Life Skills Literacy: Career, Employment, and Volunteer Development

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**Introduction**

*Life Skills Literacy: Career, Employment, and Volunteer Development* is a resource designed for teachers to help students in Grades 4–12 make connections between classroom learning, community service, employment opportunities, and career planning.

Each section identifies suggested grade levels for the tasks, but teachers should choose the tasks from any of the sections that are relevant for their students.

*Life Skills Literacy: Career, Employment, and Volunteer Development* tasks can be integrated into any subject area with literacy and/or career components.

The tasks from each section can be use separately or as a unit with groups and/or individual students. Students may benefit from pre-learning discussion and direction prior to starting the worksheets. Some students may need clarification from the teacher while working independently to complete the tasks.

Teachers are encouraged to select and combine activities to best meet the learning needs of their students. Students could play a role in customizing their own life skills literacy activities by selecting the tasks they will complete.

**Section 1: Connecting Classroom Skills** *(suggested for Grades 4–6)*

Students:
- apply task-related listening, reading, and discussion skills;
- apply written vocabulary skills;
- analyse and categorize information appropriately;
- identify classroom skills applied in the workplace;
- understand how workers directly and indirectly influence their lives;
- reflect on a wide range of career and employment possibilities;
- complete assignments individually and/or with others.

**Section 2: Volunteering and Entry-Level Employment** *(suggested for Grades 7–9)*

Students:
- apply task-related listening, reading, and discussion skills;
- practise and apply written vocabulary skills;
- recognize communication ‘Dos’ and ‘Don’ts’;
- understand the difference between volunteering and job shadowing;
- review the objectives and characteristics of résumés and cover letters.

**Section 3: Career Path Navigation** *(suggested for Grades 10–12)*

Students:
- apply task-related listening, reading, and discussion skills;
- practise and apply written vocabulary skills;
- summarize factors influencing employment prospects;
- organize a logical phone conversation;
- identify flexible work options;
- understand the role of technology in today’s flexible work environment;
- explore work/life balance issues.
**Additional Tasks**

- Select a number of appropriate websites from Appendix B (pp. 30–31). Have students write a one-page review of one of the websites.

- Students use an Internet-connected computer and a projector and give a presentation about one of the websites from Appendix B.

- Students complete one or more of the graphic organizers included in Appendix C (pp. 32–39).

- Students visit the Measure Up website (http://measureup.towes.com/) and complete a self-assessment.
Life Skills Vocabulary (Teacher)
The following vocabulary is important when discussing careers and employment. Use these words in literacy tasks, such as spelling, word puzzles, word walls, or writing research.

Suggested for Grades 4–6
Job, jobs, jobless
Goal, goals
Task, tasks, task-oriented, on-task, off-task
Skill, skills, skillful, skill set, skilled, unskilled
Talent, talents, talented
Aptitude, aptitudes
Work, worker, workforce, workplace, workday
Responsible, responsibility, responsibilities, irresponsible
Rely, relies, relied, relying, reliant, reliable
Punctual, punctuality
Efficient, efficiently, efficiency
Experience, experiences, experienced, experiencing
Appropriate, appropriately
Train, trained, untrained, training, trainer, trainable, retrain
Confident, confidence
Educate, educates, educated, educating, education
Listen, listens, listened, listening, listener
Speak, speaks, speaking, speaker, spoke, spoken, spokesperson, speech
Organize, reorganize, organized, unorganized, organizing, organizer, organization
Resource, resources, resourceful, human resources
Satisfy, satisfies, satisfied, satisfying, satisfaction, dissatisfaction

Suggested for Grades 7–9
Hunt, hunts, hunted, hunting, hunter
Search, searches, searched, searching, search firm
Investigate, investigates, investigated, investigating
Pursue, pursues, pursued, pursuing, pursuit
Plan, plans, planned, planning, planner
Prepare, prepares, prepared, preparing, preparation
Employ, employed, unemployed, employing, employee, employer, employment, unemployment
Apply, applies, applied, applicant, application
Document, documents, documented, documenting, documentation
Qualify, qualifies, qualified, qualifying, qualification, qualifications
Volunteer, volunteers, volunteered, volunteering
Interview, interviews, interviewed, interviewing, interviewer, interviewee
Refer, refers, referred, referring, reference
Communicate, communicates, communicated, communicating, communication
Supervise, supervised, supervising, supervisor
Manage, manager, management
Perform, performance
Report, reports, reported, reporting
Promote, promotes, promoted, promoting, promoter, promotion
Schedule, scheduled, scheduling, scheduler
Environment, environmental, environmentally
Ergonomic, ergonomics, ergonomically
Stress, stresses, stressed, stressing, stressor
Professional, professionalism
People skills
Self-starter
Life Skills Vocabulary (continued)

Suggested for Grades 10-12
Career, careers
Academic, academics
Vocation, vocational
Background
History
Achieve, achieves, achieved, achieving, achievement, achievements
Objective, objectives
Résumé
Curriculum Vitae
Cover letter
Candidate, candidates
Short list
Recruit, recruits, recruited, recruiting, recruiter, recruitment
Hire, hires, hired, hiring
Wage, wages, wage earner
Salary, salaries, salaried
Income, incomes, income tax
Benefit, benefits
Compensate, compensates, compensated, compensating, compensation
Commute, commutes, commuted, commuting, commuter, commuters
Entrepreneur, entrepreneurs, entrepreneurial
Freelance, freelancer, freelancing
Venture, ventures
Business, businesses
Invest, invests, invested, investing, investment, investors
Public sector
Private sector
Board of directors
Union, non-union
Intern, interns, internship
Apprentice, apprentices, apprenticed, apprenticing, apprenticeship
Credential, credentials
Certify, re-certify, certifies, certified, certifying, certification
Full time
Part time
Casual
Permanent
Temporary
Flextime
Telecommute, telecommuter, telecommuting (telework)
Shift, split shift
Overtime
Disability
Pension
Terminate, fire, downsize, reorganize, outsource
Demote, reassign
Life Skills Vocabulary

These words are important when discussing careers and employment.

**Punctual** – People who are punctual arrive on time. Punctuality is a useful life skill.

**Honest** – People who are honest are trusted. Honesty and trustworthiness are valued qualities.

**Respect** – People respect someone they admire. Respect is earned.

**Literate** – People who are literate can understand, use, and organize information. Literacy is an important life skill.

**Tasks**

1. Write the four terms in alphabetical order.

2. List three places or events where it is important to be punctual.

3. Give some examples of dishonest behaviour.

4. List five classroom behaviours that help create an atmosphere of respect.

5. Which literacy skills are learned and practised at school?

6. Complete the sentences using the words provided. Use each word once.
   a) Ben set his alarm on the day of his exam because he wanted to be _________________.
   b) Jennifer had a __________________ habit of interrupting others while they were speaking.
   c) There is a high rate of __________________ in some developing countries.
   d) The coach recognized Tim's __________________ when he handed in a wallet found in the gym.
   e) Cheaters are regarded as ________________ people.
   f) Qualities that are ________________ by many people include honesty, bravery, kindness, and generosity.
   g) Amanda's ________________ for her 8:00 am interview made a good impression.
   h) Craig made a ________________ gesture by offering his bus seat to an elderly passenger.
   i) ________________ workers are needed for jobs that require reading and writing skills.
   j) Computer ________________ skills are developed in educational and employment settings.

7. List jobs that require workers who are punctual, honest, respectful, and literate.
Literacy and Communication: Understand and Participate

Name __________________

Literacy is the ability to understand, organize, and use information. We need to be literate to communicate effectively. Literacy skills prepare us to understand our world and participate in our communities. Literacy and communication skills are practised and improved when we read, listen, think, speak, and write.

Tasks
1. Write the letters of each literacy skill example beside the best literacy skill heading(s) in the chart below:
   a) Fatima checks her shopping list.
   b) Alex considers his next chess move.
   c) Tricia phones her boss.
   d) Dan announces the hockey score.
   e) Sam copies the license plate number.
   f) Darshan prepares her cover letter.
   g) Omar glances through the report.
   h) Christine analyses the video.
   i) Brian organizes the schedule.
   j) Sarah explains the job.
   k) Zach hears the PA announcement.
   l) Martin removes the outdated milk cartons from the refrigerator shelves.
   m) Miguel sends an email message.
   n) Rita asks for volunteers.
   o) Wendy decide to go on a holiday.
   p) Neil receives a customer order over the phone.
   q) The nurse responds to the signal from the patient's room.
   r) The tour guide greets and informs the train passengers.
   s) The fast food employee sees the drive-thru order on her monitor.
   t) The detective takes notes while questioning the witness.
   u) The lawyer advises the woman in the office.
   v) The technician looks over the system requirements listed on the software package.
   w) The mayor addresses the reporters at the news conference.
   x) The mechanic prepares the invoice.
   y) The builder reviews the contract.
   z) The rancher observes a salesperson's pitch about a new tractor.

| Read | a, |
| Listen |     |
| Think | a, |
| Speak |     |
| Write |     |

2. Is thinking involved in every example? Explain.
### Applying Skills Beyond the Classroom

**Task**
Match the six classroom skills that could be used with the jobs listed below. Write the letter(s) of the skills that fit the task.

**Skills**
- a) listening
- b) sorting or moving
- c) reading
- d) writing
- e) estimating or calculating
- f) explaining

**Skills** | **Jobs**
--- | ---
________ | Pharmacist counting capsules
________ | Travel agent presenting a vacation package promotion over the phone
________ | Department store clerk stocking shelves
________ | Server taking a customer’s coffee order
________ | Pet store clerk putting seven tropical fish in a bag
________ | Tow truck driver responding to a motorist’s call for assistance
________ | Bank teller examining a cheque for deposit
________ | Floor specialist deciding on the amount of tile needed for a kitchen
________ | Garden shop employee recommending plants for dry and sunny locations
________ | Lab technician collecting blood samples
________ | Event planner filling out name tags for attendees
________ | Dietician checking the ingredients listed on a commercial soup product
________ | Copy editor proofreading an article
________ | Snowboard professional instructing a class of beginners
________ | Musician composing a theme song for a new skateboard commercial
________ | Cabinetmaker measuring the dimensions of the project space
________ | Surgeon reviewing the patient’s medical file
________ | Truck driver hauling a load of lumber over the border
________ | Novelist producing a 220-page best seller
________ | Restaurant server preparing the bill at the end of the dinner party
________ | Paleontologist deciding where to search for fossils
________ | Airline pilot taking direction from the air traffic controller
________ | Teacher grading student essay answers
________ | Executive forecasting the company’s profit for the coming year
________ | Technician assembling a computer
Job Category Matching

Jobs can be categorized in many different ways. Jobs with common characteristics are associated with certain sectors of our economy.

**Economy** – A region’s or country’s system of production, distribution, and consumption. Canada’s economic well-being relies on strong trade partnerships. Our economy is comprised of different sectors such as: Service, e.g., tourism; Resource, e.g., agriculture; Business; Health; Education; Art/Culture.

**Sector** – A category, grouping, or division. For example, private-sector employees work for small companies and large corporations. Public sector employees belong to various levels of government (municipal, regional, provincial, federal).

**Task**
Match each specific job listed to an appropriate economic sector. Some jobs may fit into more than one category.

**Jobs**
- nurse
- sculptor
- farmer
- author
- banker
- tree planter
- supermarket cashier
- dental hygienist
- restaurant waiter
- graphic designer
- farmer
- taxi driver
- computer technician
- kindergarten teacher
- bookstore owner
- real estate agent
- postal worker
- airline pilot
- mining engineer
- pet store clerk
- fitness instructor
- gas station clerk
- fisheries biologist
- motorcycle assembler

**Sectors**

**Service**

**Resource**

**Business**

**Health**

**Education**

**Art/Culture**
How Work Influences My Life

Some workers have person-to-person interactions or direct contact with the people they serve. Some workers do not directly interact with the public even though their work affects others. These workers have an indirect influence on people’s lives.

**Task**
Identify whether a person in each job listed would have a direct or indirect influence on your life. Write a brief explanation. Place an X through any job where you cannot identify any influence.

<table>
<thead>
<tr>
<th>Job</th>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanitation worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prime Minister</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Software designer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City or community planner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fast food server</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movie star</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports equipment manufacturer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>News reporter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Song writer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home appliance manufacturer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbook publisher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parks maintenance worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail store clerk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convenience store clerk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job</td>
<td>Direct</td>
<td>Indirect</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daycare provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus driver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aircraft flight crew</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janitorial worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caterer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile designer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmaceutical researcher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roads maintenance worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheat farmer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film director</td>
<td></td>
<td></td>
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<tr>
<td>Telecommunications worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair stylist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Life Skills Vocabulary

These words are important when discussing careers and employment.

**Motivate** – People able to motivate others, help to accomplish tasks. Motivators often contribute energy and enthusiasm to build support and participation.

**Lead** – People who guide or are in charge lead. Leaders are needed in many situations to take on challenges.

**Organize** – When we organize something, we arrange it in an orderly way. People who are organized are skilled at planning and executing tasks.

**Manage** – We learn to direct or manage our lives and responsibilities. Management skills contribute to organizational success.

**Volunteer** – When someone does charitable or helpful work of his/her own free will, it is called volunteer work. Volunteers donate their time and skills to numerous activities and causes.

**Tasks**
1. Write the five terms in alphabetical order.
2. List five qualities or skills that many leaders possess.
3. List five areas of your life that require organizational effort and ability.
4. List skills learned and practiced at school that are important for both leadership and management roles.
5. List some examples of volunteer work.
6. Complete the sentences using the words provided. Use each word once.
   a) David’s father coached his son’s soccer team on a _______________ basis.
   b) Elizabeth’s mother is the company’s information technology _______________.
   c) Unfortunately, Allison’s biology notebook was too _______________ to study from.
   d) Andrew demonstrated his _______________ talent by coordinating the conference accommodations and food service.
   e) Travis worked for an _______________ with over 2000 employees.
   f) Her personal _______________ qualities included a commitment to lifelong learning.
   g) The teacher _______________ his class to the front door of the natural history museum.
   h) _______________ experience can be an asset when looking for paid work.
   i) The band members were _______________ their time to perform at the fundraising dance.
   j) Jill’s father _______________ her to apply for a job at the grocery store.

7. What is the difference between being internally motivated and externally motivated to accomplish a task?
Communication Etiquette: Opening Doors

Name ____________________

Your communication style says a lot about you to any future employer or business associate. It is very important to tailor your communication style to the communication expectations within the work environment. Varying levels of communication etiquette can be observed in the workforce. Casual communication styles may be appropriate for certain job sites, whereas a more formal communication style is needed in other workplaces. Casual communication is similar to the style of communication used among friends.

Communication etiquette is particularly valued where interpersonal communication and relationships are important to the employer. Employers seek employees who will complement the organization's public image. If excellence in client service and satisfaction is a prime objective, the employer will look for employees with good communication skills and judgment.

Tasks

1. These communication examples show poor communication etiquette. State how the communication should be handled.

   Don’t – Wait five days to respond to a customer's phone call or email.
   Do —

   Don’t – Say “huh,” when you don’t hear what was said.
   Do —

   Don’t – Answer your cell phone during a job interview.
   Do —

   Don’t – Use email emoticons when communicating with your superiors or business contacts.
   Do —

   Don’t – Tell your boss that you think the employee dress policy “sucks.”
   Do —

   Don’t – Comment on your co-workers’ shyness, acne, or personal difficulties.
   Do —

2. List three more communication ‘Dos.’
Skill Acquisition Strategies

First time job seekers sometimes experience frustration when competing for positions that require experience. People gain work experience before getting a job by doing volunteer work, job shadowing, and through opportunities to work with a mentor.

**Tasks**

1. Volunteers at a job site are assigned roles and responsibilities, but their work is unpaid.
   a) Make a list of volunteer positions in your school and community.
   b) Choose five volunteer positions that you find interesting and tell why.

2. Job shadowing involves accompanying someone to their place of employment and observing their activities. Job-shadow observation involves attending and watching carefully, asking good questions, listening, taking notes, and reflecting on what has been observed.
   a) List five types of work that you think would be interesting to job shadow:
   b) Circle one of your five choices and write five questions you have about the job.

3. Individuals who have already entered the workforce may also experience frustrations if they find themselves in positions that do not offer opportunities for advancement. Sometimes people change employers if there are few interesting work opportunities in the organizations for which they work. Others look for training and mentoring opportunities that will help them qualify for the jobs that interest them.

   The words *mentor* and *trainer* have similar meanings.
   a) Using a dictionary, the Internet, or other reference resource, write a definition for the word *mentor*. (Dictionary.com can help you find definitions and synonyms.)
   b) List five synonyms for the word *mentor*.
   c) Use five different forms of the word *mentor* correctly in five separate sentences.
   d) *Instructor, mentor, and teacher* are listed as synonyms for the word *trainer*. Use five different forms of the word *train* correctly in five separate sentences.
When you are ready to start looking for a job, you will need a résumé.

A résumé is a document that provides an employer with relevant information about an employment candidate’s education, skills, and work experience.

When creating your résumé:

- Use a computer for fast editing, professional appearance, and efficient updating.
- Research and review résumé examples using books and the Internet.
- Use point form statements to summarize your education, skills, and experience.
- Use concise objective wording (avoid words such as I, me, you, they, etc.).
- Use correct spellings, abbreviations, facts, and information.
- Avoid using coloured paper and unusual fonts.
- Obtain permission before including personal references.
- Have someone you trust review your résumé for correct spelling, wording, and format consistency.

Before you develop your first résumé, review different résumé formats.

Online résumé guides and tutorials available at:
- University of Saskatchewan – http://students.usask.ca/support/employment/tools/resume/

**Task**

Rephrase the following work experience sentences as concisely written point-form statements suitable for inclusion in a résumé. The first two are done as examples.

1. I managed ten people who were doing landscape work for the municipality.
   *Managed a staff of ten municipal landscapers.*

2. I answered the phone in the head office and greeted visitors.
   *Carried out head office phone and receptionist duties.*

3. I processed all the orders that arrived at the warehouse through the computer.

4. I was the swimming teacher for the pre-school YMCA program.

5. I cleaned all the offices in the dental building after 6:00 pm.

6. I did clothing displays at the department store.

7. I served customers at the concession stand during hockey games and other arena events.

8. I made up a system that allows Favourite Feast customers to make restaurant reservations over the Internet.

9. I guided tourists on whitewater rafting day trips for Adventure International.

10. I built new trails and cleared existing hiking trails in Ocean Shore Park.
**Cover Letter**

A cover letter should accompany your résumé and interest a prospective employer in meeting you. A cover letter should give a positive impression. Covers letters are written as one-page business letters. A cover letter should be typed, unless otherwise specified. Place your cover letter before your résumé so that it will be read first.

See examples of cover letters at:
- http://www.mazemaster.on.ca/jobsearch/ready.htm
- http://www.youthjobs.ca/samples.html
- http://www.edu.gov.on.ca/eng/career/cover-le.html

**Task**

After reviewing samples, write your own cover letter.

Example:

```
July 20, 2006 (substitute current date)
Mr. Frank Interviewer (substitute employer’s name and details)
Career Enterprises, Inc.
2000 Employment Way
Jobsite, BC V5G G1S

Dear Mr. Interviewer:

I am applying for the ____________ position recently advertised in the ____________ Daily News. I have researched your company and understand its history of service and commitment to our community. I believe my interests and skills would be a good fit for this position.

Although I am completing Grade 11 at Jobsite Secondary School, I have gained experience working with the public through my volunteer position at __________ as well as part time work at __________.

Please find enclosed a copy of my résumé. I have included references able to provide information about my strong interest in learning and active participation. I look forward to meeting with you to discuss opportunities to contribute to the work and mission of Career Enterprises, Inc.

Respectfully yours,

(signature)
Sally Applicant (substitute your name and details)
22 Hunter Street
Jobtown, BC V5G 5L9
555-2301
sallyapplicant@fictionalemail.ca (optional)
```
Life Skills Vocabulary

These words are important when discussing careers and employment.

**Independent** – An independent person is self-reliant and requires less supervision than a dependent person.

**Accountable** – Accountable people are expected to explain or justify their actions.

**Responsible** – Responsible attitudes and actions include accountability and promote social order.

**Dependable** – Dependable people are trustworthy and are often given more responsibilities.

**Flexible** – A flexible person is adaptable and receptive to new ideas and challenges. Inflexibility can lead to rigid attitudes and lifestyles.

**Tasks**

1. Write the five terms in alphabetical order.

2. What are five responsibilities that you have?

3. Explain how a report card is an accountability tool.

4. List ten jobs that require dependable workers.

5. Underline the word in parenthesis that best describes the quality demonstrated.
   a) Manjit worked alone on the advertising strategy. (independence, flexibility)
   b) Denver explained why sales had been lower over the weekend. (independence, accountability)
   c) Brenda rearranged her weekend plans to help cover the staff shortage. (accountability, flexibility)
   d) Ronaldo always arrived on time. (dependability, flexibility)
   e) Troy admitted that he had forgotten the second order. (independence, accountability)
   f) Magnus warned his co-worker about the slippery floor. (responsibility, flexibility)
   g) Tina’s consistent work led to positive performance reviews. (independence, dependability)
   h) Terry was able to work well in different positions and departments. (accountability, flexibility)
   i) Monica required little supervision to carry out her duties. (independence, responsibility)
   j) Faruk reported the break-in to the police immediately. (flexibility, responsibility)
There are no guarantees when it comes to the best way to get hired. Different situations mean there will be variable results leading to successes and failures. Your job search may be short if circumstances are favourable, or your job search could last months.

These factors may influence your success in securing employment:

**Skills** are capabilities and job specifications employers’ value or require. Valued and required skills will depend on the type of work the employee is expected to perform. Specialized skills are required for many jobs. Some employers are willing to train new employees, while others expect employees to have certain skills and credentials as necessary qualifications for employment.

**Traits** are individual attributes such as personality, temperament, physical characteristics, and attitudes. Employee traits can be important influences on the culture of the workplace. Traits are ways of looking, thinking, and being. Interviewers will ask questions to assess applicants’ traits, such as their communication and reasoning abilities.

**Tenacity** is persistence and determination. It is important to develop a positive outlook about the realities of searching for a job. Tenacity is demonstrated when jobseekers experience rejection, but continue to focus on the goal of finding employment. Tenacity is demonstrated when jobseekers periodically enquire about work opportunities at worksites that interest them. Tenacity is likely to have a positive influence on job search outcomes if the jobseeker is polite and respectful, without imposing him/herself on others.

**Timing** can have a strong influence on the likelihood of securing employment. Positions become available when other employees leave, when business expands, and when new services are needed. Ask employers when they anticipate job openings will become available. Use this information to plan your applications. Employers also advertise for employees in local newspapers. These ads usually attract a number of applicants. Be sure to have an updated résumé prepared in case you want to apply quickly for a job.

**Task**

Underline or highlight information in the text above that you plan to reword and include in your paragraph. Write a paragraph that summarizes the factors that can influence your success in finding employment.
When Hisako gets home from school, her mother tells her that Mr. Dave Singh from National Distribution Services just phoned about interviewing Hisako for a part-time position. Hisako calls the number Mr. Singh gave her mother.

**Task**

After reading the jumbled phone script below, number the lines in correct conversation order (1–12).

1. **(Receptionist)** I’ll transfer your call to Mr. Singh. Please hold.
2. **(Mr. Singh)** That’s fine Hisako. We’re quite flexible with staff scheduling. I’m glad you’re interested in talking to us about the job. Are you available for an interview tomorrow afternoon at 3:00 pm?
3. **(Hisako)** Hello, my name is Hisako Minagawa. I’m returning Mr. Singh’s phone call.
4. **(Mr. Singh)** That’s right Hisako. Thank you for getting back to me so promptly. We have a part-time position available in our warehouse. We need someone who can stock shelves, help with inventory and fill customer orders. Would you be interested in coming in to talk to us about this position?
5. **(Hisako)** Thank you very much Mr. Singh. I’ll see you tomorrow at 3:00. Goodbye.
6. **(Mr. Singh)** Dave Singh speaking.
7. **(Hisako)** 3:00 pm on Tuesday is fine with me. Where should I go when I arrive?
9. **(Mr. Singh)** Goodbye Hisako.
10. **(Hisako)** Hello Mr. Singh. This is Hisako Minagawa calling. I received a message that you called earlier to talk to me about a part-time position.
11. **(Hisako)** Yes, I’d like to find out more about this position. I should mention that I’m attending Grade 12, so I won’t always be available to work during the day.
12. **(Mr. Singh)** You can park in any of the visitor parking stalls in front of the office. Just tell the office receptionist that you have an appointment with me. I’m looking forward to meeting you tomorrow, Hisako.
Learning About Flexible Work Options

Name ____________________

Knowledge workers gather, organize, develop, and/or share information. This broad category of workers includes people who work for themselves or others in a wide range of industries and organizations. Knowledge workers may work in technical fields such as web design, computer programming, or a range of consulting roles. Knowledge workers also include writers, editors, translators, designers, specialists, sales, marketing and public relations personnel. Many other categories of workers could also be considered knowledge workers.

Some knowledge workers are able to do all or parts of their jobs without going to a designated work location. These workers use technologies such as the Internet, phone, and fax machines to telecommute. Teleconferences, web conferences, and videoconferences allow people who work in different places to have meetings. Telecommuting means working from home or various locations instead of commuting to a single job site on a regular basis. Telecommuting can be arranged on a full-time or, part-time basis. Telework is a synonym for telecommute.

Terms

knowledge work  telework  telecommute
flextime  Internet  email
fax  teleconference  videoconference
web conference

Tasks

1. Consider and discuss how different kinds of technology offer greater work flexibility. Write one or more paragraphs explaining how technology supports flexible work options.

2. Develop a list of jobs that could be done full-time or part-time by telecommuters. In a separate list, identify jobs that could not be done through a telecommuting arrangement.
Work-life conflicts can be a challenge at any age. You can experience work-life balance issues when you have too many demands on your time – at home, and at a job. You can develop your own strategies to lead a balanced life. Some of the issues that lead to conflict are within your control. Other issues may not be within your control.

Tasks

1. a) Review the work-life balance scenarios below. Suggest strategies that may help each person deal with the conflict described.

   David has an early morning paper route that requires him to deliver 55 papers every morning. He starts his route two hours before most of his friends are up. David is often struggling to stay awake during his last class at school. Suggest strategies David could try.

   Melanie has an important math test in three days. She needs to improve her percentage to pass math. Her friends are having a two-night sleepover party on the weekend before her test on Monday. Melanie wants to attend the party, but also needs to study for her test. What strategies can you suggest to Melanie to help her with this decision?

   Jon loves basketball and has worked hard to make the senior basketball team at school. As the spare time he has is now spent studying or working part-time at a fast food restaurant, Jon is concerned that he’s spending less time with his long time friends. Suggest a strategy that could help, Jon feel better about his situation.

b) Which work-life balance scenarios present conflicts related to time?

c) Which work-life balance scenarios present conflicts related to personal relationships?

d) Which work-life balance scenarios present conflicts related to fatigue?

2. Write each term in the appropriate column of the chart below as it relates to you.

<table>
<thead>
<tr>
<th>Sleep</th>
<th>Nutrition</th>
<th>Commuting</th>
<th>School Demands</th>
<th>Personal Time</th>
<th>Community Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finances</td>
<td>Exercise</td>
<td>Social Life</td>
<td>Job Demands</td>
<td>Family Demands</td>
<td>Household Responsibilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can Control</th>
<th>Little Control</th>
</tr>
</thead>
</table>
3. The consequences of work-life imbalance or conflict may arise if a person is overloaded with too many demands. Describe possible consequences of work-life imbalance in each of the three categories using some of the key words:

<table>
<thead>
<tr>
<th>Psychological:</th>
<th>illness</th>
<th>relationships</th>
<th>fatigue</th>
<th>anger</th>
<th>resentment</th>
<th>sadness</th>
<th>stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Achieving work-life balance often requires making compromises or trade-offs. Work-life balance issues can change during the various stages of life. For example, in question 1 Jon may have to adjust to spending less time with his old friends if he decides it is important to pursue competitive basketball. Achieving work/life balance may require making difficult choices.

Write examples of difficult work-life balance decisions you may have to make at 18–23 years, 25–30 years, and 55–60 years of age. Include a work-life balance compromise or trade-off you will possibly face.

<table>
<thead>
<tr>
<th>18–23 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>25–30 years old</td>
</tr>
<tr>
<td>55–60 years old</td>
</tr>
</tbody>
</table>

5. Work-life balance is about structuring and managing your life to achieve a sense of control and a feeling of contentment. Each person has his/her own ideas about work-life balance. Design a poster that includes images, words, or ideas that illustrate your views on work-life balance.
Appendix A

Discussion Guide/Answer Keys (Section I)

Life Skills Vocabulary (p. 5)
1. honest, literate, punctual, respect
2. Answers will vary. (Examples: arriving to school, work, medical and dental appointments)
3. Answers will vary. (Examples: lying, cheating, stealing.)
4. Answers will vary: (Examples: being punctual, putting up hands, using appropriate language, helping others, not littering, manners, listening when others are speaking)
5. Answers will vary depending on the definition of literacy that is used. (Examples: reading, writing, speaking, computer literacy, spelling, comprehension, critical thinking)
6. a) Ben set his alarm on the day of his exam because he wanted to be punctual.
   b) Jennifer had a disrespectful habit of interrupting others while they were speaking.
   c) There is a high rate of illiteracy in some developing countries.
   d) The coach recognized Tim’s honesty when he handed in a wallet found in the gym.
   e) Cheaters are regarded as dishonest people.
   f) Qualities that are respected by many people include honesty, bravery, kindness, and generosity.
   g) Amanda’s punctuality for her 8:00 am interview made a good impression.
   h) Craig made a respectful gesture by offering his bus seat to an elderly passenger.
   i) Literate workers are needed for jobs that require reading and writing skills.
   j) Computer literacy skills are also developed in educational and employment settings.
7. Students can list specific jobs and companies. Point out that these qualities are desirable in all levels of employment and across many sectors. (Examples: fast food workers, office and retail workers, tourism workers, industrial workers, professional workers, senior managers, and employers.)

Literacy and Communication: Understand and Participate (p. 6)

1.

| Read  | a, e, g, h, i, l, s, t, v, y |
| Listen| h, k, p, q, z |
| Think | (all) |
| Speak | c, d, j, n, r, t, u, w |
| Write | e, f, i, m, t, x |

2. Answers will vary.
Discuss with students how some tasks require more than one skill – there can be more than one answer.
Example: t) The detective takes notes while questioning the witness. This task fits four categories (reading, thinking, speaking, and writing).

Additional Task
Have students underline the verb (action word) in each example before categorizing them.  
An overhead projector could be used with a prepared worksheet to lead the class through this discussion and verb identification exercise.
Applying Skills Beyond the Classroom (p. 7)

Answers may vary.

\(b\)  Pharmacist counting capsules
\(f\)  Travel agent presenting a vacation package promotion over the phone
\(b\)  Department store clerk stocking shelves
\(a/d\)  Server taking a customer’s coffee order
\(b/e\)  Pet store clerk putting seven tropical fish in a bag
\(a/b/f\)  Tow truck driver responding to a motorist’s call for assistance
\(c\)  Bank teller examining a cheque for deposit
\(e\)  Floor specialist deciding on the amount of tile needed for a kitchen
\(f\)  Garden shop employee recommending plants for dry and sunny locations
\(b\)  Lab technician collecting blood samples
\(d\)  Event planner filling out name tags for attendees
\(c\)  Dietician checking the ingredients listed on a commercial soup product
\(c\)  Copy editor proofreading an article
\(f\)  Snowboard professional instructing a class of beginners
\(d\)  Musician composing a theme song for a new skateboard commercial
\(d/e\)  Cabinetmaker measuring the dimensions of the project space
\(c\)  Surgeon reviewing the patient’s medical file
\(b\)  Truck driver hauling a load of lumber over the border
\(d\)  Novelist producing a 220-page best seller
\(d/e\)  Restaurant server preparing the bill at the end of the dinner party
\(e\)  Paleontologist deciding where to search for fossils
\(a\)  Airline pilot taking direction from the air traffic controller
\(c/d\)  Teacher grading student essay answers
\(f\)  Executive forecasting the company’s profit for the coming year
\(b\)  Technician assembling a computer

* Teachers should accept additional responses that students can reasonably justify. (For example: A technician assembling a computer may also use reading, if the technician consulted a manual.)
Job Category Matching (p. 8)

Note: Students’ answers will vary. Provide opportunities for discussing employee versus employer status and how that relates to category choice. (Example: a sculptor who works for him/herself could be classified under both artistic and business sectors; a hair stylist could be categorized as a service provider, business owner, and an artist.)

Students’ answers may include other acceptable categorizations.

Sectors

Service
supermarket cashier
computer technician
restaurant waiter
hair stylist
pet store clerk
banker
postal worker
airline pilot
gas station clerk
taxi driver
real estate agent

Resource
mining engineer
farmer
fisheries biologist
tree planter

Business
bookstore owner
motorcycle assembler

Education
kindergarten teacher
fitness instructor

Art/Culture
sculptor
author
graphic designer

Health
dental hygienist
nurse

How Work Influences My Life (pp. 9-10)
Answers are based on individual experiences.

Additional Tasks
This worksheet could be used as a pre-writing exercise to prepare students for composing a series of paragraphs or a short essay about work that influences their lives.
Discussion Guide/Answers Keys (Section II)

Life Skills Vocabulary (p. 11)

1. lead, manage, motivate, organize, volunteer.

2. Answers will vary. (Examples: charisma, knowledge, public speaking skills, persuasiveness, respected, organized, ambitious, etc.)

3. Answers will vary. (Examples: studying and homework, team play and participation, daily living, shopping, hobbies, household chores, volunteer and paid work.)

4. Answers will vary. (Examples: study skills, presentation and speaking skills, organizational skills, collaboration skills, literacy and numeracy skills.)

5. Answers will vary. (Examples: coaching, peer tutoring, student government, household chores, youth group leader, hospital volunteer, food bank volunteer, wildlife park volunteer)

6. a) David’s father coached his son’s soccer team on a voluntary basis.

b) Elizabeth’s mother is the company’s information technology manager.

c) Unfortunately, Allison’s biology notebook was too disorganized to study from.

d) Andrew demonstrated his managerial talent by coordinating the conference accommodations and food service.

e) Travis worked for an organization with over 2000 employees.

f) Her personal leadership qualities included a commitment to lifelong learning.

g) The teacher led his class to the front door of the natural history museum.

h) Volunteer experience can be an asset when looking for paid work.

i) The band members were volunteering their time to perform at the fundraising dance.

j) Jill’s father motivated her to apply for a job at the grocery store.

7. Answers will vary.

Example: A person who is internally motivated, behaves in a certain way because of personally held values, aspirations, beliefs, or reasons. A person who is externally motivated, behaves in a certain way because of outside influences such as recognition or reward. A person may be both internally and externally motivated to behave in certain way.
Communication Etiquette: Opening Doors (p. 12)

1. **Don’t** – Wait five days to respond to a customer’s phone call or email.
   Return the customer’s email or phone call promptly.

   **Don’t** – Say “Huh,” when you don’t hear what was said.
   “I’m sorry. Could you repeat that?” or “Pardon me” are appropriate responses.

   **Don’t** – Answer your cell phone during a job interview.
   Turn your cell phone off during a job interview.

   **Don’t** – Use email emoticons and when communicating with your superiors or business contacts.
   All business communications should be concise and professional.

   **Don’t** – Tell your boss that you think the employee dress policy “sucks.”
   If you have legitimate concerns about the dress policy, communicate your concerns in a professional and respectful manner.

   **Don’t** – Comment on your co-workers’ shyness, acne, or personal difficulties.
   Hurtful and thoughtless communication can poison the work environment.

2. List three more communication ‘Dos.’
   Answers will vary. Examples may include:
   - Show an interest in your co-workers and customers by smiling and greeting them politely.
   - Limit socializing in the workplace to maintain productivity.
   - Ask appropriate questions to clarify your assignment or job.

Skill Acquisition Strategies (p. 13)

1. and 2. A variety of responses are possible.

3. Answers will vary. Possible answers include:
   a) a wise and trusted counsellor or teacher; an influential senior sponsor or supporter
   b) coach, counsellor, guide, guru, instructor
   c) Kenji’s mentor was also his father.
      Bethany mentors her younger cousin during their shifts at the family business.
      Tyrone’s mentorship really helped his teammates.
      The professor mentored several graduate students that fall.
      Pierre enjoys mentoring the volunteers who work in the library.
   d) The athletes train hard before the tournament.
      The trainers arrived at the new hardware store on Saturday.
      Pascal was trained to use the computer software.
      Mike’s training gave him an advantage over the other job candidates.
      Untrained staff members were expected to attend a workshop in the evening.
Ready for a Résumé (p. 14)

Answers will vary. Responses could include:

3. I processed all the orders that arrived at the warehouse through the computer.
   
   Processed warehouse computer orders.

4. I was the swimming teacher for the pre-school YMCA program.
   
   Instructed YMCA pre-school swimming classes.

5. I cleaned all the offices in the dental building after 6:00 pm.
   
   Performed evening janitorial duties at a dental office building.

6. I did clothing displays at the department store.
   
   Designed and assembled department store clothing displays.

7. I served customers at the concession stand during hockey games and other arena events.
   
   Provided concession stand customer service during arena events.

8. I made up a system that allows Favourite Feast customers to make restaurant reservations over the Internet.
   
   Designed and implemented the online reservation service for Favourite Feast Restaurant.

9. I guided tourists on whitewater rafting day trips for Adventure International.
   
   Guided whitewater rafting day trips for Adventure International.

10. I built new trails and cleared existing hiking trails in Ocean Shore Park.
    
    Cleared and constructed hiking trails at Ocean Shore Park.

Cover Letter (p. 15)

Students share their cover letters with their classmates or submit them for evaluation by the teacher.
Discussion Guide/Answer Keys (Section III)

Life Skills Vocabulary (p. 16)

1. accountable, dependable, flexible, independent, responsible

2. Answers will vary. (Examples: *school work, curfew, part-time job, mowing the lawn, taking out the garbage*)

3. Answers will vary. (Example: *a report card provides feedback on student achievement and school performance*)

4. Answers will vary. (Examples: *police officers, ferry operators, bankers, service station employees, judges, nurses, dentists, mechanics, cooks, childcare workers*)

5. a) Manjit worked alone on the advertising strategy. *(independence, flexibility)*
   b) Denver explained why sales had been lower over the weekend. *(independence, accountability)*
   c) Brenda rearranged her weekend plans to help cover the staff shortage. *(accountability, flexibility)*
   d) Ronaldo always arrived on time. *(dependability, flexibility)*
   e) Troy admitted that he had forgotten the second order. *(independence, accountability)*
   f) Magnus warned his co-worker about the slippery floor. *(responsibility, flexibility)*
   g) Tina’s consistent work led to positive performance reviews. *(independence, dependability)*
   h) Terry was able to work well in different positions and departments. *(accountability, flexibility)*
   i) Monica required little supervision to carry out her duties. *(independence, responsibility)*
   j) Faruk reported the break-in to the police immediately. *(flexibility, responsibility)*

Skills, Traits, Tenacity, and Timing: Getting a Job (p. 17)

Answers will vary.

Telephone Script (p. 18)

3, 8, 2, 6, 11, 4, 9, 1, 12, 5, 7, 10.
Learn About Flexible Work Options (p. 19)

Additional Task
1. Lead a brainstorming session and list all ideas on the board before students write their own paragraphs.
   Answers will vary.

2. Answers will vary.
   Examples:
   Jobs compatible with telecommuting: writer, editor, graphic designer, software engineer, distance-education teacher, translator, call centre operator.
   Jobs not compatible with telecommuting: dog trainer, upholsterer, hair stylist, taxi driver, firefighter, ski lift operator, ambulance attendant, helicopter pilot.

Work-Life Balance: Managing Life (pp. 20–21)

1. a) Answers will vary.
   Sample responses:
   David could go to bed earlier, share his paper route with someone else, or get a different job that doesn’t interfere with his school day.

   Melanie could attend part of the party so that she has more study time, or she could forego the party this time to save herself the possibility of failing math.

   Jon could communicate with his friends about the new demands on his time, encourage them to come to the games, and keep in touch by phone or email when he’s not able to be with them.

b) Work-life balance scenarios that present conflicts related to time: (David, Melanie, Jon)

c) Work-life balance scenarios that present conflicts related to personal relationships:
   (Melanie, Jon)

d) Work-life balance scenarios that present conflicts related to fatigue: (David)

Answers to questions 2, 3, 4, and 5 will vary.
Appendix B

Canadian Online Resources

Applications of Working and Learning National Project
http://www.awal.ca

Blueprint for Life/Work Designs
http://www.blueprint4life.ca/

Canadian Centre for Occupational Health and Safety: Telework/Telecommuting
http://www.ccohs.ca/oshanswers/hsprograms/telework.html

Canadian Tourism Human Resource Council
http://www.cthrc.ca/careerplanning/interactive/interactivezone.cfm

Essential Skills Equalizer
http://www.jobsetc.ca/equalizer/index.jsp

Essential Skills Site (Human Resources and Skills Development Canada)

Literacy Skills for the Knowledge Society (survey)

Maze Master (Youth Employment)
http://www.mazemaster.on.ca

Measure Up (Canadian literacy self assessment and practice)
http://measureup.towes.com/

National Adult Literacy Database
http://www.nald.ca/

Test of Workplace Essential Skills (Canadian Developed)
http://www.towes.com/

Human Resources and Skills Development Canada (HRSDC)
http://www.hrsc.gc.ca

What Is Workplace Literacy? (BC Literacy)
http://www2.literacy.bc.ca/facts/workplac/1.htm

Workplace Literacy (Ontario Literacy Coalition)
http://www.on.literacy.ca/what/work.htm

Workplace Literacy Central (Conference Board of Canada)
http://www.conferenceboard.ca/workplaceliteracy/default.asp

50 Standard Interview Questions
Job Search Guides

Canada Youth Jobs
http://youth.gc.ca/yosubcat.jsp?&lang=en&geo=453&flash=1&ta=1&cat=1

Canada Job Futures (Provincial Listings)

British Columbia
http://www.mhr.gov.bc.ca/jobs.htm

Alberta
http://www.alis.gov.ab.ca/worksearch/default.cfm

Saskatchewan
http://www.gov.sk.ca/topics/labour-employment/

Manitoba
http://www.edu.gov.mb.ca/aet/jobseek/

Ontario
http://www.edu.gov.on.ca/eng/career/

Quebec (French)
http://emploiquebec.net/francais/index.htm
http://emploiquebec.net/Guide/fr/accueil.htm

Quebec (English)
http://emploiquebec.net/anglais/index.htm

New Brunswick
http://www.gnb.ca/0311/0001e.htm

Nova Scotia
http://www.gov.ns.ca/snsmr/lifeevents/e/job/

Prince Edward Island

Newfoundland
http://www.hrle.gov.nl.ca/hrle/careeremployyouthservices/ceys.htm
Appendix C

Students use the graphic organizers on the following pages to help organize their thinking about career, employment, and volunteer opportunities.
Star Volunteer and Employment Qualities

List 10 qualities for “star” volunteers and employees.
Using the arrows as a path toward achieving your goal, label them with steps you can take to reach your goal.

Include a picture or diagram that represents your goal.
Include a picture or diagram that represents your goal.
Volunteer Opportunities in my School
Preparing for An Interview

What answers would you give for these standard interview questions?

1. To start, tell me a little bit about yourself.

2. Why do you want to work here?

3. Can you give an example of how you handled a difficult situation in the past?

4. What do you believe are your strengths and weaknesses?

5. Can you give me some reasons why we should hire you for this job?