

Practitioner's Guide

Unit 1

Essential Skills Used:



Document Use



Reading Text



Numeracy

Deaf Literacy Skills for the Workforce

Unit 1: Organizing Information

What will be covered in this unit?

1. Building Vocabulary
2. Using Order
3. Lists & Directories
4. Using a 24-Hour Clock
5. Skill Check

Resources Needed

- the Canadian Dictionary of ASL
- samples of a Directory, pay schedule and pay stub
- calendar for the classroom
- wall ribbon or a sheet with ABC and 123 for display

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1. Building Vocabulary

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- b) Sharing Ideas in ASL

2. Using Order

- a) Alphabetical Order: First Name
- b) Leaving the Hospital: First Name
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- d) Leaving the Hospital: Last Name
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- l) Wee Care Preschool
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- n) La Cave Bakery
- o) Ahmed's Summer Job
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3. Lists & Directories

- a) Lene's List
- b) Prioritizing At Home
- c) What Should Be Done First?
- d) A-1 Pager Company Shift List
- e) A-1 Pager Company Shift Directory

4. Using a 24-Hour Clock

- a) *From a 24-Hour Clock to a 12-Hour Clock*
- b) *Which Train?*
- c) *Jane's Bus Schedule*
- d) *Train Schedules*
- e) Discuss: Using a 24-Hour Clock

5. Skill Check

In This Unit:

This unit is designed to serve as a foundation to the following documents in *workwrite – Volume 1, Book 1: Organizing Information*.

- 1.10 – Customer Service Directory
- 1.11a – Company Directory
- 1.12 – Office Directory
- 1.13a – Store Directory
- 1.13b – Store Directory
- 1.14 – Customer Service Directory
- 1.15 – Employee Extension Directory
- 1.16 – Mailing List
- 1.17 – Payroll Dates List
- 1.18 – Open Store List
- 1.19 – Speed Dial Directory
- 1.23 – To Do List

Keep in mind this resource is designed for LBS Level 2 learners, so some sections of organizing information, such as labels, have been omitted.

Getting Started:

It is necessary to have some means to organize information everywhere. Every business must have a clear system of organizing information. Without clearly organized information, they risk losing customers or information. Clearly organized information also makes it easier to locate information quickly, therefore making the employee and company more productive and successful.

This unit focuses on the use of:

- **Labels**
- **Lists**
- **Directories**

*As outlined on p. 30 *workwrite – Volume 1, Book 1: Organizing Information*, some skills that this unit focuses on are:

- Alphabetical order
- Numerical order
- Chronological order
- Understanding conventions of dates
- Telling time using a 24-hour clock
- Navigating table format

Some examples of how businesses organize information:

- Construction companies that organize their contracts with customers and track where their customers are, what they want built and the cost of materials.
- Truck drivers checking to make sure the right shipment is delivered and is sent on the correct route.
- Hotel staff checking to see which rooms need to be cleaned and in which order, for guests.
- Staff in a doctor's office making sure their patient files are updated and accurate.
- Stores checking inventory to make sure there is enough stock.

In the Deaf and Deaf-Blind community, some examples of organizing information include

- sorting member lists with addresses and emails
- ordering webcams or videophones for different departments
- booking reservations and organizing confirmation numbers for different hotels and flights while on a trip
- keeping track of who has ordered ASL videos and mailing them to Deaf and Deaf-Blind agencies

In this unit, the skills needed for learners to adequately *read/create labels, lists & directories* as well as *navigate table format* have been broken down into

- **Building Vocabulary**
- **Using Order**
- **Lists & Directories**
- **Using a 24-Hour Clock**

Labels and **lists** both rely on alphabetical and other types of order covered in this unit. Based on the Level Descriptions Manual (Ontario Literacy Coalition, 2000), it is assumed that learners will already be familiar with most conventions of labels and lists. Learners using this workbook should be able to identify different parts of documents such as who it is written to, who wrote it, and the type of information included.

Further benchmarks before continuing this workbook include correctly address mailing labels, envelopes and other similar documents. These skills will be used as a foundation for the new skills in this workbook. If the learner is unable to do these tasks, it is recommended that they work on the Level 1 activities in *workwrite – Volume 1, Book 1: Organizing Information*.

learner is unable to do these tasks, it is recommended that they work on the Level 1 activities in *workwrite – Volume 1, Book 1: Organizing Information*.

Learners may not realize how the essential skills required for the workforce can also help them in their everyday lives. Thus, each section has activities that relate to the workforce and personal independence goals.

Learners should be advised that this unit contains activities not only for the workplace for employment goals but can also be used if they have personal independence goals.

The table below offers some good examples of how these activities could help with personal independence goals in relation to the workforce literacy goals being covered in this unit:

| Workforce Literacy Goals | = | Personal Independence Goals |
|---|----------|--|
| Vocabulary for different workplaces i.e. "Put the <u>invoice</u> into the 'I' file folder" | = | The same vocabulary words can be used every day i.e. "I have to pay the <u>invoice</u> for my new computer" |
| Find a client's account number using last name | = | Find a doctor's name in the phone book using her last name |
| Find a client's file using an account number instead of last name | = | Find a doctor's name by using an office directory |
| Locate a company's name on a directory | = | Locate where a store is near you |
| Set up payment schedules for shipping | = | Know when to expect an ODSP cheque to arrive |
| Write a note to co-workers to explain a problem with a machine | = | Write a note to landlord to ask him to fix the toilet |

Learners who have personal independence goals at the moment can complete these activities as they are transferable across different goal paths.

1. Building Vocabulary



a) Word Search

Teaching Approach

This activity is intended for learners to become familiar with words that will be used in the rest of the resource and *workwrite – Volume 1, Book 1: Organizing Information*. The activity is designed for group and independent work.

Resources Needed

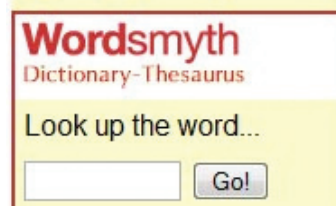
- provide learners with the following list of vocabulary and vocabulary sheets from the Appendix for this activity, as well as a dictionary
- the words below were selected from the following documents in *workwrite – Volume 1, Book 1: Organizing Information*

| | | | |
|------------|---------------|----------------|-----------------|
| list | product | extension | receptionist |
| accessory | compress | sufficient | memo |
| apparel | repair | tidy | schedule |
| automotive | portable | appropriate | invoice |
| customer | manufacturers | representative | pension |
| directory | provide | department | human resources |
| leisure | depot | float | organize |
| service | support | warehouse | payroll |

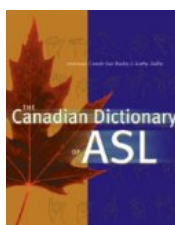
If learners are looking for plain-language descriptions for the vocabulary words, the following visual and plain-language resources are recommended



www.ldoceonline.com



www.wordsmyth.net



<http://www.ccsdeaf.com/indexe.html>



www.lifeprint.com

Teaching Strategy:

Place the above terms into context, considering where these words would be seen in the workforce and in everyday life.

For example, the word "product" can be used in various ways

- That company makes different products for Sears. ← **workforce application**
- She likes to organize food products in her cupboard/pantry by name. ← **everyday application**

Briefly discuss the various words with the learners in a group, asking where the words would be seen at work and in everyday situations. Then organize the learners into pairs, and discuss scenarios where these words could be used.

Instruct the learners to look up the words using the above resources. If learners are unable to successfully complete this task, it is recommended

If learners are unable to successfully complete this task, it is recommended that they move to the **Using Order** section to develop their skill base for looking up words in a dictionary, then go back and complete this task.

Tools & Tips

Keep in mind that some of the terms provided will not apply to both workforce and everyday uses, because they are context-specific. For example, "manufacturer" refers to different companies that make various things, and would be workforce-specific. "Manufacture" refers to the actual process of making items, such as a factory assembly line from start to finish.



Answer Key - Word Search

Answers for this activity will vary, depending on the dictionary used. Ensure that learners have made note of the correct meaning and various contexts for each term, with a basic understanding of how the word is used in both the workforce and real life.



b) Sharing Ideas in ASL

Teaching Approach

This activity is designed for learners to develop transferable skills between ASL and printed English, in order to become successful in the workforce. This activity can be completed in groups, pairs or one-on-one with the instructor.

Resources Needed

Use the words from the list on page 7 of this resource, or any other list of words that correlates with other topics that learners are studying.

Teaching Strategy

Give each group two or three words from the list on page 7 and ask them to brainstorm and discuss various meanings of the ASL concept for the English word. Be sure to place each into its own context. For example, "service" can be used in the context of:

- Taking your car in to be serviced (fixed).
- Providing service to a customer

Allowing the learners to discuss the various meanings of the English words in ASL will increase their understanding of the concept being taught and allow them to explain the meaning of these vocabulary words **in their own words**. They should be able to comfortably explain the meaning in ASL and if necessary, be able to describe how it would be used in the workplace and in everyday life.

This needs to be done before the learner can proceed with the rest of the activities. A good understanding of the words will allow the learner to focus on the tasks to be done.

Tools & Tips

Encourage learners to practice the ASL concepts within various contexts; this will increase their ASL vocabulary and understanding of the English terms.



Answer Key: Sharing Ideas in ASL

Answers will vary for each term used, but ensure that learners have a good grasp on the skill of transferring the written English word to the different ASL concept.