

<b>Theme:</b> Service Industry Fundamentals	<b>Length:</b> 3 hours	
<b>Topic:</b> Reading and Writing for Work	<b>Target Audience:</b> CLB 4 – 5	
<b>Lesson Objective(s)/Task(s):</b> Students will distinguish what hiring managers identify as the key challenges, skills, training, and responsibilities of newcomer employees Students will fill out a sample new hire form with accurate personal information Students will compute a sample confidentiality agreement well enough to sign Students will read and discuss a variety of product orders with and without modifications and identify what should be done in response to the order Students will read example staff room bulletins and identify what course of action should be taken in response Students will analyze an example restroom maintenance log and cleaning checklist		
<b>Learner Outcome(s):</b> By the end of the lesson, students will be able to... <b>Reading</b> Locate 1 – 2 pieces of information from moderately complex formatted texts like charts, forms, tables and directories (5) Identify the layout of a text to find the information I need (5) <b>Writing</b> Copy or record an expanded range of information from short texts for personal use (4) Complete forms requiring detailed personal information of 20 – 30 items (5)		
<b>Resources and Materials:</b> PPT Workplace Readiness New Hire Form (3 pages) Confidentiality Agreement (1 page) Restroom Maintenance Log (1page) Cleaning Checklist (1 page)		
<b>Activity</b>	<b>Timing</b>	<b>Possible Roadblocks &amp; Solutions</b>
1. Employer Insight - Instructor welcomes class and goes over the topic for the day. Using the PPT <i>Workplace Readiness</i> the instructor explains that the day's information comes directly from hiring managers who interact with newcomer employees regularly. Instructor goes over slides 1 – 20 with the class in discussion format, talking over their thoughts and experiences with the concepts and ensuring comprehension. Instructor should indicate that all of the skills, challenges, training and responsibilities listed in the first 20 slides will be covered throughout the course. Today will focus on: forms and workplace agreements, orders and product modification, bulletins, and checklists.	30 minutes	Students with Canadian work experience may attempt to dominate opening discussion. Instructor must manage the time and the discussion, ensuring students get to share their thoughts equally and efficiently.

<p>2. Forms and Workplace Agreements</p> <ul style="list-style-type: none"> <li>- Each student will be given a copy of a sample new hire form. Working in pairs, students will identify what information is being asked for and what the appropriate response is to write down. Any words students don't know should be asked of the instructor. As each word is defined for a given pair, the instructor will write that word and its meaning on the board. Completed new hire forms will be added to each student's portfolio to be reviewed by the instructor.</li> </ul>	30 minutes	
<ul style="list-style-type: none"> <li>- Each student is given a copy of a sample confidentiality agreement and reassigned to new pairs. The instructor will go over what this type of form is and why it may be given to new hires. Students will repeat the same process as above and completed forms will be added to each student's portfolio.</li> </ul>	15 minutes	
<p>3. Orders and Product Modifications</p> <ul style="list-style-type: none"> <li>- Instructor asks students who are / have been employed in Canada about their experiences with reading and fulfilling orders. Instructor goes over the verb 'modify' and noun 'modification' before arranging class in pairs or small groups to discuss the ten example orders and modifications on the PPT.</li> </ul>	30 minutes	
<ul style="list-style-type: none"> <li>- In pairs or small groups, students read and complete the exercises for the orders and product modifications given on the PPT.</li> </ul>		
Break	15 minutes	
<p>4. Bulletins</p> <ul style="list-style-type: none"> <li>- Instructor leads into the bulletins section of the lesson by ensuring comprehension of the term and the uses of bulletins in the workplace. Class is arranged in pairs and given five sample bulletins to read over (in the PPT). Students are asked to write down a sentence, in their own words, that reflects the content and purpose of the bulletin (new product, promo, complaint or problem to solve)</li> </ul>	30 minutes	
<p>5. Checklists</p> <ul style="list-style-type: none"> <li>- Instructor inquires if students, whether employed or unemployed, use checklists in their lives, personal or work related. Following a discussion on what sorts of check lists they make</li> </ul>	30 minutes	

and what sorts they might see at work, two examples are distributed to small groups. Groups discuss together vocabulary on the checklists and what they might be expected to do with them at work. After some time, instructor facilitates a take up of the group discussions and answers any lingering questions.

- Students are encouraged to review concepts learned throughout the day and to ensure any necessary assignments are completed and stored in their portfolio.

**Notes:**

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