

### Teacher Notes

This resource can be used to add both a skills focus and career connections to the course. Learners will be engaged and feel confident when they:

- Understand and value the Essential Skills and work habits they are demonstrating in learning activities.
- See how their learning applies to everyday life and the next place they go – whether it's further education, training or the workplace.
- Explore careers related to the course.

Teachers can go to the OSP website at [www.ontario.ca/skillspassport](http://www.ontario.ca/skillspassport) and click on **Introduction and Tips** to access **Tips for Classroom Teachers** and other introductory resources for teachers and learners.

Teachers can also go to SkillsZone at <http://skillszone.ca/> to see sample learning activities linking Essential Skills and work habits and the curriculum.

Teachers and literacy practitioners are encouraged to adapt this resource to meet the needs of learners and job seekers in a variety of educational and training contexts.

### Objectives

- Identify the Essential Skills and work habits learners are demonstrating in learning activities.
- See how people use their Essential Skills and work habits in occupations.
- Make connections between the skills learners are practising and building in learning activities and how they can transfer them to everyday life and the next place they go – whether it's further education, training or the workplace.
- Give feedback to learners on their skills demonstrations.

### Preparation and Materials

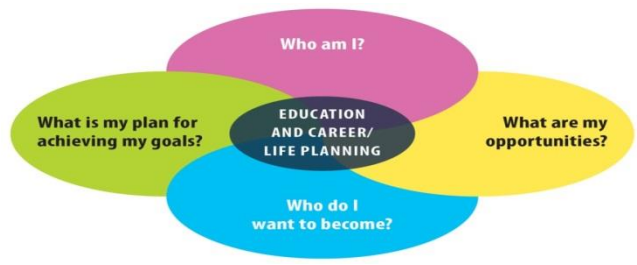
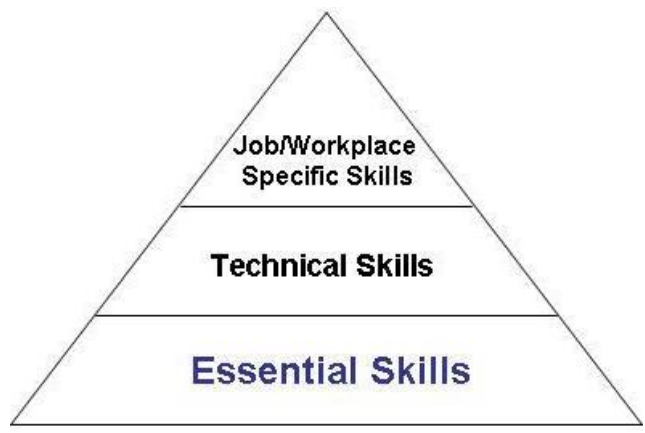
- Provide each learner with one (1) copy of the activity.
- Internet access is required for Part 1 of this activity. If Internet access is not available, teachers/instructors can go to the OSP website and locate the **Search for Tasks** section. Click on **In Occupations** and choose some occupations that may be related to the course or program as well as other occupations of interest. Click on the checkmark beside the occupations to print various occupational profiles.
- This activity may be done during one class or over a series of classes.
- In Part 1, learners are asked to record Essential Skills tasks and their associated skill levels. Teachers/instructors may choose to introduce learners to Essential Skills first and introduce

skill levels at a later time when learners are ready to build upon their knowledge and understanding.

- This activity is focused on making connections between Essential Skills and work habits demonstrated in learning activities and how workers use these skills in different occupations.
- The OSP also has a rich database of sample tasks in work, learning and life which learners can use to make strong school-work-life connections.

Essential Skills are:

- Used in nearly all occupations and in everyday life.
- The foundation for learning other skills, such as technical skills.
- Transferable to further education, training, the workplace and everyday life.



# Track Your Essential Skills and Work Habits in Learning Activities

It's about connecting what you are doing now to what you want to do in the future!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

This resource will help you track the Essential Skills and work habits you are developing and demonstrating in classroom learning activities and see how people use them on the job. This information can help you develop your Individual Pathways Plan (IPP) as you answer the questions: *Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals?*

## Part 1 – Identify and Describe Your Essential Skills and Work Habits

1. Look at the list of Essential Skills and work habits on the next two pages.
2. Put a checkmark beside the Essential Skills and work habits you demonstrated in your learning activity.
3. Fill in the first two columns in the **Worksheet**:
  - Tasks I did today
  - Essential Skills and work habits I used

## Part 2 - OSP Occupational Profiles

Your teacher/instructor may give you printed copies of the OSP Occupational Profiles or ask you to go to the OSP website to see how workers use their Essential Skills on-the-job. Instructions for accessing the OSP occupational profiles are shown below.







1. Go to the OSP website at [www.ontario.ca/skillspassport](http://www.ontario.ca/skillspassport).
2. Look for the **Search for Tasks** section and click on **In Occupations**.
3. Choose one (1) occupation that may be related to your course or class.
4. Now click on the **checkmark** beside the occupation to view **sample tasks**.

- Each sample task has a skill level shown in brackets after the task. e.g. Read recipes and use them to prepare food. (2)
- Skill levels are assigned to tasks: Level 1 tasks are the least complex and level 4/5 tasks are the most complex. For more information on skill levels, go to the OSP website and click on Essential Skills.






5. Review sample tasks for the Essential Skills that you listed on your Worksheet. For example, if you listed Document Use on your worksheet, find Document Use in the occupational profile.
6. Record a sample task, including the skill level, for each skill in the **“How do workers use these skills on-the-job?”** column.
7. Repeat the steps for another occupation.
8. Now look at the work habits you used and think about how workers in these occupations use them on the job. Record your ideas in the **“How do workers use these skills on-the-job?”** column.

## Essential Skills





Put a checkmark beside the Essential Skills you demonstrated in your learning activity.

	Essential Skill	Definition
<input type="checkbox"/>	 <b>Reading Text</b>	Reading materials in the form of sentences or paragraphs such as notes, letters, memos, manuals, specifications, books, reports and journals.
<input type="checkbox"/>	 <b>Writing</b>	The preparation of written materials for a variety of purposes. Completing such tasks as filling in forms, writing text and using computers to write.
<input type="checkbox"/>	 <b>Document Use</b>	Reading different types of material such as labels, signs, lists, tables, graphs, forms, diagrams, blueprints and other similar material.
<input type="checkbox"/>	 <b>Computer Use</b>	The use of any type of computerized technology.
<input type="checkbox"/>	 <b>Oral Communication</b>	Using verbal skills to exchange ideas and information with others.

### Numeracy

<input type="checkbox"/>	 <b>Money Math</b>	The use of mathematical skills in making financial transactions, such as handling cash, preparing bills, and making payments.
<input type="checkbox"/>	 <b>Scheduling or Budgeting and Accounting</b>	Planning for the best use of time and money, as well as monitoring of the use of time and money.
<input type="checkbox"/>	 <b>Measurement and Calculation</b>	The measurement and calculation of quantities, areas, volumes, and/or distances.
<input type="checkbox"/>	 <b>Data Analysis</b>	The collection and analysis of data in numerical form.
<input type="checkbox"/>	 <b>Numerical Estimation</b>	The production of estimates in numerical terms.











### Thinking Skills

<input type="checkbox"/>	 <b>Job Task Planning and Organizing</b>	Planning and organizing your own work.
<input type="checkbox"/>	 <b>Decision Making</b>	Making a choice among options using appropriate information.
<input type="checkbox"/>	 <b>Problem Solving</b>	The identification and solving of problems.
<input type="checkbox"/>	 <b>Finding Information</b>	The use of a variety of sources, including written text, people, computerized databases, and information systems.

Skill levels are assigned to tasks: Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

## Work Habits

Put a checkmark beside the work habits you demonstrated in your learning activity

	Work Habit	Descriptors
<input type="checkbox"/>	 <b>Working Safely</b>	<ul style="list-style-type: none"> <li>Working in a manner that prevents injury to self and others</li> <li>Reporting unsafe conditions</li> <li>Participating in health and safety training, as required</li> <li>Using and wearing all required protective equipment and devices</li> </ul>
<input type="checkbox"/>	 <b>Teamwork</b>	<ul style="list-style-type: none"> <li>Working willingly with others</li> <li>Showing respect for the ideas and opinions of others</li> <li>Taking responsibility for his or her share of the work</li> <li>Contributing to the team effort by sharing information, resources, and expertise</li> </ul>
<input type="checkbox"/>	 <b>Reliability</b>	<ul style="list-style-type: none"> <li>Being punctual</li> <li>Following directions</li> <li>Giving attention to detail</li> <li>Using time effectively and producing work on time</li> <li>Acting in accordance with health and safety practices</li> </ul>
<input type="checkbox"/>	 <b>Organization</b>	<ul style="list-style-type: none"> <li>Organizing work priorities when faced with a number of tasks</li> <li>Devising and following a coherent plan to complete a task</li> <li>Revising the plan when necessary to complete a task or to make improvements</li> </ul>
<input type="checkbox"/>	 <b>Working Independently</b>	<ul style="list-style-type: none"> <li>Accomplishing tasks independently</li> <li>Independently selecting, evaluating, and using appropriate materials, tools, resources, and activities</li> <li>Using prior knowledge and experience to solve problems and make decisions</li> </ul>
<input type="checkbox"/>	 <b>Initiative</b>	<ul style="list-style-type: none"> <li>Beginning and completing tasks with little prompting</li> <li>Approaching new tasks with confidence and a positive attitude</li> <li>Seeking assistance when necessary</li> </ul>
<input type="checkbox"/>	 <b>Self-Advocacy</b>	<ul style="list-style-type: none"> <li>Asking questions and seeking clarification, where appropriate</li> <li>Identifying and making use of appropriate resources and support when needed</li> <li>Being proactive regarding individual rights and responsibilities, where appropriate</li> </ul>
<input type="checkbox"/>	 <b>Customer Service</b>	<ul style="list-style-type: none"> <li>Listening effectively to determine and meet clients' needs</li> <li>Interacting positively with both co-workers and clients/ customers</li> <li>Endeavouring to meet and exceed expectations</li> <li>Creating a positive impression of the company or organization</li> </ul>
<input type="checkbox"/>	 <b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>Recognizing and acting on opportunities</li> <li>Showing perseverance</li> <li>Being innovative and creative</li> <li>Being versatile and resourceful</li> </ul>

**Track Your Essential Skills and Work Habits in Learning Activities  
Worksheet**

Tasks I did today	Essential Skills and work habits I used	How do workers use these skills on-the-job?
<ul style="list-style-type: none"> <li>E.g. Referred to graphs to examine data from an experiment</li> </ul>	Essential Skill: Document Use	NOC Code: 6242 NOC Title: Cook Sample Task: Read and enter data on the freezer temperature recording chart. (1)*
<ul style="list-style-type: none"> <li>E.g. Worked well with my partner and did my fair share of the work</li> </ul>	Work Habit: Teamwork	Cooks need to work with all the restaurant staff to ensure that customers get their meals on time.

\* Skill levels are assigned to tasks: Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

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## Part 3

1. Describe how the Essential Skills and work habits you demonstrated in the learning activity are **transferable** to different occupations.

E.g. I demonstrated my Document Use skills when I examined temperature reading data in the experiment. Cooks also read and enter data on the freezer temperature recording chart. (1)  
Essential Skills, like Document Use, are transferable to nearly all occupations.

2. Describe how the Essential Skills and work habits you are practising and building in this class or course are important to your interests and goals.

3. Describe other opportunities where you demonstrate your Essential Skills and work habits.



You are encouraged to:

- Keep your OSP Tracker and other OSP documents in your Individual Pathways Plan (IPP) to track and plan your skills development over time.
- Consider this skills information when making course, program, career and post-secondary pathway decisions as part of your Individualized Pathways Planning process.
- Use this information to conduct job searches, create a résumé and cover letters, and prepare for job interviews.
- Look for opportunities to continuously build on your skills and transfer them to everyday life and the next place you go – whether it's further education, training or the workplace.

