improperly – no signage

4.4: Workplace Hazards

1. Anything that poses a risk to workers' safety
2. Chemical, ergonomic, physical, psychosocial, safety
3. Chooses one example from Ergonomic category, i.e., Lifting, pushing, pulling; Lighting; Shiftwork; Sitting, standing; Tools; Workstation set-up
4. Psychosocial

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List of related skills and concepts.

Instructions for facilitating activities, where necessary and information about sources, if applicable.

Icon to indicate that answers are provided for the activity.

Corresponding assessment activities from *Signposts*, if applicable.

List of activities in the activity set.

Suggestions for practising the concepts and skills addressed, if applicable.

Correct responses for activities that can be objectively scored.

Introduction

Units and Activity Sets

These 24 units make up *P2W Skills for Success*. Each unit's activity set provides practice on the topic of the unit. Click on a title to be taken to the associated pages in the Instructor Guide. Visit www.pathwaytowork.ca to obtain the activity sets.

1: Reading Strategies Part 1

2: Reading Strategies Part 2

3: Note-Taking

4: Tables

5: Internet Research

6: Calendars, Planners and Schedules

7: Time-Tracking

8: Lists Part 1

9: Lists Part 2

10: Notes and Voicemail Messages

11: Email

12: Direction and Feedback

13: Meetings Part 1

14: Meetings Part 2

15: Earnings

16: Cost Comparisons

17: Cost Calculations

18: Expenses

19: Forms

20: Instructions and Procedures

21: Policies

22: Graphs Part 1

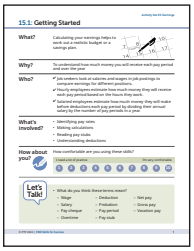
23: Graphs Part 2

24: Graphs Part 3

Introduction

Features like these, that encourage discussion and reflection, appear throughout the activity sets.

Getting Started



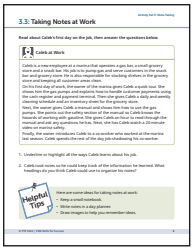
Introduces participants to what they will learn and why it's relevant.

Provides opportunities for self-reflection and self-assessment.

Let's Talk

Indicates questions that can be used to generate discussion amongst participants.

NAME at Work



Describes workplace scenarios that illustrate how skills are used on the job.

Provides opportunities to reflect on how workers' actions affect others.

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1: Reading Strategies Part 1

Introduction

Reading strategically requires the following:

- Asking, "Why am I reading this?"
- Looking at layout and formatting
- Interpreting headings, labels, legends, symbols
- Skimming to gain a general understanding
- Scanning to locate details
- Monitoring comprehension

Activity	Notes
1.1: Getting Started	Have participants complete Part 1. Facilitate a discussion using the questions. Have participants complete Part 2.
1.2: Pre-reading Strategies	–
1.3: Text Features and Organization	BEFORE CLASS: Find textbooks or workbooks (one for each pair of participants) that participants can review for text features and organization.
1.4: Skimming	–
1.5: Skimming Practice A	Give participants 15 seconds to read only the first sentence of each paragraph in the letter. Discuss answers to the questions without having participants look at the letter. Source: *workwrite Book 4: Workplace Communications*, p. 166.
1.6: Skimming Practice B	BEFORE CLASS: Find a text that can be used for skimming. IN CLASS: Give participants 30 to 60 seconds (depending on length of text) to skim the text. Have them answer the questions without reviewing the text.

Activity Idea

Provide regular practice with skimming. Have participants skim texts to get an overall idea before discussing or reading the text closely. Use the questions in **1.6: Skimming Practice B** to guide discussions.

2: Reading Strategies Part 2

Introduction

Reading strategically requires the following:

- Asking, "Why am I reading this?"
- Looking at layout and formatting
- Interpreting headings, labels, legends, symbols
- Skimming to gain a general understanding
- Scanning to locate details
- Monitoring comprehension

Activity	Notes
2.1: Scanning	–
2.2: Scanning Practice A	Do the activity together. Give participants 10 to 15 seconds to find the answer to each question. Focus the discussion on *how* participants located each answer. Source: *Work Readiness: Building your future one piece at a time,* pp. 44-45.
2.3: Scanning Practice B	Focus the discussion on *how* participants located each answer. Source: *workwrite Book 4: Workplace Communication,* p. 16.
2.4: Monitoring Comprehension	–
2.5: Review and Reflect	– ✓

Activity Idea

Provide regular practice with scanning. Have participants scan texts for details before discussing or reading the text closely.

✓ Answers

2.5: Review and Reflect

1. d
2. c
3. b
4. a
5. c
6. b

3: Note-Taking

Introduction

Note-taking requires the following:

- Listening or reading for key information
- Using brief phrases and short forms to write key information
- Reviewing notes to clarify and organize

Activity	Notes
3.1: Getting Started	Have participants complete Part 1. Facilitate a discussion using the questions. Have participants complete Part 2.
3.2: Why Take Notes?	–
3.3: Taking Notes at Work	–
3.4: Strategies for Taking Notes	–
3.5: Notes Practice	BEFORE CLASS: • Find an instructional video five to seven minutes long on a topic of interest. • Find a text two to five pages long on a topic of interest.
3.6: Microsoft Word	Participants will need computers with MS Word software. Have participants complete page 1. Facilitate a discussion using the questions. Have participants complete page 2.

4: Tables

Introduction

Interpreting tables requires the following:

- Navigating row and column format
- Interpreting headings and labels
- Scanning to locate details

Activity	Notes
4.1: Getting Started	–
4.2: Table Format	–
4.3: Inspection Form	Source: *workwrite Volume 1 (Books 1-3): Organizing Information, Schedules, Information Forms,* pp. 216-217. ✓
4.4: Workplace Hazards	– ✓
4.5: Completing and Creating Tables	Have participants complete Part 1 and use the data to complete Part 2.

Activity Idea

Have participants find examples of tables in textbooks, workbooks or other learning materials, or in the community (e.g., notice boards, businesses, band office, etc.). Ask participants to present tables to the group and to summarize the information displayed.

Assessment Idea

Have participants complete **Sample Assessment Activity 2.6: Read tables and forms** (*Signposts: Workforce Literacy and Essential Skills Instructional Guidelines*, pp. 65-67).

✓ Answers

4.3: Inspection Form

1. To identify hazards
2. Finishing Area A
3. There was a pool of oil under the left side.
4. A belt was loose on a sander (sanding machine).
5. One day
6. Tighten belt or replace
7. Storage bins stacked improperly – no signage

4.4: Workplace Hazards

1. Anything that poses a risk to workers' safety
2. Chemical, ergonomic, physical, psychosocial, safety
3. Chooses one example from Ergonomic category, i.e., Lifting, pushing, pulling; Lighting; Shiftwork; Sitting, standing; Tools; Workstation set-up
4. Psychosocial

5: Internet Research

Introduction

Conducting internet research requires the following:

- Establishing what you want to know
- Carrying out keyword searches
- Evaluating information sources
- Locating required information

Activity	Notes
5.1: Getting Started	Have participants complete Part 1. Facilitate a discussion using the questions. Have participants complete Part 2.
5.2: Search Techniques	–
5.3: Internet Search	Participants will need computers with internet access. Focus the discussion on how participants found each answer.
5.4: Job Bank	Participants will need computers with internet access. Focus the discussion on how participants found each answer.
5.5: Occupational Research	Participants will need computers with internet access.

Activity Idea

Have participants use online quizzes to explore occupations and personality dimensions. Quizzes can be found using the search term “Canada Job Bank career quizzes.”

6: Calendars, Planners and Schedules

Introduction

Using calendars, planners and schedules requires the following:

- Knowing when to use them
- Understanding how they are organized
- Interpreting headings, labels, legends, symbols
- Scanning to locate details
- Knowing how to enter information

Activity	Notes
6.1: Getting Started	–
6.2: Calendar	–
6.3: Planner	Have participants review page 1. Facilitate a discussion using the questions listed at the bottom of page 1. Have participants answer the questions on page 2. Source: *workwrite Volume 1 (Books 1-3): Organizing Information, Schedules, Information Forms,* pp. 122-123.
6.4: Employee Schedule	Have participants review page 1. Facilitate a discussion using the questions listed at the bottom of page 1. Have participants answer the questions on page 2. Source: *workwrite Volume 1 (Books 1-3): Organizing Information, Schedules, Information Forms,* pp. 132-133.
6.5: MS Word Templates	Participants will need computers with MS Word software.

Activity Ideas

Help participants become familiar with planners by having them compare similarities, differences and potential uses of different daily, weekly and monthly planners. (Many examples are available online.)

Have participants choose a calendar, agenda or planner to use during class and/or at home.

Bring a calendar of events from the community to class to discuss.

6: Calendars, Planners and Schedules

Answers

6.2: Calendar

1. January
2. Jan 2
3. Music with Michelle
4. Thursdays
5. Twice
6. Dance
7. No, only ages 5+

6.3: Planner

1. February 28
2. Seven items
3. Group orientation
4. 10:30 am
5. 3:00 pm
6. Team B
7. 4:30

6.4: Employee Schedule

1. 8:45
2. Monday
3. David Ismail
4. Three shifts
5. Arnold Derlaar and Roula Koutsis
6. 12:00
7. 4.25 hours
8. 12.25 hours

7: Time-Tracking

Introduction

Keeping track of time requires the following:

- Telling time
- Measuring the passage of time
- Converting between minutes, decimals and fractions of an hour
- Recording time

Activity	Notes	
7.1: Getting Started	–	
7.2: Scenario	–	
7.3: Measure Time	–	✓
7.4: Convert Time	–	✓
7.5: Timesheet	–	✓
7.6: Attendance Record	–	✓
7.7: Percentages	–	✓
7.8: Attendance Tracking	–	

Activity Ideas

Have participants identify the applications (apps) they have on their mobile devices that can be used to keep track of time (e.g., timers, stopwatch, alarm clock) and share their experience using them.

Have participants watch videos to review and practise numeracy concepts from this topic. Use the search term "WEM learning on demand numeracy" to access videos and download workbooks from Workplace Education Manitoba's *Learning on Demand – Numeracy*.

Have participants revisit **7.8 Attendance Tracking** periodically to make calculations and discuss patterns and trends.

Assessment Idea

Have participants complete **Sample Assessment Activity 4.4: Prepare Schedules** (*Signposts: Workforce Literacy and Essential Skills Instructional Guidelines*, pp. 126-129).

Answers

7.3: Measure Time

Name	Company	In	Out	Initials
T. Calvin	Dynomax	6:00	7:00	TC
R. Joannie	Hearn Consulting Group	6:15	6:30	RJ
A. Bruneau	TMX Construction	7:35	8:55	AB

7.4: Convert Time

Number of weeks in a year = 52	Number of hours in a day = 24
Number of days in a year = 365	Number of minutes in an hour = 60
Number of days in a week = 7	Number of seconds in a minute = 60

Number of minutes	Fractions of an hour	Decimal equivalent
15	¼	.25
30	½	.5
45	¾	.75

1. 21
2. 168
3. 480
4. 900
5. 3
6. 15

Answers

7.5: Timesheet

Date	Hours Worked	Number of Paid Hours	Notes
Sun. Sept. 15	9-6	8	
Mon. Sept. 16	9:30-6:00	7.5	Started work ½ hour late
Tues. Sept.17	9-6	8	
Wed. Sept.18	9-6:15	8.25	Worked extra ¼ hour at end of day
Sat. Sept.21	9-6	8	
Sun. Sept.22	9-6	8	
Mon. Sept.23	---	8	Sick
Tues. Sept.24	9-6	8	
Wed. Sept.25	9-5:15	7.25	Left work 45 minutes early
Sat. Sept.28	8:30-6	8.5	Started work 30 minutes early
	Total Hours	79.5	

7.6: Attendance Record

1. 15
2. 16
3. Brittany, Ashley, Clinton
4. Feb 6, 12, 19, 26
5. Keenan
6. Participant enters 14 in the # column
7. Grace, Melissa, Sam
8. Ashley
9. Participant enters 12 in the bottom row of the attendance record
10. Feb 19

Answers

7.7: Percentages

1. See entries below.

	Fraction	Decimal	Percentage
a)	$\frac{1}{100}$	.01	1%
b)	$\frac{1}{10}$	.10	10%
c)	$\frac{1}{5}$	.20	20%
d)	$\frac{1}{4}$	.25	25%
e)	$\frac{1}{2}$	.50	50%
f)	$\frac{3}{4}$	.75	75%

2. See entries below.

	Name	Number of classes attended	Fraction	Percentage
a)	Aaron A.	15	15/16	93.75%
b)	Grace K.	16	16/16	100%
c)	Keenan L.	13	13/16	81.25%
d)	Joanne M.	14	14/16	87.5%
e)	Tammy R.	13	13/16	81.25%
f)	Ashley R.	11	11/16	68.75%
g)	Ben S.	12	12/16	75%

8: Lists Part 1

Introduction

Making and using lists requires the following:

- Understanding how lists are organized
- Identifying tasks that need to be done
- Writing clearly and concisely
- Sequencing, prioritizing and scheduling tasks
- Estimating time requirements

Activity	Notes
8.1: Getting Started	Have participants complete Part 1. Facilitate a discussion using the questions listed at the bottom of Part 1. Have participants complete Part 2.
8.2: To-do List A	Source: *workwrite Volume 1 (Books 1-3): Organizing Information, Schedules, Information Forms,* p. 66.
8.3: To-do List B	Source: *workwrite Volume 1 (Books 1-3): Organizing Information, Schedules, Information Forms,* p. 68.
8.4: To-do List C	Source: *workwrite Volume 1 (Books 1-3): Organizing Information, Schedules, Information Forms,* p. 70.
8.5: Scenario	_
8.6: Checklist	Have participants review page 1. Facilitate a discussion using the questions listed at the bottom of page 1. Have participants answer the questions on page 2. ✓

Activity Idea

Find examples online of other lists. Have participants compare lists for similarities and differences.

✓ Answers

8.6: Checklist

1. Eight
2. Turn off the lights
3. Write their initials in the space provided
4. Inside of microwave, tabletops
5. Dishes, cups
6. Four
7. Monday
8. Ensure chairs are returned to tables

9: Lists Part 2

Introduction

Making and using lists requires the following:

- Understanding how lists are organized
- Identifying tasks that need to be done
- Writing clearly and concisely
- Sequencing, prioritizing and scheduling tasks
- Estimating time requirements

Activity	Notes
9.1: Sequencing	–
9.2: Estimating Time	–
9.3: Scenario	–
9.4: Scheduling	–
9.5: Using Technology	Participants will need smartphones

Activity Idea

Have participants review Excel templates to identify those that can be used to make lists. Ask them to choose one template and use it to create a list. Have them present their lists to the class.

10: Notes and Voicemail Messages

Introduction

Writing notes and leaving voicemail messages requires the following:

- Understanding how to organize messages
- Communicating required information clearly
- Using appropriate tone

Activity	Notes
10.1: Getting Started	–
10.2: Effective Notes	–
10.3: Write Notes	–
10.4: Voicemail Messages	Complete Part 1 together. Facilitate a discussion using the questions. Have participants complete Part 2. ✓
10.5: Practice Activity	–

Activity Idea

Discuss appropriate uses of text messaging at work.

Assessment Idea

Have participants complete **Sample Assessment Activity 3.1: Write notes** (*Signposts: Workforce Literacy and Essential Skills Instructional Guidelines*, pp. 88-89). The assessment activity can be administered one-on-one or to a group.

✓ Answers

10.4: Voicemail Messages

Part 2

1. See entries below.

3 I'm calling you to discuss the possibility of a follow-up training at your location.
5 I can be reached at 474-555-8100 between 8:00 and 4:30.
7 Thanks - I look forward to speaking with you.
2 We met last week at the training session.
6 I will be out of the office on Wednesday, but around otherwise.
1 Hi Judy, it's Sarah Petit.
4 Could you please call me back to discuss?

11: Email

Introduction

Writing email requires the following:

- Using email software
- Choosing language and tone appropriate to the audience
- Using clear subject lines
- Including introductory and closing statements
- Presenting requests, information and explanations in a clear and organized manner

Activity	Notes
11.1: Getting Started	–
11.2: Email A	–
11.3: Effective Email	–
11.4: Email Response	–
11.5: Communication Methods	Have participants complete Part 1. Facilitate a discussion. Have participants complete Part 2.
11.6: Email Accounts	Participants will need computers with internet access. Participants may want to watch an instructional video; use search terms "create Gmail / Outlook email account" and select "video" results.
11.7: Sending Email	Participants will need computers with internet access and an email account.
11.8: Email B	Participants will need computers with access to email. Have participants read the email and complete Part 1. Facilitate a discussion using the questions. Have participants complete Part 2.

Activity Idea

Choose one or more of the scenarios from **11.5: Communication Methods**. Have participants use the steps and checklist in **11.3 Effective Email** to practise writing email messages in response to the situations.

Assessment Idea

Have participants complete **Sample Assessment Activity 3.3: Write emails** (*Signposts: Workforce Literacy and Essential Skills Instructional Guidelines*, pp. 95-96).

12: Direction and Feedback

Introduction

Receiving direction and feedback requires the following:

- Being familiar with how and when direction and feedback is given at work
- Listening to identify expectations
- Asking for clarification when appropriate
- Showing accountability

Activity	Notes
12.1: Getting Started	Have participants complete Part 1. Facilitate a discussion using the questions. Have participants complete Part 2.
12.2: Scenario	–
12.3: Feedback	Have participants compare the two examples of feedback in Part 1. Facilitate a discussion using the questions. Have participants complete Part 2. Facilitate a discussion using the questions. Have participants complete Part 3.
12.4: Accountability	–
12.5: Role Play	–

13: Meetings Part 1

Introduction

Attending meetings requires the following:

- Being familiar with types of meetings
- Understanding meeting structure
- Reading meeting notices
- Reading meeting agendas
- Reading meeting minutes

Activity	Notes
13.1: Getting Started	Facilitate a discussion using the questions in Part 1. Have participants complete Part 2.
13.2: Meetings at Work	–
13.3: Meeting Notice	–
13.4: Meeting Agenda	Source: *workwrite Book 4: Workplace Communications,* pp. 86-87.
13.5: Class Meeting Agenda	Participants will need computers. In this activity, participants create an agenda for a meeting that can take place during **Topic 14: Meetings Part 2**.

Activity Idea

Go online to find notices and agendas for community meetings. Have participants compare to identify similarities and differences.

✓ Answers

13.2: Meetings at Work

1. Check-in meeting
2. To present priorities for the day and share important information
3. Every day
4. Listens to learn what to expect that day, sometimes asks questions to clarify things that relate to her work
5. Health and safety committee
6. He isn't required. Workers can volunteer to join the committee.
7. Passed around the meeting agenda
8. Answers vary.

13.4: Meeting Agenda

1. Health and Safety Committee
2. 5:30 pm
3. Staff Training Room 2
4. Six
5. 10 minutes
6. Warehouse signs
7. Stanley
8. New Business
9. 7:00 pm

14: Meetings Part 2

Introduction

Attending meetings requires the following:

- Being familiar with types of meetings
- Understanding meeting structure
- Reading meeting notices
- Reading meeting agendas
- Reading meeting minutes

Activity	Notes
14.1: Types of Meetings	–
14.2: Committee Meeting	–
14.3: Participate in Meetings	–
14.4: Meeting Minutes A	Source: *workwrite Book 4: Workplace Communications,* p. 91.
14.5: Meeting Minutes B	Source: *workwrite Book 4: Workplace Communications,* pp. 98-100.
14.6: Class meeting	Participants will need access to computers.

Activity Idea

Have participants write a notice related to **14.5: Meeting Minutes B, #6 New Business**.

Answers

14.1: Types of Meetings

1. f
2. d
3. e
4. a
5. c
6. g
7. b
8. Answers vary.
9. Answers vary.

14.5: Meeting Minutes B

1. Six
2. 1.5 hours
3. a. Joanne completed costing of safety glasses through three distributors.
   b. A pricing sheet showing each distributor, the products they carry and their prices
   C. Joanne will speak with a sales rep at EyeWear International about a volume discount and purchasing.
4. Answer includes three of the following:

- All health and safety concerns that were raised
- Any action taken to address health and safety concerns
- Detailed report of any accidents
- How the health and safety committee addressed concerns

15: Earnings

Introduction

Calculating earnings requires the following:

- Identifying pay rates
- Making calculations
- Reading pay stubs
- Understanding deductions

Activity	Notes
15.1: Getting Started	–
15.2: Comparing Wages	– ✓
15.3: Overtime	Have participants read the policy and complete Part 1. Facilitate a discussion using the questions. Have participants complete Part 2. ✓
15.4: Pay Stub	– ✓
15.5: Promotion	– ✓

Activity Idea

Have participants search for three jobs using the Government of Canada Job Bank. Have them compare the wages of the three jobs by making calculations such as those found in **15.2: Comparing Wages**.

✓ Answers

15.2: Comparing Wages

1. Job A
2. Job C
3. Answers vary.
4. See entries below.

	Hourly Wage	Hours per week	Earnings per week (before deductions)	Earnings per year (based on 52 weeks, before deductions)
A	$25.90	24	$621.60	$32,323.20
B	$21.75	35	$761.25	$39,585.00
C	$18.00	37.5	$675.00	$35,100.00

Answers

15.3: Overtime

Part 2

1. Get the manager's approval
2. One hour
3. a. Four hours
   b Three hours
   c. 8.5 hours
4. a. $27.00/hour
   b. $900.00
   c. $30.75
   d. $963.50

15.4: Pay Stub

1. Tamarack Inc.
2. Feb 21
3. $1104.00
4. a. Year to Date
   b. Employment Insurance
   c. Canada Pension Plan
5. $61.84
6. $1231.20
7. $24.00/hour
8. $36.00/hour

15.5: Promotion

1. $1600
2. $49,400

16: Cost Comparisons

Introduction

Comparing costs requires the following:

- Comparing prices
- Calculating differences
- Calculating unit costs

Activity	Notes
16.1: Getting Started	–
16.2: Comparing Products	Source: *workwrite Book 7: Numeracy,* p. 43. ✓
16.3: Comparing Services	Participants will need computers with internet access. Have participants complete Part 1. Facilitate a discussion using the questions. Have participants complete Part 2.
16.4: Unit Prices	– ✓
16.5: Ways to Borrow	–

Activity Idea

Have participants conduct research to compare the cost of leasing or financing a new vehicle. Encourage participants to use online calculators on bank and vehicle dealership websites to compare the options. Have them present their findings to the class.

✓ Answers

16.2: Comparing Products

1. Bandwidth
2. 17.9 pounds (lbs)
3. 1.5 horsepower (HP)
4. Answers vary.

16.4: Unit Prices

1. $3.49
2. $2.65
3. .84
4. $2.82
5. a. .60
   b. .35
   c. .28
6. Package C
7. Package A
8. The bigger the package, the less each cloth costs.

17: Cost Calculations

Introduction

Calculating costs requires the following:

- Multiplying quantities and costs
- Calculating subtotals and totals
- Calculating taxes
- Calculating discounts

Activity	Notes
17.1: Getting Started	–
17.2: Order Form A	Have participants review page 1. Facilitate a discussion using the questions. Have participants answer the questions on page 2. Source: *workwrite Volume 1 (Books 1-3): Organizing Information, Schedules, Information Forms,* pp. 276-277.
17.3: Order Form B	Have participants review page 1. Facilitate a discussion using the questions. Have participants answer the questions on page 2. Source: *workwrite Volume 1 (Books 1-3): Organizing Information, Schedules, Information Forms,* pp. 278-279.
17.4: Invoices	Have participants review page 1. Facilitate a discussion using the questions. Have participants answer the questions on page 2. Source: *workwrite Book 7: Numeracy,* pp. 114, 76.
17.5: Discounts and Taxes	–
17.6: Restaurant Bill	Have participants review page 1. Facilitate a discussion using the questions. Have participants follow the instructions on page 2. Source: *workwrite Book 7: Numeracy,* p. 103.

Activity Idea

Have participants conduct research to find the terms, conditions and fees for a pay-day loans company. Have them make calculations to work out how much they will pay for $100, $250 and $800 loans.

17: Cost Calculations

Assessment Idea

Have participants complete **Sample Assessment Activity 4.3: Quantities and costs** (*Signposts: Workforce Literacy and Essential Skills Instructional Guidelines*, pp. 122-124).

Answers

17.2: Order Form A

1. Regular
2. $28.00
3. Fruit tray
4. December 13 (12/13)
5. 138 Maytree Ave, side door
6. Alex Walcyk
7. Order to be delivered
8. See entries below.

DESCRIPTION	SIZE	PRICE (incl. tax)	COST
FRUIT TRAY	☐ X-Large ☑ Large ☐ Regular	$44.00 $36.00 $30.00	$36.00
VEG TRAY	☐ X-Large ☐ Large ☑ Regular	$42.00 $34.00 $28.00	$28.00
MEAT PLATTER	☐ X-Large ☐ Large ☐ Regular	$40.00 $34.00 $28.00	
MEAT AND CHEESE	☐ X-Large ☐ Large ☑ Regular	$40.00 $34.00 $28.00	$28.00
CHEESE AND CRACKERS	☐ X-Large ☐ Large ☐ Regular	$40.00 $34.00 $26.00	
ALL CHEESE PLATTER	☐ Large ☑ Regular	$44.00 $34.00	$34.00
		Subtotal	$126.00
		Delivery	**$ 8.00**
		Total	$134.00

Answers

17.3: Order Form B

1. Paper clips
2. $269.90
3. Eight
4. 112
5. 027-01
6. See entries below.

Page #	Item #	Description	QTY	Unit Price	Total
48	027-01	BOX LG. PAPER CLIPS	5	.80	4.00
112	022-99	WRITING PADS – 8-1/2 X 11"	10	1.99	19.90
141	961-03	FILE CABINET	1	269.90	269.90
46	028-60	BOX PENCILS - MEDIUM	8	4.65	37.20
				Delivery	5.00
				Subtotal	$336.00

7. Answers vary.

17.4: Invoices

1. $484.59
2. Three packages
3. $21.67
4. Seven packages
5. $56.86
6. $74.00
7. $30.00

Answers

17.5: Discounts and Taxes

1. See entries below.

	Percentage	Decimal		Percentage	Decimal
a)	10%	.10	f)	4%	.04
b)	20%	.20	g)	8%	.08
c)	40%	.40	h)	25%	.25
d)	80%	.80	i)	42%	.42
e)	100%	1	j)	92%	.92

2. See entries below.

	Item	Cost	Discount	Amount of discount	Sale price
a)	Desk	$218	10%	21.80	$196.20
b)	Chair	$159	25%	39.75	$119.25
c)	File cabinet	$369	5%	18.45	$350.55
d)	Bookshelf	$112	40%	44.80	$67.20

3. See entries below.

	Item	Cost	Tax Rate	Taxes	Total including taxes
a)	Box of paper	$64	10%	6.40	$70.40
b)	Printer ink	$55	8%	4.40	$59.40
c)	Set of notebooks	$29	14%	4.06	$33.06
d)	Binder clips	$6.20	15%	.93	$7.13

18: Expenses

Introduction

Managing expenses requires the following:

- Categorizing expenses
- Completing forms
- Subtotaling and totaling expenses
- Examining patterns and trends

Activity	Notes
18.1: Getting Started	–
18.2: Household Expenses	Source: Statistics Canada table 11-10-0222-01: https://tinyurl.com/yxea3gk7
18.3: Expense Summary	Participants will need to refer to **17.4: Invoices** to complete this activity. Source: *Source: workwrite Book 7: Numeracy,* p. 18.
18.4: Benefits Claim Form	Source: *workwrite (Books 1-3): Organizing Information, Schedules, Information Forms,* pp. 266-267.
18.5: Expense Forms	–
18.6: MS Excel	Participants will need access to computers.
18.7: Tracking Expenses in Excel	Participants will need access to computers.

Activity Idea

Have participants conduct internet research to find free money management applications (apps). Have them record what each app does, as well as strengths and limitations, to share with the class.

Answers

18.3: Expense Summary

1. See entries below.

Expense Categories	Total cost	Budgeted cost
antiseptic spray	$188.00	$200
disinfecting hand wash	$332.31	$350
large bandages	$275.00	$250
medium bandages	$195.03	$200
skin care lotion	$221.78	$200
small bandages	$272.00	$250

2. Large bandages, lotion, small bandages
3. Yes, overall the department spent more than budgeted.

18.4: Benefits Claim Form

1. See entries below.

Details of Claim	Prescription Drug Expenses	$ 76.80
	Practitioner / Paramedical Expenses	$
	Vision Expenses	$ 222.00
	Other	$
	TOTAL CLAIM	$ 298.80

19: Forms

Introduction

Completing forms requires the following:

- Identifying audience and purpose
- Recognizing organizing features
- Interpreting headings, labels, legends and abbreviations to identify where and how information should be entered
- Entering information

Activity	Notes
19.1: Getting Started	–
19.2: Scenario	–
19.3: Employee Information Form A	Source: *workwrite Volume 1 (Books 1 - 3): Organizing Information, Schedules, Information Forms,* pp. 210-211.
19.4: Strategies for Interpreting Forms	Source: *Workforce Participation Workbook 2,* p. 23.
19.5: Employee Information Form B	–
19.6: Hazard Report Form	Source: *workwrite Volume 1 (Books 1-3): Organizing Information, Schedules, Information Forms,* pp. 194-195.
19.7: Safety Inspection Form	–
19.8: Example Forms	BEFORE CLASS: Find three examples of forms.

Activity Idea

Have participants bring in examples of forms. Have them share with the class and discuss organization, information requested, etc.

Assessment Idea

Have participants complete **Sample Assessment Activity 2.5: Complete forms** (*Signposts: Workforce Literacy and Essential Skills Instructional Guidelines*, pp. 61 - 62).

Answers

19.3: Employee Information Form A

1. Bochmann
2. Ottawa
3. 613-555-0909
4. Neil O'Connor
5. Spouse
6. February 16, 20__
7. Human Resources department

19.6: Hazard Report Form

1. The employee
2. The supervisor
3. a. Line supervisor
   b. Safety committee representative
4. January 3, 20__
5. January 5, 20__
6. Jim Linahan
7. Cutting machine, plant #1

20: Instructions and Procedures

Introduction

Reading instructions and procedures requires the following:

- Scanning to locate details
- Identifying steps to follow
- Identifying actions required at each step

Activity	Notes	
20.1: Getting Started	–	
20.2: Instructions	–	✓
20.3: Procedures	–	✓
20.4: Health and Safety Notice	–	

Assessment Idea

Use **Sample Assessment Activity 1.3: Read Instructions** (*Signposts: Workforce Literacy and Essential Skills Instructional Guidelines*, pp. 12-14).

✓ Answers

20.2: Instructions

1. 1) Tighten cap. 2) Turn nozzle to ON position. 3) Spray area. 4) Wipe with clean cloth.
2. Three
3. #4 Do not mix with bleach or other cleaning products.

20.3: Procedure

1. Five steps
2. Recognize the customer's anger
3. "I'm sorry that happened to you..." or "I agree that this can be frustrating..."
4. Open-ended questions
5. A. Find out what the customer wants.
   B. Share information with the customer.
   C. Suggest alternatives, if necessary.
   D. Agree on a solution.

21: Policies

Introduction

Interpreting policies requires the following:

- Identifying situations in which policies should be consulted
- Deciding whether skimming, scanning or reading is required
- Using tables of contents to locate relevant sections
- Locating information
- Integrating information
- Drawing conclusions

Activity	Notes
21.1: Getting Started	Facilitate a discussion using the questions listed in Part 1. Have participants complete Part 2. Source: *workwrite Book 5: Policies & Procedures,* pp. 2, 4.
21.2: Health and Safety Policy	–
21.3: Employee Handbook	– ✓
21.4: Employee Orientation	–
21.5: Absences and Late Arrivals Policy	Source: *workwrite Book 5: Policies & Procedures,* pp. 99-100. ✓

Assessment Idea

Use **Sample Assessment Activity 1.8: Read manuals** (*Signposts: Workforce Literacy and Essential Skills Instructional Guidelines*, pp. 34-36).

✓ Answers

21.3: Employee Handbook

1. Our Company, Policies & Procedures, Training
2. Our Company
3. Page 15
4. Drug and Alcohol, Disciplinary Action
5. Attendance, Vacation and Time Off Policy
6. Employee Orientation Procedure
7. Emergency Evacuation Procedure
8. Performance Evaluation and Promotion Policy

21.5: Absences and Late Arrivals Policy

1. Participant highlights or underlines the first sentence, i.e., "Employees should notify their manager of any absence or late arrival prior to the beginning of the workday."
2. Answers vary.
3. For absences due to illness that last longer than three days

22: Graphs Part 1

Introduction

Interpreting graphs requires the following:

- Recognizing types of graphs
- Identifying purpose of data display
- Interpreting organizational features (e.g., titles, labels and legends)
- Locating data
- Identifying patterns and trends

Activity	Notes
22.1: Getting started	–
22.2: Bar Graphs	Source: *workwrite Book 6: Charts & Graphs,* pp. 3-4
22.3: Bar Graphs Practice A	Source: *The Manitoba Workplace Injury and Illness Statistics Report: 2010-2019,* p. 4.
22.4: Bar Graphs Practice B	Source: *The Manitoba Workplace Injury and Illness Statistics Report: 2010-2019,* p. 16.
22.5: Creating Bar Graphs	Participants will need computers with MS Excel software.

Activity Idea

Have participants conduct Internet research to find current data on time loss injury rates and create a bar graph with the data.

Answers

22.2: Bar Graphs

1. Customer Support
2. a) Months
   b) Number of minutes
3. That the bars represent customer contact in minutes
4. No additional information

22.3: Bar Graphs Practice A

1. 2.9 injuries per 100 FTEs
2. 2019
3. 2010, 2012
4. 2013
5. Rates are decreasing.

23: Graphs Part 2

Introduction

Interpreting graphs requires the following:

- Recognizing types of graphs
- Identifying purpose of data display
- Interpreting organizational features (e.g., titles, labels and legends)
- Locating data
- Identifying patterns and trends

Activity	Notes
23.1: Circle Graphs	Source: *workwrite Book 6: Graphs & Charts,* pp. 17-18.
23.2: Circle Graphs Practice A	Source: *workwrite Book 6: Graphs & Charts,* pp. 22-23. ✓
23.3: Circle Graphs Practice B	Source: *The Manitoba Workplace Injury Statistics Report: 2010-2019,* p. 20. ✓
23.4: Creating Circle Graphs	Participants will need computers with MS Excel software.

Activity Idea

Have participants find examples of circle graphs in online or print publications and practise interpreting them.

✓ Answers

23.2: Circle Graphs Practice A

1. Dolmin Steel Products: Total Reported Injuries
2. Leg, arm, wrist, neck, back, other
3. 28
4. 15%
5. Leg
6. 144
7. Neck and wrist

23.3: Circle Graphs Practice B

1. 273
2. 6%
3. Mesothelioma
4. 122
5. Answers vary.

24: Graphs Part 3

Introduction

Interpreting graphs requires the following:

- Recognizing types of graphs
- Identifying purpose of data display
- Interpreting organizational features (e.g., titles, labels and legends)
- Locating data
- Identifying patterns and trends

Activity	Notes
24.1: Line Graphs	Source: *workwrite Book 6: Graphs & Charts,* pp. 31-33.
24.2: Line Graph Practice	Source: *workwrite Book 6: Graphs & Charts,* pp. 34-35. ✓
24.3: Creating Line Graphs	Participants will need computers with MS Excel software.
24.4: Presentation	Participants will need computers with MS Excel software.

Assessment Idea

Use **Sample Assessment Activity 2.7: Read graphs** (*Signposts: Workforce Literacy and Essential Skills Instructional Guidelines*, pp. 70-71).

✓ Answers

24.2: Line Graphs Practice

1. April, October
2. August
3. February to April
4. 1,100
5. Answers vary, e.g., to determine staffing requirements, to identify when to increase production

Sources

Grateful acknowledgment is made for use of the following material.

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