

Integrated Tasks by Goal Path

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The logo for Employment Ontario, featuring the words "EMPLOYMENT" and "ONTARIO" in white, bold, sans-serif capital letters stacked vertically within a black rectangular box.

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Integrated Tasks

An *integrated task* is a complex task that incorporates two or more task groups, usually from different competencies. Integrated tasks allow learners to develop and apply their skills and knowledge across competencies in a way that reflects real-life situations.

Integrated Tasks by Goal Path

Within the OALCF, *Integrated Tasks by Goal Path* is a resource that provides examples of how integrated tasks can be put into action. The five integrated tasks, one for each goal path, reflect what a learner may be required to do when preparing for

1. Employment
2. Apprenticeship
3. Secondary School Credit
4. Postsecondary
5. Independence

The integrated tasks are similar to the demonstrations that Literacy and Basic Skills (LBS) practitioners have been using for many years. Both integrated tasks and demonstrations allow learners to demonstrate the complex performance of a task that reflects an authentic context and purpose. However, the integrated tasks differ from the demonstrations in that integrated tasks link learner performance to the descriptors in the *Curriculum Framework*, rather than to the markers within the LBS domains.

Furthermore, unlike the supplemental tasks identified in the *Supplemental Tasks for Practitioners* document

(http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Supplemental_Tasks_Mar_11.pdf) available on the “Understanding the Curriculum Framework” web page of the OALCF website, each of the integrated tasks is multi-layered and involves a number of competencies, task groups, and tasks, often at different levels of proficiency.

How is each of the five integrated tasks presented?

Each of the five integrated tasks has

- a brief introduction to explain the task’s context and purpose
- suggested learning activities mapped to the task’s underpinning competencies

How were the integrated tasks developed?

The integrated tasks were developed by Literacy and Basic Skills (LBS) Program practitioners representing community-based, school board, and college delivery organizations. The following parameters were used:

- one integrated task for each of the five goal paths
- an authentic application
- a task that reflected the integration of several task groups within two or more competencies at different levels of complexity

How can *Integrated Tasks by Goal Path* help you?

As a practitioner, you can use the integrated tasks to demonstrate how task groups and competencies can work together in an integrated way. However, you can also easily break down each integrated task into its component parts and tasks, each representing a separate chunk of learning. Therefore, using integrated tasks is an important aspect of the task-based approach of the Ontario Adult Literacy Curriculum Framework (OALCF).

The activities in *Integrated Tasks by Goal Path* are not meant to be prescriptive; they are intended to guide you as you select or create other integrated tasks that are relevant to a learner's goal path, level of proficiency, cultural and linguistic background, and interests.

Competency and Task Group Summary

For reference, this chart provides an overview of the competencies and task groups that make up the Curriculum Framework.

A	Find and Use Information	A1 Read continuous text A2 Interpret documents A3 Extract information from films, broadcasts and presentations
B	Communicate Ideas and Information	B1 Interact with others B2 Write continuous text B3 Complete and create documents B4 Express oneself creatively
C	Understand and Use Numbers	C1 Manage money C2 Manage time C3 Use measures C4 Manage data
D	Use Digital Technology	
E	Manage Learning	
F	Engage with Others	

Integrated Task for Employment Path

Complete an online job application process

This integrated task is for learners who are preparing for employment. The purpose of the integrated task is to have learners submit an online application with a resume in proper business format. Learners will create a complete resume listing their skills, experience and educational background by copying a format provided by the practitioner or by customizing a pre-defined template.

Learners should use words and phrases appropriate for the purpose and audience, as well as basic grammar, punctuation and spelling. They will also use word processing software to format and edit the resume to add to its readability and impact. Learners will research job sites to locate a job for which they can fill out an online job application and upload the resume they have created.

This integrated task can also be used to learn about paper-based job applications and mailing resumes. It may take several sessions to complete. The learner will be evaluated based on the final written resume and technical skills employed in filling out an online job application and uploading a resume.

Mapping Learning Activities to the Framework

Activities that help prepare the learner for the integrated task are described on the following pages, including which competencies and task groups link to each activity.

Activity #1: What Are My Strengths?

Ask the learner(s) to select their personal strengths from a list provided by the practitioner as part of a resume-building exercise.

Competency A: Find and Use Information Task group A1: Read continuous text Task group A2: Interpret Documents	Competency B: Communicate Ideas and Information Task group B3: Complete and create documents
Competency D: Use Digital Technology Task group: n/a	Competency E: Manage Learning Task group: n/a

Activity #2: What Goes into a Resume?

Discuss the elements of a good resume with the learner(s). Review which kinds of information should be included, e.g. name, address, contact information, profile (important skills and qualities), achievement statements, work experience (including volunteer experience), education and interests. Hand out a resume fact sheet that the learner(s) can use to work on their own resume. Provide and discuss samples of various resume formats. Have the learner(s) list the advantages and disadvantages of different resume formats, i.e. chronological or skills-based. Have the learner(s) fill out a resume template with their own information.

Competency A: Find and Use Information Task group A1: Read continuous text	Competency B: Communicate Ideas and Information Task group B2: Write continuous text Task group B3: Complete and create documents
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Activity #3: Create Resume

Have the learner(s) use word processing software to prepare a properly formatted resume using correct spelling and grammar. Learners may use one of the word processor's pre-defined templates. The practitioner may provide a sample job advertisement, or the learner(s) may search to find job postings they are interested in. Have the learner(s) use sample resumes or templates to create a draft of their resume. Have the learner(s) do basic editing and formatting on their resume. Some learners may require assistance in order to format font size, style, etc. Demonstrate to the learner(s) how to use the word processor's spell/grammar check to edit their resume. The learner(s) should format their resume to suit their needs and employment goal.

Competency B: **Communicate Ideas and Information**

Task group B3: **Complete and create documents**

Competency D: **Use Digital Technology**

Task group: **n/a**

Activity #4: Apply for a Job

The focus of this activity is paper-based job application forms. Provide a variety of sample job application forms and ask the learner(s) to fill them out. Discuss with the learner(s) which types of job applications they have filled out in the past and ask them to share any problems they have had with that process. Read over the job applications and ensure that the learner(s) understand(s) what information is required to properly complete the form. The practitioner may create a slide show or overhead of the forms and model how to properly fill them out. Remind the learner(s) to print neatly and legibly so that employers can easily read their information. Have the learner(s) point out the main headings of a job application, fill out appropriate sections and print legibly.

Competency B: **Communicate Ideas and Information**

Task group B3: **Complete and create documents**

Activity #5: Apply Online

The focus of this activity is exploring and utilizing online job postings. Discuss with the learner(s) the fact that many job opportunities are posted on the Internet. Lead a discussion about the advantages and disadvantages of posting resumes and filling out job applications online. Before beginning this activity, ensure that learners have an email address and explain that most online job applications require an email address.

Ask the learner(s) to have a paper or electronic copy of their resume on hand for reference. Explain to learners that online job forms, options and instructions will vary with company websites. Explain that sometimes they will need to create and maintain a user profile on a website or upload supporting documents, e.g. resume, documents or certificates.

The practitioner may walk the learner(s) through the process of creating a user profile. Review some of the technical skills needed to fill out an online job application, e.g. navigating fields on a web page, selecting radio buttons, using drop-down menus and uploading documents. Provide learners with some tips and warnings about online job applications, such as not to use the “Refresh” button, “Enter” key or “Back” key. Explain that learners should read over the entire form before they start filling it out in case they are required to enter information that they do not have on hand.

Explain that job postings on websites may not be obvious. Demonstrate how to use a website’s search function to search for “jobs” or to navigate to the “Careers” or “Employment Opportunities” sections.

The practitioner can use a slideshow or provide screen captures from various websites that accept online job applications to point out the various fields and sections of an online form.

Have the learner(s) compare two websites and write down differences between each company’s online job application forms. Have the learner(s) navigate and correctly fill out fields on a webpage. This activity may require several lessons for some learners. As a follow-up, ask the learner(s) to create a list of tips for filling out an online job application.

Competency D: **Use Digital Technology**

Task group: **n/a**

Competency B: **Communicate Ideas and Information**

Task group B3: **Complete and create documents**

Activity #6: Create A Career Portfolio

Provide the learner(s) with a binder and page dividers to use in developing their career portfolio. Discuss with the learner(s) how they might choose to organize their learning activities and any other important papers that could display their strengths to an employer.

This career portfolio can contain a copy of their employment goals, a list of potential employers, a personal inventory of skills, a resume, reference letters, cover letters or whatever else each learner feels shows their strengths. The learner(s) can organize this portfolio in any way they choose, and they will update their portfolio with any relevant materials. Have the learner(s) independently select documents and organize them in a way they find meaningful.

Competency B: **Communicate Ideas and Information**

Task group B3: **Complete and create documents**

Competency E: **Manage Learning**

Task group: **n/a**

Integrated Task for Apprenticeship Path

Estimate project/job costs to provide to a mock client

This integrated task is intended for learners who are preparing for an apprenticeship program. It could be completed as a small group project or individually. The purpose of the integrated task is to have learners prepare an estimate for a mock client and then present the estimate, in an invoice format, to that client. The project/job could be replacing the flooring in a multi-unit residence, remodelling a bathroom, catering a banquet for 100 people or something of a similar scope.

The emphasis for this integrated task is not on the technical aspect of the project but on the tasks associated with creating the estimate. Costs that should be included in the estimate include all materials/supplies and labour. Learners can use different resources to determine the cost of the materials needed and the average hourly rate for labour, but they must try to find the lowest possible price.

The project/job estimate will be presented orally to the “client” (practitioner) for evaluation. The final evaluation will be based on the oral presentation, the final summary and the visual representations (charts, invoice and spreadsheet).

Mapping Learning Activities to the Framework

Activities that help prepare the learner for the integrated task are described on the following pages, including which competencies and task groups link to each activity.

Activity #1: Choose Project

Set up a meeting with the learner(s) to determine what project/job they will complete. The project should be manageable for the learner(s) but, at the same time, have enough components to produce a detailed and realistic estimate.

Competency B: **Communicate Ideas and Information**

Task group B1: **Interact with others**

Competency E: **Manage Learning**

Task group: **n/a**

Activity #2: Outline Project

Have the learner(s) create a point-form outline of how they think this project will evolve. They should outline the components/steps of the project, some of the initial resources needed and how the project will be presented.

Competency B: **Communicate Ideas and Information**

Task group B3: **Complete and create documents**

Competency E: **Manage Learning**

Task group: **n/a**

Activity #3: Schedule Project

Have the learner(s) create an organized chart/tracking sheet with timelines for each of the steps of the project. Identify how each step relates to the completion of the project. Review strategies to successfully reach each step. Explain to the learner(s) that growth in learning happens once a step is completed and the new ones are started. This is part of continuous learning.

Competency B: **Communicate Ideas and Information**

Task group B3: **Complete and create documents**

Competency E: **Manage Learning**

Task group: **n/a**

Activity #4: Locate Resources for Estimate

Have the learner(s) look for other projects/jobs that are similar to the one they will be completing. They can look for designs or models on the Internet, or they may know trades people who could offer advice as to what is required in the project/job. The learner(s) may need to inquire about the qualities of a good quote and invoice.

Competency A: **Find and Use Information**

Task group A2: **Interpret documents**

Competency D: **Use Digital Technology**

Task group: **n/a**

Activity #5: Represent Project Visually

Have the learner(s) create a visual representation of the project to be completed in order to determine which parts/supplies will be needed to complete the project/job. The visual representation can be a 3D model or a detailed sketch/outline, depending on the project. The visual representation must include measurements and dimensions as applicable.

Competency B: **Communicate Ideas and Information**

Task group B4: **Express oneself creatively**

Competency C: **Understand and Use Numbers**

Task group C3: **Use measures**

Activity #6: Determine Project Scope

If the project chosen by the learner(s) requires measurements, they will have to take these accurately in order to determine the amount of materials needed. The learner(s) may need to use perimeter and/or area formulas to record the measurements needed to calculate the costs of materials, e.g. the area of the floor of a room so they will know how much floor covering to purchase. In the catering example, they would need to determine multiples of recipes and quantities required to serve the number of people at the mock event.

Competency C: **Understand and Use Numbers**

Task group C3: **Use measures**

Activity #7: Compare Prices

The learner(s) will compare quantities, products and prices available from three catalogues/suppliers to determine the best prices for each product. The parts/supply catalogues/flyers may be from local suppliers or from national distributors. The learner(s) must account for shipping costs if the suppliers they choose to use are not local.

Have the learner(s) compare three online parts or materials websites using tabbed browsing, which enables one to open several websites in the same window. A demonstration may be needed to show learner(s) how they can simultaneously open all the bookmarks/favourites within a folder with tabbed browsing. At this level, the learner(s) should be able to use advanced navigational strategies, customize a browser and perform advanced searches.

Competency A: **Find and Use Information**

Task group A2: **Interpret documents**

Competency D: **Use Digital Technology**

Task group: **n/a**

Activity #8: Show Best Price Scenario

The learner(s) will create and complete a number of tables to organize the parts/supplies needed to complete this project. The first table will document the parts/supplies they will need to complete the project/job. Having the resulting list of parts/supplies that are needed will assist the learner(s) in organizing their price list. This table should be an ongoing document so the learner can add parts/supplies at a later date if needed.

The second table will be a comparison chart that will assist the learner(s) in determining the best price for the client. The table should be labelled and include the three sources (catalogues or online sources) from which the learner compared prices, in order to show the best price scenario.

The final table, to be presented to the mock client, will only have a list of the chosen parts/supplies and the final prices. All other tables will be used to demonstrate to the practitioner the process of arriving at the best price scenario.

A spreadsheet software application may be used by the learner(s) to organize and/or present the information in each of these tables.

Competency B: Communicate Ideas and Information	Competency C: Understand and Use Numbers	Competency D: Use Digital Technology
Task group B3: Complete	Task group C4: Manage Data	Task group: n/a

Activity #9: Estimate Project Time Frame

Have the learner(s) research the number of hours required to complete this project. The learner must take into consideration whether other qualified persons may be needed to complete the project/job and how this will affect the hours required to complete it.

Competency A: **Find and Use Information**

Task group A1: **Read continuous text**

Competency C: **Understand and Use Numbers**

Task group C2: **Manage time**

Activity #10: Estimate Project

The learner(s) must complete an estimate of the cost of the project/job. The estimated invoice must include the cost of the parts/supplies. The research that the learner(s) will have already completed regarding the most cost-effective parts/supplies will help the learner(s) to determine what the final cost for parts/supplies will be. The invoice will also include labour costs. The learner(s) will have to determine, through research, the average hourly rate that can be charged for qualified and non-qualified workers (if needed) and then calculate this rate by the estimated hours. If another labourer is needed to complete the project, then this will have to be reflected in the project cost.

Competency B: **Communicate Ideas and Information**

Task group B3: **Complete and create documents**

Competency C: **Understand and Use Numbers**

Task group C2: **Manage time**

Task group C1: **Manage money**

Activity #11: Present Estimate

Have the learner(s) present the details of the project/job to the practitioner (in the role of mock client). The learner(s) must present an outline of the project, visually and orally. The presentation will include the rationale for the parts/supplies required, price of parts/supplies and for the amount of hours that will be needed to complete the project. The presentation will also include an estimate for services. The learner(s) may use a presentation software program. If this is the case, they may be asked to set up the computer and projector in order to deliver the final presentation if it is relevant to their goal.

Competency B: **Communicate Ideas and Information**

Task group B1: **Interact with others**

Competency D: **Use Digital Technology**

Task group: **n/a**

Activity #12: Summarize Estimate Process

After the presentation to the practitioner, the learner(s) will produce a written summary of the process they have used to deliver this estimate. The learner(s) will also self-evaluate their oral presentation. The practitioner may want to provide a self-evaluation checklist or rubric in addition to, or in combination with, the questions outlined below. The summary should include answers to the following questions:

1. How did I determine the most cost-efficient price?
2. How did I determine what parts/supplies were needed? (Include any drawings/visuals.)
3. What information did I use to determine the hourly wage for labour costs?
4. How did I present the quote? Did I feel confident in my presentation? Did I maintain eye contact? What could I have included to make my presentation more effective? What should I have eliminated to improve the quality and effectiveness of the presentation?
5. Could I have done anything differently in order to present a more efficient and/or accurate estimate for this project/job?

Competency B: **Communicate Ideas and Information**

Task group B2: **Write continuous text**

Competency E: **Manage learning**

Task group: **n/a**

Integrated Task for Secondary School Credit Path

Take a test as part of an evaluation for a course

This integrated task is for learners who are preparing for secondary school credit programming. The purpose of the integrated task is to have learners prepare for a test/exam as they would be expected to write in a credit program.

Learners will identify possible barriers to successfully preparing for the test/exam and also learn techniques for study and review. Learners will be encouraged to work with fellow learners to share strategies and support one another while preparing for the test/exam.

The final evaluation could be based on learners completing a learning review checklist where they will be able to see where they have successfully used their skills and identify areas for future improvement.

Mapping Learning Activities to the Framework

Activities that help prepare the learner for the integrated task are described on the following pages, including which competencies and task groups link to each activity.

Activity #1: Review Test Parameters

Have the learner(s) create a list of questions they have about the test. In an informal setting, have the learner(s) ask any questions or request clarifications they may need before writing the test.

Have the learner(s) record the practitioner's responses to these questions in list form for future reference.

Encourage the learner(s) to rephrase the practitioner's answers to help with understanding.

Competency B: Communicate Ideas and Information	
Task group B1: Interact with Others	
Task group B3: Complete and create documents	

Activity #2: Manage Distractions from Study

Have the learner(s) keep a time log for one week in which they identify their "Black Holes of Time Management"—common distractions that keep us from getting things done.

Have the learner(s) complete a "Procrastination Quotient."

Have the learner(s) categorize distractions as one of the following: A Big Problem; Often a Problem; Seldom a Problem; Controllable; or Uncontrollable.

In a group or with the practitioner, have the learner(s) review the time log and look for patterns. Discuss possible solutions to help the learner(s) find time in their day to study. Have the learner(s) set a goal to eliminate one or more of the distractions that may be keeping them from studying regularly and then develop a strategy for reaching this goal. Ask the learner(s) to self-monitor over one to two weeks to determine whether their strategy is working, then readjust if necessary.

Competency C: Understand and Use Numbers	Competency E: Manage Learning
Task group C2: Manage time	Task group: n/a

Activity #3: Create a Study Schedule

Have the learner(s) create a plan to review their course notes. Have the learner(s) estimate the amount of time required to ensure adequate study time for the test.

Assist the learner(s) in deciding the best way to organize their time, e.g. a master calendar, a weekly timetable or a daily to-do list. Have the learner(s) schedule work periods on the calendar to study for the test.

Competency C: **Understand and Use Numbers**

Task group C2: **Manage time**

Activity #4: Use Class Study Materials

Have the learner(s) review their work and notes from the class to find information relevant to the test.

Have the learner(s) review the unit/course summary provided by the practitioner to ensure s/he is familiar with all areas that will be covered on the test.

Have the learner(s) re-read relevant chapters/sections in the textbook/course materials using the "SQ3R" method (Summarize, Question, Read, Review, Recite). The SQ3R method can be very useful in helping students build strategies for reading and reviewing the dense text in textbooks or other lengthy pieces of continuous text.

Competency A: **Find and Use Information**

Task group A1: **Read continuous text**

Task group A2: **Interpret documents**

Activity #5: Use Online Study Materials

Have the learner(s) use a search engine to find practice sheets or other resources that can be printed and used to review/study.

Have the learner(s) make a list of the online resources that s/he believes were the greatest help for review/study.

Encourage the learner(s) to email the list to his/her practitioner so s/he could provide it to future learners.

Competency B: **Communicate Ideas and Information**

Task group B3: **Complete and create documents**

Competency D: **Use Digital Technology**

Task group: **n/a**

Activity #6: Prepare for Test

With assistance from the practitioner, have the learner(s) brainstorm and create a test-preparation checklist. The following are suggestions from resources preparing learners for success in college:

- I checked whether it is a quiz, test, or exam
- I began preparation long before the test
- I understand what material will be covered
- I have done sample tests
- I reviewed my class notes
- I made and used note cards
- I know how long it will take
- I know what kinds of questions will be on the test
- I know how it will be graded
- I actively memorized facts and details

Have the learner(s) complete the checklist and evaluate whether or not they need to do any more work before writing the test.

Competency B: **Communicate Ideas and Information**

Task group B3: **Complete and create documents**

Competency E: **Manage Learning**

Task group: **n/a**

Activity #7: Form Study Group

Have the learner(s) work with fellow students to start a study group. Have the study group set a schedule to meet and review various topics.

Encourage the learner(s) to work with the group to help identify each other's learning strengths and needs.

Encourage group members to help each other review course material.

Competency B: **Communicate Ideas and Information**

Task group B1: **Interact with others**

Competency E: **Manage Learning**

Task group: **n/a**

Integrated Task for Postsecondary Path

Write a five-paragraph essay for a communications course

The integrated task of writing a five-paragraph essay is for learners who are preparing for postsecondary programs. Essay writing skills are applicable in various settings; however, the essay is an academic paper and writing in this form is a required ability for learners moving on to the postsecondary level. The purpose of the assignment is to have the learner understand the layout of an essay, i.e. introductory paragraph with a supportable thesis statement, followed by three supporting paragraphs and a concluding paragraph. The purpose is also to have learners develop the skill of writing concrete and detailed paragraphs that support the thesis statement.

The style/purpose of the essay can vary, i.e. to inform, to persuade, or to entertain; however, the overall structure of the five-paragraph essay remains the same. Learners will need to apply several previously learned concepts such as grammar skills, sentence and paragraph writing and formatting and editing techniques.

This integrated task involves five key steps for developing a five-paragraph essay: **Pre-write; Organize and Outline; Write; Revise, Edit and Proofread; and Word Process**. Each step may involve more than one activity to promote a full understanding of the relevant skills and concepts that underlie the task.

Evaluation for this task is based on the outline produced by learners and the written essay. The outline should be approved by the practitioner before learners move on to complete the essay.

Mapping Learning Activities to the Framework

Activities that help prepare the learner for the integrated task are described on the following pages, including which competencies and task groups link to each activity.

Activity #1: Pre-write

Have the learner(s) create a personal action plan to identify timelines to complete the five steps in writing an essay. The action plan could include the following: what steps need to be taken; what will make the steps difficult; who will help along the way; and when the essay will be finished. Provide a system for the learner(s) to take responsibility to update their own steps in relation to the essay

Have the learner(s) get organized by identifying sub-tasks involved in completing the five-paragraph essay integrated task. Learners can schedule the resulting “to-do” lists into a planner for the day, week, month, etc. They could create a learning chart as a reminder of the steps of essay-writing and due dates. All items should reflect the development of their essay.

Discuss with the learner(s) the three main purposes of text: to inform, to persuade and to entertain. Have learners read a short essay that reflects one of these three different purposes. Discuss how the author’s approach to each purpose is unique, and help learners identify some of the characteristics of each type of writing. Ask the learner(s) why it would be important to identify these unique characteristics of texts to determine an author’s purpose. Possible reasons could include the following: to evaluate and prioritize the relevance of the text to their life; to understand if the author is stating a fact or an opinion; and/or to recognize if the author is being serious, humorous or sarcastic.

Practitioners may remind the learner(s) of some characteristics of the three purposes:

- When an author’s purpose is to inform, the author will explain, direct or teach something to the reader using clearly stated, provable facts
- When an author’s purpose is to persuade, the author tries to reason with and convince the reader to believe or not believe something. This approach may not be based in fact.
- When an author’s purpose is to entertain, the author wants to provide the reader with an enjoyable, interesting reading experience or tell a story that affects emotions

Have the learner(s) read and interpret persuasive/argumentative text. Ask them why it is important for them to read and understand this form of text. (Persuasive/argumentative and opinion texts allow the author to use logic and reason to convince readers to agree with his or her opinion on a certain issue. To do so the author needs to devise an argument that uses sound reasoning and solid evidence.) Help the learner(s) to connect this reading to their daily life. Show the learner(s) reading samples that include arguments or opinions about controversial subjects, e.g. smoking, global warming, beauty pageants, violent video games,

etc. Have them assess their own reaction. What convinced them and what did not? They can record their responses on chart paper for comparing with other learners' responses.

Have the learner(s) brainstorm to generate ideas and examples to be used to create a topic for their five-paragraph essay. Explain that all ideas should be included at this stage. The learner(s) could ask for suggestions from other learners, family, friends, and the practitioner, from current events, past experiences, etc. Once all possible ideas have been written down, lead a discussion with the learner(s) about the pre-written materials. Have them identify the type of essay they will write. If necessary, the practitioner could provide assistance in determining the type of essay to write.

Competency A: Find and Use Information	Competency B: Communicate Ideas and Information	Competency E: Manage Learning
Task group A1: Read continuous	Task group B3: Complete	Task group: n/a

Activity #2: Organize and Outline

Help the learner(s) develop critical thinking skills for organizing ideas in a logical fashion, or for ordering information in different ways for different purposes, e.g. by chronology to show sequence of events, or by priority/reverse priority of importance. Have the learner(s) create a list of common words and phrases that link ideas and information. Provide an example of a poorly written five-paragraph essay and have the learner(s) work in pairs (or with the practitioner) to rewrite the essay showing a more logical and organized sequence. They can then edit, revise and proofread the essay.

Have the learner(s) review the differences between a main idea and supporting details. Discuss how the use of transition words can organize and signal important information for readers. Transition words, e.g. first/next/finally, one/two/three can be used to separate main points, supporting details and/or steps in a process. Have the learner(s) organize common themes in the ideas they generated in Activity 1. Have the learner decide which three themes can be fully supported. These will be the main points of the essay. Then the learner(s) will organize supporting points for each. Have the learner(s) write a thesis statement that highlights the three main points.

Have the learner(s) create an essay outline including an opening topic sentence that

Competency A: Find and Use Information Task group A1: Read continuous text Task group A2:	Competency B: Communicate Ideas and Information Task group B2: Write continuous text
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Activity #3: Write

Build skills in the learner(s) for writing well-developed paragraphs. Provide direct instruction on organizing ideas and information and structuring a paragraph.

Have the learner(s) begin with the first main point highlighted in their thesis statement. They will write a paragraph on this point that includes all supporting ideas in the most appropriate order. Have the learner(s) write the next supporting paragraph with all details, and then the third supporting paragraph. Encourage the learner(s) to apply all paragraph writing skills, including unity, coherence, topic sentence, transitions, etc. Have the learner(s) write an introductory paragraph. Ensure that they have a strong opening statement using key words to reflect the overall essay.

Have the learner(s) write a three-point thesis statement sentence that includes the topic of the essay as well as the three main points. The order of the three points in the thesis must be the same as the order in which the points are presented in the essay. The thesis statement becomes the final sentence of the introductory paragraph.

Have the learner(s) write a concluding paragraph that mirrors the introductory paragraph

Competency B: **Communicate Ideas and Information**

Task group B2: **Write continuous text**

Activity #4: Revise, Edit and Proofread

Develop learner awareness of formality and tone appropriate to various writing tasks. Provide samples of written text and explore views the learner(s) hold(s) on different attitudes that come through in the writing. Provide sample sentences and show that by changing verbs, adverbs and/or adjectives the resulting vocabulary conveys a different tone and establishes a new level of formality.

Discuss the role that tone plays in conveying a message and how tone can influence reader response. Lead a discussion of what is acceptable or unacceptable for different audiences in different situations. Provide opportunities for the learner(s) to complete writing tasks that allow for different expressions of tone and that call for different levels of formality. Have the learner(s) edit their essays to convey the appropriate tone and level of formality.

Suggest to the learner(s) that they read their essay aloud to themselves (or to a peer) as part of their editing process. Often, reading aloud identifies areas where the writing is unclear or incoherent.

Competency A: **Find and Use Information**

Task group A1: **Read continuous text**

Competency B: **Communicate Ideas and Information**

Task group B2: **Write continuous text**

Activity #5: Word Processing

Have the learner(s) use word processing software to prepare and save a properly formatted five- paragraph essay. The learner may choose to use a standard documentation style, e.g. APA format, to create a cover page highlighting learner's name, project title, instructor, program and date. Have the learner use a standard header, spacing and font throughout the document. Demonstrate to the learner(s) how to use the spell/grammar check and thesaurus to edit the essay. Because this is not a research essay, learners do not need to document sources.

Ensure that the learner(s) understand(s) the components of the computer they are using and can use a keyboard. Have the learner(s) save the text to a file, print the document and/or send the saved document as an attachment to the practitioner.

Competency D: **Use Digital Technology**

Task group: **n/a**

Integrated Task for Independence Path

Create a personal budget to track income/expenses

This integrated task is for learners juggling personal finances. The purpose of the integrated task is to provide learners with an overview of the budgeting process as well as an opportunity to practice using a mock budget. This integrated task will show learners how budgeting can help them achieve long-term security and have money available for fun.

This integrated task is prepared for learners who may not have strong computer skills. In such cases, a paper-based budget document/form (a template) should be provided. Learners are not expected to create the budget document from scratch or use electronic spreadsheets. Learners are expected to monitor/track their “mock” spending habits for one month.

Learners will be evaluated on the final balanced budget and on their ability to compare the spending habits – as detailed in the mock budget scenario created by the practitioner – with the budget.

Mapping Learning Activities to the Framework

Activities that help prepare the learner for the integrated task are described on the following pages, including which competencies and task groups link to each activity.

The integrated task for assessment purposes will be a mock or fictitious scenario. When learners prepare for this integrated task through these activities, there should be no expectation that learners would share personal financial information with the practitioner or fellow learners.

Activity #1: Review of Decimals

Remind the learner(s) of the rules for adding and subtracting decimals:

- line up the decimal points under each other
- add zeros so the numbers are the same length (this does not change the value of the decimal)
- add or subtract as you would with whole

numbers Discuss the written dollar/cent values with the learner(s).

Practise adding and subtracting decimals with the learner(s). Provide worksheets for them to practise on their own. Allow and encourage the use of a calculator. Explain to the learner(s) that most people use calculators when budgeting. Review how to use a calculator if necessary.

Discuss rounding decimals. To round decimals, look to the right of the place to which you are rounding:

- if the digit is 5 or more, round up
- if the digit is 4 or less, leave it as is

Practice rounding decimals with the learner(s). Provide worksheets for them to practise rounding decimals on their own.

Explain to the learner(s) that rounding income and expenses in a budget is acceptable and sometimes necessary (projected expenses).

Competency C: **Understand and Use Numbers**

Task group C1: **Manage money**

Competency D: **Use Digital Technology**

Task group: **n/a**

Activity #2: Vocabulary Review

Lead a discussion about and review budgeting vocabulary. Ask the learner(s) for their understanding of the words/terms below and provide the correct meaning for each word/term.

Income: the amount of money a person takes home after deductions have been taken out, e.g. taxes.

Gross income: the total amount of money a person earns.

Expense: a cost (something you spend money on).

Budget: a plan for spending a person's income during a set amount of time.

Needs: items a person must have to live.

Wants: items a person would like to have but can live without.

Values: the way a person feels about things; a standard that makes things desirable or important.

Spending habits: the ways a person tends to spend money.

Goals: an object or end that one works to attain; goals help a person plan how to get important things.

Fixed expenses: expenses that do not generally change from month to month, e.g. rent.

Variable expenses: expenses that vary from month to month, e.g. food, clothes.

Mad money: a small amount of money set aside for emergency use or for having fun, e.g. entertainment, special purchases, etc.

Use a prepared handout that includes these words/terms and space to add others. Go through the definitions again, this time allowing the learner(s) to make notes. Ask the learner(s) if there are other money/budgeting words/terms that they have heard and would like to understand. Write these words/terms and their definitions on a whiteboard and allow time for the learner(s) to copy them.

<p>Competency B: Communicate Ideas and Information Task group B1: Interact with others Task group B2: Write continuous text Task group B3: Complete and create documents</p>	
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Activity #3: What is a Budget?

Lead a discussion about what a budget is. Ask the learner(s) what they think a budget involves. Explain that an important part of managing money is creating a budget and then living within that budget.

Emphasize that a budget doesn't have to be complicated. Making one involves knowing how much money you take in and how much you spend over a period of time. When you create a budget, you are creating a plan for both spending and saving money.

Explain that a spending plan can help the learner(s):

- see where their money is going
- fit their spending to their income
- get the things they need and want most
- be ready for bills they must pay

Ask the learner(s) what they think they will need to consider when making a budget. There are some things we need to have, such as food, clothes and a place to live. We may spend most of our money on needs. Discuss how our values also shape our budgets. When we spend money, we make choices. We choose what is important to us. Our choices are based on our values.

People who live alone must make choices about their spending. People who share expenses with others must also make these choices, but they may make them jointly. They may share more generally in planning and spending. Ask the learner(s) whether they live alone or with someone who should be part of this budget process.

Discuss and record (on a whiteboard, blackboard, chart paper, etc.) the following steps in preparing a budget:

1. Find out your monthly take-home income or pay
2. Find out what your monthly expenses are
3. Find out how much you spend on each expense
4. See if your monthly expenses match your monthly take-home pay or income
5. Balance your budget
6. Compare your budget to what you have actually spent
7. Balance your budget

Explain that in a balanced budget, spending matches take-home income. You might have to cut back on spending to balance your budget. You might cut back on some kinds of expenses so you can add something you want or need to your budget.

Discuss and brainstorm about where and how the learner(s) will get the information needed for the first three steps. Record responses on the whiteboard or chart paper. Below are the first three steps with examples of information sources for each:

1. Find out your monthly take-home income or pay, e.g. pay stub, bank statement showing automatic deposits, child support statement
2. Find out what your expenses are, e.g. utility bill, food, rent, automatic withdrawals (practitioner may want to provide a list of common expenses, with room to add other expenses)
3. Find out how much you spend on each expense, e.g. bills, bank statement showing purchases, receipts

Brainstorm about how the learner(s) will organize the information to bring to you. Create file folders or envelopes to help accommodate the information gathering. Ask the learner(s) to collect this information over the next week or another appropriate timeline.

Competency B: **Communicate Ideas and Information**

Task group B1: **Interact with others**

Competency E: **Manage Learning**

Task group: **n/a**

Activity #4: Financial Goal Setting

Lead a discussion about financial goal-setting. Explain that achieving a financial goal means saving enough money to do what you want. Everyone has different goals. Some examples of goals that people save towards include: to take a trip, to buy a computer or to go back to school.

Explain that a financial goal should be realistic, specific and measurable. The goal should have a time frame and state the action to be taken, e.g. "In the next six months I want to save \$500 for a new dishwasher."

Some goals may have a one-time cost (buying a dishwasher); some goals may have ongoing costs (cell phone plan); and some may have both (buy a computer and have Internet access). Remind the learner(s) to consider the ongoing costs of their goals.

Ask the learner(s) to think about some realistic items that they would like to buy or things that they would do if they had the money. This could be anything from a new piece of clothing to a large purchase such as a computer. The choice of this item or activity represents a goal that they would like to reach within a few months to a year.

Have a prepared handout ready and ask the learner(s) to write down their financial goal(s). The learner(s) may have more than one, but less than five potential financial goals is optimal at this point.

Ask the learner to find out how much it will cost to reach the financial goal(s). Help them to use a catalogue or store flyer, or to call a store, etc. to find the cost(s) of items on their list. Enter the amount(s) on the prepared handout.

Ask the learner(s) to reflect upon how they may be able to save the money to get what they want. Have the learner choose one financial goal.

Competency A: **Find and Use Information**

Task group A2: **Interpret documents**

Competency B: **Communicate Ideas and Information**

Task group B3: **Complete and create documents**

Task group B2: **Write continuous text**

Task group B1: **Interact with others**

Activity #5: Create Personal Budget

Provide the learner(s) with a budget template. Remind the learner(s) to read through the document/form before attempting to fill anything in.

Help the learner organize their income and expense information.

Ask learner(s) if the headings, categories or line items need to be modified to suit their personal budgeting needs. Learners will have different income and expense categories, e.g. a budget heading titled “car” expenses might be changed to “public transportation” expenses. Reprint the budget template for the learner(s) as necessary.

Help the learner(s) extract information from pay stubs, bills, etc. and assist them to enter those items into the budget template.

Have the learner(s) add up income and expenses sections and then subtract the expenses from the income.

If necessary, the learner(s) will decide how to balance their budget.

Ask the learner(s) to track their spending for the next month, keeping receipts, bills, bank statements, etc.

<p>Competency A: Find and Use Information</p> <p>Task group A2: Interpret documents</p> <p>Task group A1: Read continuous text</p>	<p>Competency B: Communicate Ideas and Information</p> <p>Task group B3: Complete and create documents</p> <p>Task group B1: Interact with others</p>
<p>Competency C: Understand and Use Numbers</p> <p>Task group C1: Manage money</p> <p>Task group C4: Manage data</p>	<p>Competency D: Use Digital Technology</p> <p>Task group: n/a</p>
<p>Competency E: Manage Learning</p> <p>Task group: n/a</p>	<p>Competency F: Engage With Others</p> <p>Task group: n/a</p>