

Document Use

What is document use?

Document use focuses on the skills and abilities required to locate and integrate information displayed in formats that include lists, tables, maps, graphs, and other visual displays.

Here are just a few examples of document use at home, school and work:

- Completing a school trip form
- Checking monthly electricity usage and charges on a utility bill
- Locating an emergency exit on a floor plan
- Identifying accident rates on a line graph

What makes using documents complex?

Documents come in a huge variety of formats, but there are a few key factors to keep in mind when considering how complex document use tasks are. Educators can adjust the complexity of document use tasks by keeping in mind a few basic rules:

- Complexity of documents
- Complexity of content
- Complexity of finding or entering information

The following table shows complexity elements at Essential Skills Levels 1, 2 and 3.

Complexity Features	Level 1	Level 2	Level 3
Complexity of document	Very Simple	Simple	Somewhat complex
Familiarity/complexity of content	No knowledge of content	Limited knowledge of content	Some knowledge of content
Complexity of finding or entering information	One search, few pieces of information	Two searches, few pieces of information	Multiple searches, multiple pieces of information

Complexity levels for Document Use tasks range from skill levels 1 to 5. This practice activity features levels 1 to 3. For more information on complexity levels, please go to the Ontario Skills Passport (OSP) website at www.ontario.ca/skillspassport.

Using the complexity features above, take a look at how document use tasks become more complex:

Level 1	Level 2	Level 3
Find a name on a sign-up list	Find the time of a class on a timetable	Compare two companies' pricing tables to find the lowest car rental rate for a given time period

Knowing what makes using documents complex allows educators to adjust activities to meet the needs of learners at a range of levels. Educators can lower the complexity of document use tasks as a way to build skills, or combine documents and introduce tasks that challenge learners at the higher levels.

The following activities are designed to familiarize learners with documents organized in lists and tables. The activities have been organized from least to most complex. Choose the activity or activities that suit the learners you work with.

Practice activity

1. Introduce documents by generating a list on the board of document types that learners are familiar with, such as signs, lists, labels and forms. Consider when and where these document types are used.
2. **Level 1:**
 - Distribute Document A (To do list)
 - Familiarize learners with the simple list and table structure.
 - Ask learners questions to orient them to the contents of the list and develop their skills to use simple table structures.

Level 2:

- Distribute Document B (Andrea's schedule).
- Ask learners questions that have learners locate information on the calendar. Some possible questions are (correct responses in square brackets):
 - 1) What dates are covered by this calendar? [September 2 – 8]
 - 2) What is Andrea scheduled to do on Monday? [work from 8 to 4]
 - 3) On which day is the doctor's appointment scheduled? [Tuesday]
 - 4) What time is Andrea having dinner on Saturday? [6:00]
 - 5) On which weekday evening does Andrea have a non-work activity scheduled? [Thursday]
 - 6) How many days is Andrea scheduled to work this week? [Four]
 - 7) What date is Saturday on the calendar? [September 7]

Instructor notes: To complete this task, learners locate information by referring to categories (days) and subcategories (time, activity) of information. Some cycling is required to find the required information.

Level 3:

- Distribute Document B (Andrea’s schedule) and Document C (fitness schedule).
- Ask learners to compare the two schedules and identify which fitness classes Andrea could participate in this week, given her current commitments.
- Ask learners to make entries in Andrea’s calendar to record the classes Andrea has time to attend. [Answers: Tuesday 8:15 – 9:00 cycling; Wednesday 12:00 – 12:45 yoga fit; Friday 9:15 – 10:00 yoga fit; Saturday 8:15 – 9:00 cycling]

Instructor notes: To complete this task, learners work with two documents, comparing entries in each. They are required to use categories (days) and subcategories (time, activity) of information displayed in the calendar. Some cycling is required to find activity times in the fitness schedule that meet openings in the calendar. Learners are required to make several entries.

The Ontario Skills Passport (OSP) is a bilingual web-based resource that provides easy-to-understand descriptions of the Essential Skills and work habits that are important in work, learning, and life. It includes the Essential Skills identified and validated by Human Resources and Skills Development Canada (HRSDC), such as Reading Text, Writing, Document Use, Oral Communication, Money Math, and Problem Solving, as well as work habits such as working safely, teamwork, reliability, and initiative. The OSP also illustrates how people use these skills and work habits in everyday life as well as in specific occupations. It offers numerous tools and resources for use in educational, training, and workplace contexts that can help learners and job seekers assess, practise, and build their Essential Skills and work habits.



Essential Skills for work, learning and life

www.ontario.ca/skillspassport

Document A

Time	Activity
6:30	Bus to Kitchener
8:30	Meeting, 1 Centre St.
11:15	Bus home
12:30	Lunch with Raina
2:00	Pick up Jan, 240 Main St.
6:30	Dinner with Tim & Nicole
To Do	Email Jan to confirm pick up
	Make hair appointment
	Call school to confirm field trip dates

Document B

Andrea's schedule		Week of: September 2 – 8	
Monday		Friday	
Time	Activity	Time	Activity
8:00 – 4:00	work	1:00 – 4:00	work
Tuesday		Saturday	
Time	Activity	Time	Activity
11:00	Doctor appt.	6:00	Dinner with Alison
5:00 – 9:00	work		
Wednesday		Sunday	
Time	Activity	Time	Activity
9:00 – 10:00	Meeting at school		
Thursday			
Time	Activity		
8:00 – 4:00	work		
7:00	course		

Document C

FITNESS CLASS SCHEDULE: September - December

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Morning	8:15 – 9:00 Cycling Andre	8:15 – 9:00 Cycling Andre	8:15 – 9:00 Cycling Andre	8:15 – 9:00 Cycling Andre		8:15 – 9:00 Cycling Andre
	9:15 – 10:15 Yoga Janice			9:15 – 10:00 Power Cycling Andre	9:15 – 10:00 Yoga Fit Tomas	
Lunch Hour	12:15 – 1:00 Pilates Janice	12:00–12:45 Yoga Ft Tomas	12:00–12:45 Yoga Fit Tomas	12:15 – 1:00 Pilates Janice	12:15 – 1:00 Pilates Tanya	
Evening	7:30 – 9:00 Yoga Tomas			7:30 – 9:00 Yoga Tomas		