

Side A

Essential Skills 101: An Introduction to the Essential Skills using the tools and resources on the OSP Website

Key Question:
What is the foundation for all learning?

Learning Goals:
We are learning to:

- Develop a common understanding of the **Essential Skills**
- Identify and describe the **Essential Skills** and how they provide the foundation for learning other skills like technical skills and job/workplace skills
- Identify the **Essential Skill** task complexity or skill levels
- Identify strategies for using the **Essential Skill** profiles with learners
- Discover **Essential Skill** resources on the OSP website

Essential Skills in the Ontario Skills Passport		
Essential Skills are defined as the skills needed for work, learning, and life. They include:		
<ul style="list-style-type: none"> • Reading Text • Writing • Document Use • Computer Use • Oral Communication 	Numeracy: <ul style="list-style-type: none"> • Money Math • Scheduling or Budgeting and Accounting • Measurement and Calculation • Data Analysis • Numerical Estimation 	Thinking Skills: <ul style="list-style-type: none"> • Job Task Planning and Organizing • Decision Making • Problem Solving • Finding Information

“**Essential Skills** are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.”
Understanding Essential Skills, HRSDC Website



ACTIVITIES 1 and 5:

Activity 1: List 4 items that are on your WORK “to do” list that you have to attend to today. What skills do you have to use in order to complete each of those tasks?

Activity 5: Now that you know more about Essential Skills, try to identify the Essential Skills you used to do these tasks.

Activity 1		Activity 5
Task	Skills	Essential Skills
1.		
2.		
3.		
4.		

ACTIVITIES 2 and 3:

Recognize that Essential Skill! In your groups complete the task and decide which **Essential Skill** is being showcased. (See tasks on Side B)

ACTIVITY 6:

THE COMPLEXITY RATING SCALE: Each Essential Skill has an associated skill level rating scale that describes the features of tasks that make some tasks easier than others. The least complex tasks are classified at level 1; the most complex tasks are classified at level 5 or at level 4 if there are only 4 levels for a skill. The skill levels illustrate sample tasks performed by experienced workers and not individuals preparing for or entering this occupation for the first time.

Play the “Why is this so hard?” card game.

Essential Skills are called **transferable skills** because you can transfer them (or take them with you) from school to work, further education or training, and to your everyday life; they are also transferable from job to job.



ACTIVITY 4:
Choose that Essential Skill.

DESCRIPTION	ESSENTIAL SKILL
Likes to keep the team on task during group work.	
Likes to track the stats of their favourite sports team.	
Can calculate HST on anything!	
Loves all kinds of reading materials ... magazines, novels, newspapers, anything!	
Likes to listen to problems and find appropriate solutions ... a regular Dr. Phil!	
Likes to talk a lot and enjoys presenting in front of the class.	
Weighs all the options before choosing what to do.	
Is great at planning a party and keeping on budget.	
Is good at filling in forms; likes working with charts.	
Likes cooking and measures out all the ingredients.	
Writes messages in greeting cards, keeps a journal or likes to write stories or poems.	

Put the tasks in order of complexity from 1 to 5.

ORDER OF COMPLEXITY	TASK
	Read a short email to find out what time a meeting is
	Read and critique technical reports, research papers and journal articles written by co-workers and colleagues.
	Proofread and edit a friend’s résumé and cover letter for correct grammar and content.
	Read an article in a newsletter to learn about upcoming or past events.
	Read consumer product reviews from various websites and magazines to make purchasing decisions.

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Essential Skills Profiles describe how each skill is used in an occupation. The Government of Canada conducted research examining the skills people use at work. Workers were interviewed who were deemed by their employers as doing their jobs competently (i.e. not the stars and not those workers who are unable to do the job). A sufficient number of workers in an occupation – at least 9 – are interviewed to provide a sample representing different industries, occupational specializations, business sizes and geographic locations.

ACTIVITY 7: In your small group, review the OSP Occupational Profile provided.

What are the 3 most important Essential Skills for this occupation?

- 1.
- 2.
- 3.

What three components are common throughout the profile in describing each of the Essential Skills?

- 1.
- 2.
- 3.

What is the range of skill level required?

What measuring instruments would they use?

What computer skills would they need?

What attitudes are required?

Reflection

What did I learn that is new for me?

What is the next step in my learning?

GROUP ACTIVITY SHEET 1: RECOGNIZE THE ESSENTIAL SKILL???

Task 1 Look at the Family Literacy Day Schedule. Lorri must leave the event at 1:00 p.m. Sharon has agreed to take care of Lorri's activities. Make any necessary changes to the schedule.

Family Literacy Day Schedule

Time	Person Responsible	Location	Activity
10:30 am	Lorri	Bay Corridor	Sign in and receive pledges for Boggle
11:00 am	All	Bay Corridor	Boggle tournament begins, Booths open
12:00 noon	Registration	Record Tent	Read in participants register at the Record Booth and receive a sticker
12:40 pm	Erick Traplin	FLD area	Erick begins to sing (wanders around FLD area)
12:45 pm	Erick Traplin	Centre Court	Sings to gather families to area
1:00 pm	Anne Ramsay Bill Bean	Centre Court	Opening Remarks Reads short story (Warm Up); countdown to read in
1:10 pm	Official Read In Begins Erick/Bill	Centre Court	Encourage everyone to participate in 20 minute "Read In"
1:10 pm	Lorri	Centre Court	Clock is put on visual (computer and screen)
1:20 pm	Volunteers	Centre Court	Count number of families reading together
1:30 pm	Erick	Centre Court	Song to end "Read In" and encourages families to visit booths and take part in other literacy activities
1:30 pm	Mascots and Helpers	4 entrances to Centre Court	Hand out swag bags to participating families
1:30 - 2:00 pm	Mascot and Helpers	Record Tent	Pose with families for pictures (need someone to take pictures plus collect money)
2:00 - 2:30 pm	Erick	Centre Court	Short concert in "Read In" area
3:00 - 3:20 pm	Erick	Centre Court	Short concert in "Read In" area
3:45 pm	Erick	Centre Court	Short goodbye concert in "Read In" area
Time	Person Responsible	Activity	
Ongoing	Kay-Sea and celebrity	Announcements over the PA system: Announce all pre & post timed events Invite participants / mall shoppers to visit the displays / pick up a sticker	
12:50 pm	Kay-Sea	Invite families to congregate in "Read In" area for Bill Bean's story	
1:30 pm	Kay-Sea	Announces the official number of families who were reading together	

Task 2 Look at the Family Literacy Day Schedule. Write a thank you note to Erick Traplin, a volunteer who participated at the Family Literacy Day event. In the note, be sure to emphasize appreciation from the organization and include:

- the event's name
- the date of the event
- the volunteer's role at the event.



GROUP ACTIVITY SHEET 2

RECOGNIZE THE ESSENTIAL SKILL?

Task 1 A customer wants to know how much they would save by choosing ceramic tiles instead of porcelain tiles. Porcelain tiles cost \$16.25/sq. ft. and ceramic tiles cost \$4.72/sq. ft. The construction estimator adds 10% to all material amounts to account for waste. Look at the Estimate Detail Form to identify the number of square feet to be tiled. Calculate the cost savings to the client of using ceramic tiles.

Task 2 The minimum target profit for the fundraiser event is \$2,500. The Special Events Co-ordinator knows that each golfer will pay \$90 to attend, \$35 of which will be profit. Calculate the minimum number of golfers required to meet the target profit.

Essential Skills Development:

- Increases the ability to work independently
- Improves problem solving and communication
- Increases self-confidence
- Contributes to better health and safety at home and on the job
- Increases ability to use technology
- Supports flexibility and the ability to adapt to change