

Sample tasks and learning activities related to
Work using digital technology



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This resource was prepared by Anne-Marie Kaskens.



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Introduction to

Work using digital technology

Increasingly, digital literacy is required to participate in the workforce, often even for entry level positions. It can be required to explore career options, to search for and apply for work, and once employed, to perform work-related tasks. For example:

Search for work

- ☑ Access job listing websites to identify suitable job openings and job search resources
- ☑ Access and complete job applications online
- ☑ Create a resume, cover letter, business card using word processing software tools
- ☑ Create a promotional flyer or a business card using word processing software tools
 - Email a resume/cover letter
 - Communicate with potential employers online

Perform workplace tasks

- ☑ Enter data into a digital device (e.g., computer, cell phone, GPS, calculator, cash register)
- ☑ Participate in an online conference call or meeting
- ☑ Conduct an Internet search to locate directions
 - Log onto a user account
 - Organize digital files into folders
 - Communicate by email
 - Use an employer Intranet site to access pay stubs, work schedule, internal job opportunities, workplace documents
 - Conduct Internet searches to locate contact information of a person or business
 - Use cell phones to text, send instant messages, and find directions
 - Use cash registers and payment machines to handle cash, credit or debit payments
 - Use cloud storage to upload, download, share and collaborate on documents
 - Use wikis and social media to share and collaborate with colleagues
 - Use application software, such as word processing, spreadsheet or database software to perform work-related tasks
 - Create reports using a variety of formatting options, such as inserting a table, graph or contents list
 - Sort and filter search results to efficiently locate online information

Explore career options

- ☑ Research Canadian occupations using online tools (e.g., Ontario Skills Passport, NOC, Working in Canada tool, Job Futures, and the Essential Skills Profiles)



Checkboxes indicate that sample tasks and activities are provided in this resource.

Task W1 Enter data into a digital device (level 1)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify possible reasons and benefits for being able to quickly enter data into a device (e.g., to text on a cell phone, to email a message at work, to enter numbers on a cash register or calculator, to enter search terms in an Internet browser search bar).
- Express a personal need for learning how to enter text or data quicker.
- Determine personal learning goals and present abilities.

To acquire skills to use the technology

- Use online tutorials to learn specific data entry skills, such as mouse skills, keyboarding skills, or touch pad skills.
- Mouse skills: Identify main mouse (or touch pad) functions and actions, and use a mouse (or touch pad) to move, select, activate a drop down menu, point, drag and drop.
- Keyboarding skills: Identify the standard arrangement of letters (QWERTY) on a keyboard and use a visual and tactile memory of this arrangement to efficiently enter text.

Numeric keypad

- Identify the increased efficiency of using the numeric keypad (as opposed to the top row of a standard keyboard) when performing numeric data entry tasks.
- Enable/disable the numeric keypad function of a keyboard.
- Identify the standard arrangement of numbers on a 10-key numeric keypad or electronic device and use your visual and tactile memory of this arrangement to efficiently enter numbers.
- Enter required information into data entry fields on various forms.

Teaching tips:

- Use touch-typing software applications and have learner practice keyboarding, mouse, touchpad or numeric keypad skills.
- Make use of websites that offer form-filling or data entry practice.
- To practice mouse skills, have learners play electronic games (e.g., solitaire) on a computer, cell phone or tablet.

Possible resources:

- A free downloadable simple-to-use typing tutor (includes numeric keypad lessons), such as: <http://www.nchsoftware.com/typingtutor/>
- 10-key numeric keypad practice and self-paced tutorial: <http://www.typeonline.co.uk> > Number pad.
- Mouse practice: <http://www.pbclibrary.org/mousing/intro.htm>

To acquire confidence using the technology

- Practice entering data on a daily basis (in or outside of class) for meaningful and relevant purposes, such as playing an e-game, finding directions, logging onto a website, completing a digital form, typing text messages.

Possible assessment tasks:

- Have the learner complete an online timed test of keyboarding, mouse or numeric keypad skills, and compare the learner's test results to their personal learning goal.
- Have learner perform a data entry task or mousing related to a personal goal, such as to type and send a text message quickly or to log into a user account in under five seconds, or complete a game of computer solitaire.

Practitioner Notes

*For sample learning activities to support **task W1** (Enter data into an electronic device)*

These activity pages, aimed at level 1 learners, support learners in accessing and using online applications that can help them develop mouse and keyboarding ability and speed.

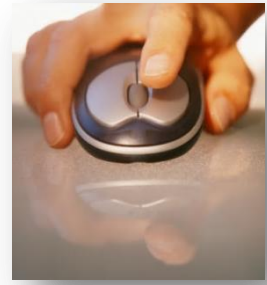
The activities provide short, simple, step-by-step instructions to access websites that offer online practice tutorials in mouse and keyboarding skills. Where applicable, they also provide an outline of the activities offered on each website. This can help learners and practitioners navigate the website and plan for learning. Several websites are featured so that learners can choose to use the one that they like best. Practitioners can select one website at a time to introduce to learners.

The particular websites and navigation instructions may change over time. There may also be other websites that are easier to use than the ones featured in these activities. Practitioners or higher level learners can create their own activity sheets based on the features of these ones.

Note: In the Learn to touch type activity, website 3 requires that users log into the website. This will require that the learner creates a free account. This is a task in itself, requiring support and instruction. For this particular website, there is a lot of distracting information and advertisements. For this reason, practitioners should assist and guide learners in creating their account.

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 1
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) B. Communicate Ideas and Information, task group 2 (Write continuous text) and 3 (Complete and create documents) E. Manage Learning

**Practice website 1**

Step 1 Go to  <http://www.bbc.co.uk/webwise/courses/>

Step 2 click on **Computer Basics**

Step 3 click on **The Mouse**

- Activity 1: Mouse basics
- Activity 2: Moving
- Activity 3: Pointing
- Activity 4: Cursors
- Activity 5: Clicking
- Activity 6: Drag and drop
- Activity 7: Double clicking

Practice website 2

Step 1 Go to  <http://www.seniornet.org/howto/mouseexercises/mousepractice.html>

- Activity 1: Placing the mouse
- Activity 2: Clicking the mouse
- Activity 3: Drag and drop
- Activity 4: Drawing with the mouse

Practice website 3

Step 1 Go to  <http://www.pbclibrary.org/mousing/intro.htm>

Step 2 Follow the prompts

**Practice website 1**

Step 1 go to <http://www.bbc.co.uk/webwise/courses/>

Step 2 click on **Computer Basics**

Step 3 The keyboard

Activity 1: Keyboard basics

Activity 2: Caps and shift

Activity 3: Symbols

Activity 4: Backspace, return and arrow keys

Activity 5: Space bar and tab

Practice website 3

Step 1 go to <http://www.typingweb.com>

Step 2 click on **Start typing**

Step 3 click on **Beginner course**

Practice website 2

Step 1 go to <http://alison.com/>

Step 2 In the search bar, touch typing

Step 3 Find and click on the course titled **Touch Typing Training**.

Step 4 Touch Typing Training Activities

Basic Techniques

Left Index Finger

Right Index Finger

Left Middle Finger

Right Middle Finger

Easy to type Words

Left Ring Finger

Right Ring Finger

Left Little Finger

Right Little Finger

Hard to type Words

Common Words

Capital Letters

Capitalized Words

Numbers

You will need to create a free account and log onto this website. Your teacher can help you.



Practice website

Step 1 go to <http://www.typeonline.co.uk>

Step 2 click on **Number Pad lessons**

Step 3 Select **Exercise 1** from the drop-down menu. Then click on **Start**

Lesson 1: the row (8 exercises)

Lesson 2: the row (8 exercises)

Lesson 3: the row (8 exercises)

Lesson 4: the row (8 exercises)

Copy practice

Speed test

My goal:

The website or software I am using:

Date	speed
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity

There are many websites with touch typing tutorials. You can use the checklists below to keep track of your learning and evaluate the websites.

Do you know how to:		comments
Go to the home page	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Go back to the last webpage	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Go back to the course listings	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Repeat an activity	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Pause, play and stop (for video or sound)	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

Evaluate the website		comments
Is the website easy to use?	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Are the learning activities too hard?	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Are the learning activities too easy?	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Are the learning activities interesting?	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Are there enough learning activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Do you want to use this website?	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

My goal:

The website or software I am using: _____

Date	I practised:	mastered	need more practice
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Task W2 Use a job listing website to identify job openings (L1)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify and explain the benefits of searching and applying for work online.
- Express a personal need and desire to search for work online.
- Determine personal learning goals for using technology in a job search.

To acquire skills to use the technology

- Follow a set procedure (e.g., a hyperlinked URL to the website) to access a job listing website.
- Identify the key elements and navigational features of the home page.
- Identify how to navigate from the home page to access current job listings for a specific city.
- Identify key elements, terms and structure of a job posting (e.g., job title, pay, job location, how to apply).
- Copy relevant information on a template form for personal use.
- Use basic navigational buttons (e.g., back key) to move from a job posting, back to job listings.
- Print a job posting for personal use.

Teaching tips:

- Use a job listing website with a standard format for job listings (i.e., they all look the same), such as <http://www.jobbank.gc.ca>.
- Ensure there is a one-step procedure to access the website (e.g., from a hyperlink), and prepare clear step-by-step, 1-line instructions to navigate to current job listings for an area.
- Build familiarity with the homepage, webpages, and job listing structure by printing screen captures; develop learning activities to help learners develop reading and scanning skills.

Possible resources:

- AlphaRoute's online learning module about Service Canada's job-listing website at: <http://199.71.28.160/Home.html> > Explore the Internet > Cyber Search > Job Bank.
- Screen-capture print-outs of relevant web pages (with learning activities).
- Templates of forms for copying key information from job listings.
- *Workbook 4: Essential Skills to Search for Jobs* (2011, 57 pp). This workbook was developed for LBS learners in Ontario, and can be accessed free on the NALD website (www.nald.ca).

To acquire confidence using the technology

- Access and locate current job listings with support in class.

Possible assessment tasks:

- From one job listing website, print two current job postings relevant to your job search (e.g., located in your city/town, appropriate for your skills and education).
- Access two job postings on a job listing website that are relevant to your job search and copy the contact information and application instructions from each position on a form for your own use.

Practitioner Notes

*For sample learning activities to support **task W2** (Use a job listing website to identify suitable job openings)*

These activities can familiarize learners with the basic navigation methods, features and uses of a job-listing website, such as Service Canada’s Job Bank.

The activity pages are aimed at level 1 learners, and demonstrate how webpages and navigation processes can be introduced to low level learners by providing a simple set procedure, limiting task demands, introducing content incrementally and over a long period of time, highlighting learning strategies, providing a great deal of classroom practice and ensuring that learners master each learning outcome before progressing to the next one.

Note: The instructions on these activities refer to the navigational processes and makeup of specific webpages at the time this resource was developed. Check the webpages to verify that the screen shots and activity processes are up-to-date; adapt the activity and update the screen shots, if needed.

Learners with greater proficiency with digital technology can:

- Work through the activities quicker, and with less support and guidance
- Create a free account on the website, and explore other features of the website
- Use word processing software (such as MS Word) to create a table to record details about jobs of interest, application procedures and follow up details; save the file to a thumb drive or a cloud storage system (e.g., Dropbox)
- Use a screen capture application to capture and print webpages, then use the images to create step-by-step navigation instructions on how to access a job, for sharing with others
- Use details provided in the job posting to prepare for employment search (e.g., research the employer, use the skill requirements in the job ad to tweak a resume or cover letter)

Connection to OALCF

Goal path/s:	Employment, Apprenticeship
Targeted competency:	D. Use Digital Technology, level 1
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) E. Manage Learning

Answers (to select questions):

Activity A: 2. <http://www.jobbank.gc.ca>

Activity B: 3. > 6. All jobs Last seven days last 48 hours

Activity C: 1. Scroll arrow = Appears on ...; Scroll box = Shows where you ...; Scroll bar = A bar located...; Window = An enclosed ...; Scroll = The act of ...

Activity A

Look at the screen capture of Service Canada's Job Bank home page (below).

Answer the questions.

1. On the home page pictured below, circle the title of the website and the URL.
2. Copy the URL on the line below. Circle the two letters in the URL that tell us that it is a Government of Canada website.
3. Scan the home page pictured below. Find and circle the phrase **Job Search**. It appears twice. Circle the word **Home**. It appears twice.
4. Think about how you can quickly find the phrase **Job Search** on the home page below. Describe your strategy.



Activity B

Follow the steps below. Then answer the questions.

Step 1: Go to <http://www.jobbank.gc.ca>

Step 2: Click on **Job Search**

1. Describe the webpage. Find the underlined word Home. Click on it. What happens?

2. On the home page, find and click on **Job Search**.

3. Find and copy the symbol to the right of the underlined word Home.

Home _____ Where do you live?

4. What do you think the symbol means?

5. Scan the webpage to find the name of your province. Describe where it is on the webpage.

6. Click on **Ontario** (or your province). On the webpage, find the word **Date**.
Look at the words below the word **Date**. Copy the words on the lines below.

All Jobs _____ _____

7. Describe what you think each of the phrases means.

All jobs: this means that I want to see all the job postings

Activity C

Follow the steps below. Then answer the questions.

Step 1: Go to <http://www.jobbank.gc.ca>

Step 2: Click on **Job Search**

Step 3: Click on **Ontario**

Step 4: Click on **Last 48 Hours**

1. Draw a line to match each word to its meaning.

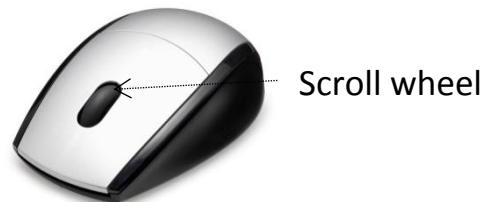
Ontario

All of Province/Territory	▲	←	Scroll arrow
Barrie and Area	=	←	Scroll box
Brantford and Area	▬	←	Scroll bar
Collingwood and Area		←	Window
Cornwall and Area			
Hamilton and Area	▼		

Scroll arrow	A bar located on the right side (or the bottom) of a window. It allows you to move information in the window up or down.
Scroll box	The act of moving a information on a screen up or down to see more of the information.
Scroll bar	Appears on the top and the bottom of the scroll bar. Allows you to move up or down one line at a time by clicking on it.
Window	Shows you where you are in the list. You can also click on it and drag it to move up or down the list.
Scroll	An enclosed rectangular area on a screen.

2. There are many ways to scroll; try them!

- Use the scroll arrow
- Use the scroll box
- Use the scroll wheel on your mouse



Activity D

Follow the steps below. Then answer the questions.

Step 1: Go to <http://www.jobbank.gc.ca>

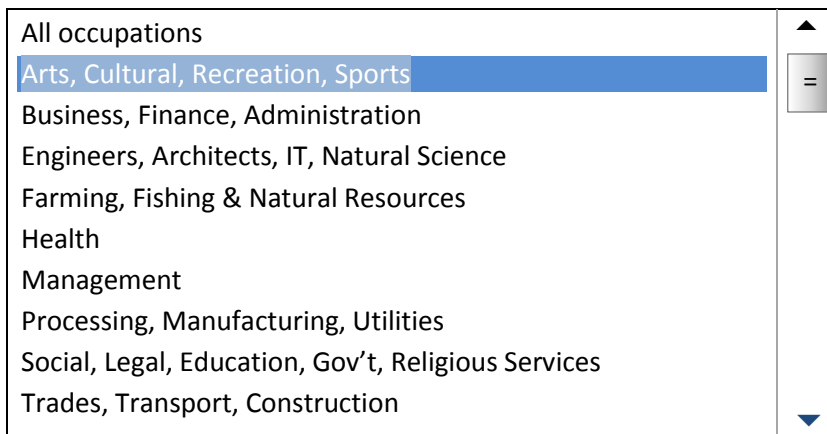
Step 2: Click on **Job Search**

Step 3: Click on **Ontario**

Step 4: Click on ☉**Last 48 Hours**

1. Find the word **Location**. In total, how many cities are listed in the window? Use the bottom scroll arrow to see more of the list. _____
 2. Which two cities are listed *immediately before* the city you live in? _____
 3. Which two cities are listed *immediately after* the city you live in? _____
 4. When you see the city you live in, where is the scroll box? (check one)
 near the top of the scroll bar
 near the middle of the scroll bar
 near the bottom of the scroll bar
3. Look on the webpage for the heading **Job Category**.
Use the scroll bar to see all the categories in the list. They are listed below. Click on the category that best describes the kinds of jobs you want. If you do not know, click on **All occupations**.
Then click on the **Search** button (at the bottom of the webpage).
-

Job Category



4. After you click on search (from question 3), a list of available jobs will be displayed. Other information will be displayed at the top of the webpage. Look for the information on your screen to fill in the blanks below.

Region: _____

Retrieve: _____

Jobs per page: _____

Area: _____

Job(s) ___ to ___ of _____ jobs.

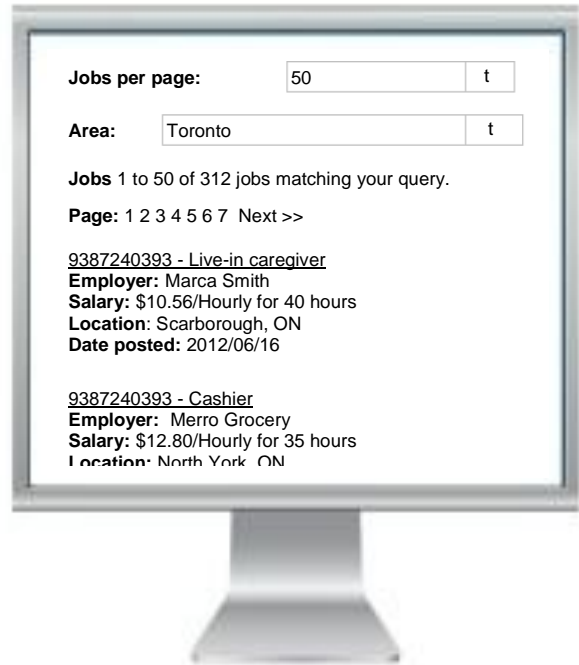
5. Click on the small arrow beside “jobs per page”. Describe what you can do.
6. Click on the small arrow beside “retrieve”. Describe what you can do.
7. Click on the small arrow beside “Jobs per page”. Describe what you can do.
8. Copy the details of the first three jobs, below:

 Employer _____
 Salary _____
 Location _____
 Date posted _____

 Employer _____
 Salary _____
 Location _____
 Date posted _____

 Employer _____
 Salary _____
 Location _____
 Date posted _____

9. What do you notice about each job posting? Are there elements of the posting that are the same? Make a list.
10. Click on the first line of the first job posting. Describe what happens.



Activity E

Copy information from the online job postings that interest you.

Job title _____
Salary _____
Location _____
Employer _____
How to apply by phone _____
 by email _____
 in person _____

Applied?
 yes

(date)

Job title _____
Salary _____
Location _____
Employer _____
How to apply by phone _____
 by email _____
 in person _____

Applied?
 yes

(date)

Job title _____
Salary _____
Location _____
Employer _____
How to apply by phone _____
 by email _____
 in person _____

Applied?
 yes

(date)

Task W3 Complete online job application forms (level 2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify a number of employers who provide an online job application process.
- Express a personal need for learning how to access and complete online job application forms.
- Determine personal learning goals for accessing and completing online application forms.

To acquire skills to use the technology

- Follow a set procedure (e.g., a hyperlinked URL to the employer website) to access an online application form.
- Identify the key elements and navigational features of an employer home page.
- Identify how to navigate from the home page to job opportunities and an online job application process.
- Develop strategies for locating career opportunities and application details on an employer website (e.g., looking for CAREERS or ABOUT US, scrolling to the bottom of a homepage).
- Identify key elements, terms and structure of an online job application form.
- Enter required information into online application form fields.
- Distinguish required from optional fields on an application form.
- Submit completed application form.
- Submit a resume as an attachment, if needed.

Teaching tips for Level 1:

- Use hard copy job application forms and have learners practice completing them; create learning activities to develop form-filling skills.
- Teach form-filling strategies, such as having all personal information and work/education history details listed on a form to use as a reference when filling out application forms.
- If needed, use touch-typing software applications and have learner practice keyboarding skills.
- Make use of websites that offer form-filling practice.

Possible resources:

- Listings of key vocabulary related to forms; screen-capture print-outs of online application forms
- Sample application forms

To acquire confidence using the technology

- Practice completing application forms (hard copy and online), using websites with practice application forms.

Possible assessment tasks:

- Access, complete and submit an online job application form with accuracy.
- Identify and make a list of five potential employers and record details on a form, including website, navigational directions to access their online job application forms.

Practitioner Notes

*For sample learning activities to support **task W3** (Complete online job application forms)*

These activity pages can familiarize learners with the typical location, navigation and process of completing of online employment application forms.

The activity pages are aimed at level 2 learners. They demonstrate how print-based support materials (such as these activity pages) can support a learner in navigating an employer website to locate an online application form and applying procedures.

Note: The instructions on the activities that refer to navigational processes on specific webpages were accurate at the time this resource was developed. Check the webpages to verify that the activities are up-to-date; adapt the activity, if needed.

Learners with lower proficiency with digital technology can:

- Practice filling out a range of print-based job application forms before attempting them online
- Complete *a portion* of online application forms repeatedly (such as name and address) until they have mastered that portion
- Use a one-step procedure for accessing the online application form, such as a URL link
- Receive additional support and guidance from a practitioner

Learners with greater proficiency with digital technology can:

- Complete the entire application form
- Conduct Internet searches to locate additional online employment applications forms
- Complete and send online job application forms to actual employers
- Develop a listing of employers that offer an online application process and share their listing with others

Connection to OALCF

Goal path/s:	Employment, Apprenticeship
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) B. Communicate Ideas and Information, task group 3 (Complete and create documents) E. Manage Learning

BASIC JOB APPLICATION FORM

Personal Information

Last Name _____	First name _____
Address _____	City _____
Province/postal code _____	Phone _____
SIN _____	
Position applied for _____	Date available _____
Have you ever been convicted of a criminal offense for which you have not been pardoned?	
	<input type="checkbox"/> yes <input type="checkbox"/> no
Are you legally entitled to work in Canada?	
	<input type="checkbox"/> yes <input type="checkbox"/> no

Availability Full Time Part time

	MON	TUE	WED	THU	FRI	SAT	SUN
From	_____						
To	_____						

Education

The highest level of education you completed: _____

Employment Background (list the most recent first)

From	_____	To	_____
	<i>dd/mm/yy</i>		<i>dd/mm/yy</i>
Company name	_____		
Address	_____		
Telephone	_____		
Supervisor name	_____		
Your position	_____		
Reason for leaving	_____		

From	_____	To	_____
	<i>dd/mm/yy</i>		<i>dd/mm/yy</i>
Company name	_____		
Address	_____		
Telephone	_____		
Supervisor name	_____		
Your position	_____		
Reason for leaving	_____		

Activity

Practise filling out online application forms.

This webpage has an online application form, developed for those who want to practise online form-filling. The completed application does not go an employer.

http://www.experienceworks.org/site/PageServer?pagename=Practice_Online_application

An asterisk means that you *must* fill out the item. It is a *required field*.

*Province

--select --

Click on the arrow to activate the drop down list.

*Province

--select --

Alberta

British Columbia

Manitoba

New Brunswick

Newfoundland and Labrador

Northwest Territories

Nunavut

Ontario

Prince Edward Island

This is a drop-down list. The list of items is in alphabetical order.

Click on an item to select it.

1. How long did it take you to fill out this application?

date:
time:

2. How many drop- down lists were on the form? What information did each list require you to select?

3. Which fields did you find easy to complete? (Make a list on a separate piece of paper)

4. Which fields did you find challenging to complete? (Make a list on a separate piece of paper)

Activity

Locate online job applications on employer websites.

Find the website of each employer below. Then use the tips to find online application forms.

Tips for finding online job application forms:

- Look on the home page for the terms CAREERS, JOIN OUR TEAM, or OPPORTUNITIES. Often, clicking on these terms will lead you to an online application process.
- Search for the terms on the main menu bars along the top of the webpage, or on the left side of the webpage.
- Search for the terms on the bottom of the webpage.

Employer	left side (vertical) menu bar	bottom left	bottom right	top (horizontal) menu bar	other	Cannot find it
McDonalds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Tire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tim Hortons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unilever	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity

Record the steps to find the online job application form on the company website below.

Employer:	<u>McDonalds</u>
Website:	<u>http://www.mcdonalds.ca</u>
How to apply	<ol style="list-style-type: none"><u>1. go to application website, http://www.worksforme.ca/mcd/</u><u>2. Click on Apply Here</u><u>3. _____</u><u>4. _____</u><u>5. _____</u><u>6. _____</u><u>7. _____</u> <u>_____</u> <u>_____</u> <u>_____</u> <u>_____</u>

Are you ready to complete the application form? If not, what do you need to do to be ready?

I need to:	<u>-decide on which location I want to apply to</u>
	<u>-get a SIN number</u>
	<u>_____</u>
	<u>_____</u>
	<u>_____</u>
	<u>_____</u>
	<u>_____</u>

Activity

Record the steps to find the job application from *Tim Hortons*.
The first few steps have been done for you.

	<i>What are the steps to apply?</i>	<i>What do I need to apply?</i>
<i>Employer:</i>	<u>Tim Hortons</u>	<i>My SIN</i>
<i>Website:</i>	<u>http://www.timhortons.com/</u>	
<i>Steps:</i>	<ol style="list-style-type: none"> 1. <u>Click on ENGLISH</u> 2. <u>Click on JOIN OUR TEAM</u> 3. <u>Click on RESTAURANT OPPORTUNITIES</u> 4. <u>Click on APPLY NOW</u> 5. <u>Fill in name, birth day, last 4 numbers of SIN</u> 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____ 15. _____ 16. _____ 	

Activity

Record the steps to find application forms on an employer website.
The employer can be one of your choosing. If you cannot find one:

Use Walmart at <http://walmartcanada.ca>.

<i>What are the steps to apply?</i>	<i>What do I need to apply?</i>
<i>Employer:</i> _____	
<i>Website:</i> _____	
<i>Steps:</i> 1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
9. _____	
10. _____	
11. _____	
12. _____	
13. _____	
14. _____	
15. _____	
16. _____	

Task W4 Use digital templates to create a resume and cover letter

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify the benefits of providing potential employers with a resume and a cover letter.
- Express a personal need and desire for having one's own resume and cover letter, and learning how to create one using word processing software tools (such as templates).
- Determine personal learning goal for creating a resume and cover letter.

To acquire skills to use the technology

- Follow a set procedure to access resume or cover letter templates on word processing software or job search websites.
- Identify the key elements of a resume and cover letter.
- Determine written descriptions of past work duties.
- Determine and draft essential information needed on a resume or cover letter.
- Determine and select resume/cover letter format.
- Enter personal information into the resume template fields.
- Save and print the file.
- Submit as attachment, if needed.

Teaching tips :

- Have learners create a resume or cover letter on paper before using a template.
- Develop activities using a variety of sample resumes and cover letters. Find samples by conducting an internet search using the search terms *sample resume*, *sample cover letters*.

Possible resources:

- Guide learners in drawing from the Essential Skills Profile (or the NOC report) for the targeted job to gain vocabulary to describe skills. (Enter "Essential Skills Profiles" into your internet browser search bar.)
- *Workbook 5: Essential Skills to Market Yourself with a Resume and Cover Letter* (2011, 48 pp). This workbook, aimed at LBS learners in Ontario, can be accessed free on the NALD website (<http://www.nald.ca>).
- YouTube video demonstration/tutorials of using Word templates to create resumes.
- Essential Skills Profile for the targeted job (to draw useful vocabulary for describing work-related skills and abilities on resumes and cover letters), at: <http://www.hrsdc.gc.ca/eng/workplaceskills/LES/profiles> > Essential Skills Profiles.

To acquire confidence using the technology

- Watch and follow the steps presented in online tutorials (e.g., YouTube tutorials).
- Create several mock cover letters or resumes using different templates.

Possible assessment tasks:

- Use a template (e.g., from MS Word or from a job listing website) to create, print and save a resume.
- Use a template (e.g., from MS Word or from a job listing website) to create, print and save a cover letter.
- Use suggestions and sample phrases from at least two websites in the creation of resume or cover letter.

Practitioner Notes

*For sample learning activities to support **task W4** (Use digital templates to create a resume and cover letter)*

These activity pages, aimed at level 2 learners, can help familiarize learners with the use of digital templates to create resumes and cover letters.

Note: References to particular webpages were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

Learners with lower proficiency with digital technology can:

- Receive additional guidance in developing a pen and paper resume or cover letter before attempting to construct it digitally
- Complete *a portion* of their resume or cover letter digitally
- Use a specified simple template and receive guidance and support in using it

Learners with greater proficiency with digital technology can:

- Adapt the elements of resume templates in order to enhance or customize the template to their own needs and design preferences
- Use basic and advanced features of word processing software (e.g., tables, bolding, centring, tabs) to format their own resume and cover letter
- Create a template for others to use
- Use tutorials (e.g., YouTube) to teach themselves how to use the formatting features of word processing software to format their own resume or cover letter

Connection to OALCF

Goal path/s:	Employment, Apprenticeship
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) B. Communicate Ideas and Information, task group 2 (Write continuous text) and 3 (Complete and create documents) E. Manage Learning

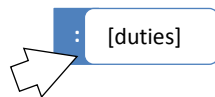
- Step 1: Open **MS Word**
 Step 2: Click on **File**
 Step 3: Click on **New**
 Step 4: Browse the templates and find **Resumes**
 Step 5: Select a **Chronological resume**; click on **Download**
 Step 7: Enter your personal information into each field

How do I enter my information?

- Place your cursor inside the square bracket and left-click.
- Enter your information.

How do I delete a field on the template?

- Move your cursor inside the square bracket and left-click.
- Place your cursor inside the blue box with the dots and **left click**. It will become dark blue.
- Press the “delete” key on your keyboard.



How do I add another field (e.g. another duty under a position)?

- If your cursor is at the end of the final “duty”, press the “Enter” key on your keyboard.

How do I save the template?

- Click on **File**. Then click on **Save As** from the drop-down menu. Name your file, then click on **Save**.

Can someone show me how to use a template?

There are many YouTube videos that demonstrate how to use a WORD template to make a resume. Here are two. You can also enter “resume word template” in the YouTube search box to find others.

[YOUR NAME]
 [Street address] [City, Province, Postal code]
 [phone], [Email]

EMPLOYMENT HISTORY

[position, company name] [start date] to [end date]
 [City, province]
 ▪ [duties]
 ▪ [duties]
 ▪ [duties]

[position, company name] [start date] to [end date]
 [City, province]
 ▪ [duties]
 ▪ [duties]
 ▪ [duties]

[position, company name] [start date] to [end date]
 [City, province]
 ▪ [duties]
 ▪ [duties]
 ▪ [duties]

EDUCATION

▪ [Degree/diploma received] [Name of institution]

ACTIVITIES

▪ [activity, organization name]
 ▪ [activity, organization name]
 ▪ [activity, organization name]

<http://www.youtube.com/watch?v=mrL7Lvn-ORg> (Word 2007; 3 minutes)

<http://www.youtube.com/watch?v=Gecocswt8vg> (Word 2010; 3 minutes)

Keep in mind: Using a template is only *one* way to create a resume. Some people like using a template; others prefer to create a resume without a template. How about you?

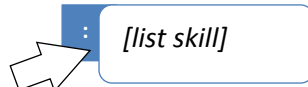
- Step 1: Open MS Word
 Step 2: click on File
 Step 3: Click on New
 Step 4: Browse the templates and find **Letters**
 Step 5: Select a **Cover Letter**
 Step 6: Click on **Download**

How do I enter my own information on the template?

- Place your cursor inside the square bracket and type your own information.

How do I delete a field on the template?

- Place your cursor inside the square bracket.
- Then place your cursor inside the small blue box with the dots and **left click**.
- The small box will turn dark blue. Then press the “delete” key on your keyboard.



How do I add another skill?

- Place your cursor within the final square bracket.
- Then press the “Enter” key on your keyboard.



How do I save the template?

- Click on **File**.
- Then click on **Save As** from the drop-down menu. Name your file.
- Then click on **Save**.

Keep in mind

Using a template is only one way to create a cover letter. Some people like using a template. Others prefer to create a letter without a template.

[Your name]
 [Street address]
 [City, Province, Postal code]
 [Phone], [Email]

 [Date]

[Recipient name], [Title]
 [Company name]
 [Street address]
 [City, Province, Postal code]

Dear [name],
 I am writing in response to your advertisement in [location of advertisement]. I am confident that my skills and experience are a good match for this position. In particular:

- [list skill or experience]
- [list skill or experience]
- [list skill or experience]

I would welcome the opportunity to discuss this position with you. Please contact me by phone at [insert phone number] or by email at [insert email]. I have attached my resume for your review. I look forward to hearing from you.

Sincerely,

[Your name]

Task W5 Use digital templates to create a business card or flyer

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify the benefits of providing potential clients with a business card or promotional flyer.
- Express a personal need and desire for having a business card and or flyer to promote one's own business.
- Determine personal learning goals for creating a business card or flyer.

To acquire skills to use the technology

- Follow a set procedure to access business card or flyer templates on word processing software (or from websites).
- Determine and draft essential information needed on business card or flyer.
- Follow a set procedure to access, select, save, copy and paste images (for flyer or business card) into a template.
- Determine and draft the key elements and structure (layout) of a business card or flyer.
- Enter required information into fields on a template.
- Save and print final product.

Teaching tips:

- Have learners draft the layout and content of their business card or flyer on paper before using a template.
- Build familiarity with typical flyer or business card layouts viewing samples online; develop accompanying learning activities to develop reading and scanning skills.

Possible resources:

- *Workbook 4: Essential Skills to Search for Jobs (Activity 10)*. This workbook is aimed at LBS learners in Ontario; it can be accessed free on the NALD website (<http://www.nald.ca>).
- YouTube video demonstrations of using templates to create business cards or flyers.
- Online sources of free, downloadable images, such as:
<http://office.microsoft.com/en-us/images/>

To acquire confidence using the technology

- Watch and follow the steps presented in online tutorials (e.g., YouTube tutorials).
- Create several mock business cards or flyers using different templates, images.

Possible assessment tasks:

- Use a template (e.g., from MS) to create, print and save a business letter for one's own use.
- Use a template (e.g., from MS) to create, print and save a flyer to promote one's own business or service.

Practitioner Notes

*For developing learning activities to support **task W5** (Use digital templates to create a business card or promotional flyer)*

This activity page, aimed at level 2 learners, can help familiarize learners with the use of digital templates to create promotional flyers and business cards.

Note: References to particular webpages were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

Learners with lower proficiency with digital technology can:

- Receive additional guidance in developing a pen and paper promotional flyer or business card before attempting to construct it digitally
- Complete *a portion* of the flyer or business card digitally
- Use a specified simple template and receive guidance and support in using it

Learners with greater proficiency with digital technology can:

- Adapt the elements of flyer or business card template in order to enhance or customize the template to their own needs and design preferences
- Use basic and advanced features of word processing software (e.g., tables, bolding, centring, tabs, insertion of images) to format their own promotional flyer

Connection to OALCF

Goal path/s:	Employment, Apprenticeship
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) B. Communicate Ideas and Information, task group 2 (Write continuous text) and 3 (Complete and create documents) E. Manage Learning

Step 1: Open **MS Word**

Step 2: click on **File**

Step 3: Click on **New**

Step 4: Browse the list of templates under **office.com**.
(You will need an Internet connection.)

Step 5: Select **Business Cards** or **Flyers**

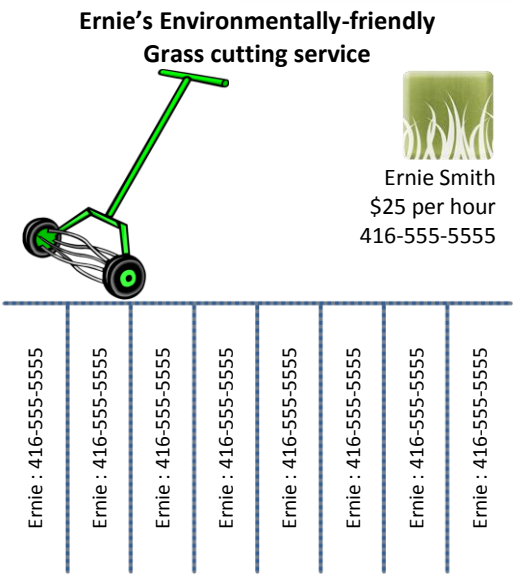
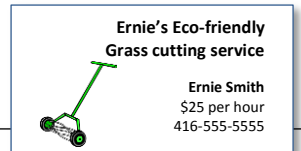
Step 6: Select a business card or flyer

Replace the sample text with your information

- Place your cursor at the beginning of each line of text.
- Type your information.
- Delete the sample information.

Replace the sample image with your image

- Delete the sample image.
- Go to <http://office.microsoft.com/en-us/images/>
- Type a search term in the search bar (e.g., lawn mower); click on search.
- Click on the image you want to copy.
- Click on “copy”.
- Place your cursor inside the business card. Hold down the Ctrl key while you press the “V” key. (Ctrl-V is a short cut for “paste”)
- The image will be copied inside the business card; but the text will be wrapped around the image. You will need to fix that.
- Right-click on the image. Then left- click on “Format”. Then left-click on the small arrow beside Wrap Text. (It should be on the menu bar at the top of your screen.). Select “in front of text” from the drop-down menu.
- For business cards: Now you have completed one business card. For the rest of the business cards on the page, first delete the information on all the business cards. Then copy (Ctrl-C) the information from the first business card, and paste it (Ctrl-V) on the next one.



Task W6 Find directions using digital technology (level 1, 2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify possible reasons for and benefits to finding directions using digital technology (as opposed to a paper-based map).
- Express a personal need for learning how to find directions using digital technology.
- Determine personal learning goals and present abilities.

To acquire skills to use the technology

- Determine a starting and ending address, city or town.
- Identify and access an appropriate digital mapping tool on an electronic device (e.g., a GPS, cell phone, computer, tablet).
- Navigate correctly within the mapping tool to access the address/city entry screen.
- Enter accurate start and destination points (as needed) into the mapping/directions tool.
- Manipulate the map and directions by using tool options (e.g., on a mapping website, using zoom in, zoom out, street view, satellite view, map view, or dragging the route line to change the route).
- Print directions, share or save directions.

Teaching tips:

- Create activities with various sample starting and ending locations and have learners practice finding different routes (e.g., the fastest route, a route that avoids highways, a route that adds another destination).

Possible resources:

- Mapping tool websites, such as MapQuest (www.mapquest.com), GoogleMaps (<http://maps.google.ca>) or YahooMaps (<http://ca.maps.yahoo.com/>)
- AlphaRoute's online learning module on MapQuest:
<http://199.71.28.160/Home.html> > Explore the Internet > Cyber Search > MapQuest
- GPS or cell phone (with GPS technology)
- YouTube video tutorials on how to use specific mapping tools
- Print-based tutorials on mapping tool websites

To acquire confidence using the technology

- Using a digital mapping tool, find alternate routes to those you travel regularly.

Possible assessment tasks:

- Given starting and destination addresses, find and print the most direct route using a digital mapping tool.

Practitioner Notes

*For sample learning activities to support **task W6** (Find directions using digital technology)*

This activity can help familiarize learners with using digital technology to find directions. Before attempting the activity, ensure that learners have a personal need and desire to learn it.

Note: References to particular webpages were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

The activity can be customized to level 1 or 2 learners:

For level 1 digital technology learners:

- Limit the activity to the use of only one website
- Highlight the use of learning strategies (e.g., for finding navigational buttons)
- Provide a great deal of classroom practice
- Ensure learners master each learning outcome before progressing to the next one
- Provide a pen and paper activity to identify a starting and ending destination before having learners attempt to enter the destinations on the directions website

Level 2 (digital technology) learners can:

- Create an account on the website
- Compare two or more directions websites, and evaluate the features of each
- Learn to provide links to online directions in a text or email message

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 1
Integrates competencies	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) E. Manage Learning

Activity

Compare the use of two mapping websites to find directions.
Decide which one you prefer.

- Determine where you want to go. Write a starting address (A) and an end address (B) below. Make sure you include the city and province.

A Start

B End

GET DIRECTIONS

- Go to the two websites below. For each website, find the directions using the addresses above. Write the steps for each website.

	Map Quest	Google Maps
Step 1	go to http://www.mapquest.com	go to http://maps.google.ca
Step 2		
Step 3		
Step 4		
Step 5		

- Choose your favourite website. Evaluate it by filling in the chart below.

		<i>comments</i>
Is the website easy to use?	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Is it easy to zoom in and out on the map	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
IS it easy to change from map view to satellite view and back?	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Are the directions easy to read?	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Can you easily change the route?	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Overall, do you like this website?	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

Task W7 Participate in a web-based conference call (level 2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify possible reasons for and benefits to using Skype for making calls.
- Express a personal need in one's own life for using at least one of the Skype features.
- Determine personal learning goals.

To acquire skills to use the technology

- Identify and describe the features of Skype (instant messaging, conference calling, one-to one calling, video calling, screen sharing).
- Download and install Skype on one's own computer.
- Create a free account and a Skype name (username).
- Find and add contacts.
- Sign into and log out of Skype.
- Receive a Skype call and respond appropriately.
- Adjust settings such as audio volume, video enabling or disabling, and privacy settings.
- Make and end a Skype call to one person.
- Make and end a Skype conference call (a call to two or more people).

Possible resources:

- YouTube video tutorials on how to use Skype
- Print-based tutorials on how to use Skype, such as this 21-page picture-based tutorial: www.seattle.gov/tech/docs/GetOnline_Skype_Tutorial.pdf
- Web-based courses on using Skype, such as: www.GCFLearnFree.org > Computers > All computer topics > Social Media > Skype
- Online how-to guides and FAQs available on the Skype website

To acquire confidence using the technology

- Using classroom computers to make Skype calls to classmates.
- Use computers at home to have a conference call.

Possible assessment tasks:

- Create step-by-step instructions for making a Skype call and using a special Skype feature for your own use.
- Make a video call to your instructor and a classmate using Skype.
- Use an advanced Skype feature such as screen sharing to show others a document while you are communicating with them.

Practitioner Notes

*For developing learning activities to support **task W7** (Participate in an online conference call)*

Learning activities that introduce and sequence learning about web-based calling can help learners develop proficiency and confidence with making and receiving web-based voice calls. The task is targeted at level 2 learners, but learning activities and tasks can be developed other levels of digital proficiency.

For example:

For level 1 digital technology learners:

- Ensure that the application software is pre-installed on the computer or cell phone
- Limit the activities to learning about responding and participating in an online conference call, using the simplest features of the application

For level 2 digital technology learners:

- Have learners complete activities that involve installing the software, and initiating, managing and troubleshooting an online conference call or meeting.

For level 3 digital technology learners:

- Have learners complete activities that involve using advanced features of an online meeting application to initiate, troubleshoot and manage an online conference call that includes a visual presentation, file or screen sharing.

Note: References to particular webpages and navigation processes were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) E. Manage Learning



Skype is free software that you can download to your computer. It allows you to make web-based voice and video calls to others for free. What do you want to learn to do with Skype?

- | | | |
|--|------------------------------|-----------------------------|
| 1. I want to learn how to make free long distance calls. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. I want to learn how to make phone calls with video. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. I want to learn how to make a conference call (a call with more than two people). | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. I want to learn to make a Skype call on my computer. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. I want to learn to make a Skype call on my cell phone. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. I want to learn how to instant message on Skype. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Explore the following learning website. Complete the lessons that interest you.

Step 1 go to  <http://www.GCFLearnFree.org>

Step 2 click on **Computers**

Step 3 click on **All Computer Topics**

Step 4 click on **Social Media**

Step 5 Left-click on **Skype**

- Lesson 1: Introduction to Skype
- Lesson 2: Setting up Skype
- Lesson 3: Contacts and safety tips
- Lesson 4: Making calls with Skype
- Lesson 5: Making video calls with Skype
- Lesson 6: Instant messaging with Skype
- Lesson 7: Screen sharing and sending files
- Lesson 8: Skype communication tips
- Lesson 9: Skype for mobile devices

Task W8 Explore occupations using online tools

Sample learning outcomes for the task:

To understand the significance of the technology and set learning goals

- Identify a personal need and desire to make use of online tools to learn more about particular occupations or to explore career options.
- Determine learning goals for researching occupations using online tools (e.g., Working in Canada tool).

To acquire the skills to use the technology

- Follow a set procedure to access a Canadian occupational research website (such as those listed on the right).
- Identify the key elements and structure of the website home page.
- Follow basic navigational buttons and menus on each webpage to access specific information on an occupation of interest.
- Identify key categories of information the online research tool provides.
- Copy relevant information on a template form for personal use.
- From two online tools, determine the best tool for own use.
- Use information from the online tools to inform learning goals and career decisions.

To acquire confidence using the technology

- Use an occupational research online tool to find information about specific personal queries (e.g., I wonder how much line cooks earn, on average, in Toronto).

Possible resources and websites:

- *Workbook 2: Essential Skills to Identify the Job* and *Workbook 3: Essential Skills to Research Your Occupation* (2011). These workbooks are aimed at LBS learners in Ontario; they can be accessed free on the NALD website (www.nald.ca)
- The *Working in Canada* tool (<http://www.workingincanada.gc.ca>) produces a comprehensive report for an occupation, as well as current job postings from the HRSDC's job listing website (<http://www.jobbank.gc.ca>).
- The Ontario Job Futures online tool produces an easy-to-read four-page report per occupation (<http://www.tcu.gov.on.ca/eng/labourmarket/ojf/>).
- VECTOR (Video Exploration of Careers, Transitions, Opportunities, and Realities) features a large collection of short videos of Canadians talking about different professions (<http://www.vector.cfee.org>).
- NOC (National Occupational Classification) features short reports on occupations (shorter than the Job Futures report, as it doesn't include labour market information). To locate the NOC website, enter the term NOC into your Internet browser search bar.

Possible assessment task:

- Access a Canadian occupational research website, generate and print specific information about an occupation of interest; use the information to formulate a learning goal.

Practitioner Notes

*For developing learning activities to support **task W8** (Explore occupations using online tools)*

These activities, aimed at level 2 learners, can familiarize learners with the features, uses and navigation of online career exploration tools, in order to explore career options.

Note: References to particular webpages and navigation processes were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

For learners with greater proficiency with digital technology, have learners:

- For the activity *Explore online career quizzes to learn about occupations that may interest you*, conduct an Internet search for other career quizzes, and evaluate the value of each.
- For the activity *Explore an Occupational report from the Ontario Job Futures website*, explore other Canadian occupational reports and evaluate the value of each:
 - *NOC (National Occupation Classification)*
<http://www5.hrsdc.gc.ca/noc/english/noc/2011/welcome.aspx>
 - *Working in Canada*
<http://www.workingincanada.gc.ca>

Connection to OALCF

Goal path/s:	Employment, Apprenticeship
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task groups 1 (Read continuous text) and 2 (Interpret documents) E. Manage Learning

Use the VECTOR video career library to learn about a career. Follow the directions and answer the questions to explore and evaluate this online video library.

Step 1: Go to <http://www.vector.cfee.org>

Step 2: Click on **Guest**

Step 3: Click on **Explore Video** (on the left sidebar)

1. This Canadian website is titled VECTOR. VECTOR is an acronym. What do the letters stand for?

Video exploration of careers, transitions, opportunities and realities.

2. There are six ways to explore the Career Video Library. Click on **Education** to explore the videos by education level. List the other five ways to search the video library.

industry, interests/skills, income, keywords, random

3. After you click on "Education", you will select the education level that interests you. First, record the number of videos for each education level. The number of videos appears in square brackets.

Education

Apprenticeship training _____

College _____

On the job training _____

Special training certificate/diploma _____

4. View three videos. Then evaluate the website by answering the questions below.

a) Did you learn anything valuable from the videos? yes no

Describe

b) Do you think this website can help you to decide on a career to pursue? yes no

Explain

c) Do you think this website is easy to use? yes no

d) Do you think you will view other videos on this website? yes no

Specify which videos interest you

Activity

Explore online career quizzes to learn about occupations that may interest you. Follow the directions and answer the questions.

Step 1: Go to <http://www.tcu.gov.on.ca/eng/postsecondary/careerplanning/>

Step 2: Click on **Take a Career Quiz**.

Click on **What are your abilities?**

ABILITIES QUIZ	
Number of questions in this quiz: _____	Time it took me to complete: _____
Results: My top two abilities:	_____

I agree with the quiz results:	<input type="checkbox"/> yes <input type="checkbox"/> no (<i>Explain why in the space below.</i>)
I found this quiz:	<input type="checkbox"/> helpful <input type="checkbox"/> not helpful (<i>Explain why.</i>)

Click on **What kind of work do you like?**

WORK PREFERENCE QUIZ	
Number of questions in this quiz: _____	Time it took me to complete: _____
Results: My most preferred method of working:	_____
I agree with the quiz results:	<input type="checkbox"/> yes <input type="checkbox"/> no <i>Explain why in the space below.</i>
I found this quiz:	<input type="checkbox"/> helpful <input type="checkbox"/> not helpful <i>Explain why.</i>

Step 1: Go to <http://www.tcu.gov.on.ca/eng/labourmarket/ojf/>

Step 2: Click on **Find an Occupation**.

Browse through the list of occupations using the scroll bar. The occupations are listed in alphabetical order. Click on the occupation BAKERS. Answer the questions below.

1. List three other job titles related to this occupation.

2. How can knowing related job titles can help *you* in your job search?

3. List two typical employers for this occupation.

4. How can a list of potential employers help you in your job search?

5. List three main duties for this occupation:

6. How can a list of job duties help you in your job search?

7. What is the education requirement for this occupation?

8. Write an interesting fact from each of the three sections below.

Employment prospect:

Characteristics of occupation:

Income:

9. Find and print a report for an occupation that interests you.

The list of job duties can help you understand the skills and experience an employer wants you to have.