

# ESSENTIAL SKILLS WORK READY YOUTH PROGRAM



## PURPOSE

To improve student's level of Essential Skills (ES)

## INCLUDES

Facilitator Guide, Essential Skill Workouts with corresponding answer key, ES Assessment

## OUTCOME

Increase student's ES level for better academic performance and employment retention

## FORMAT

- Each Module includes: an introduction and definition of ES, examples of how ES are used in skilled trade or technology occupations, ES exercises, ES Workouts, interesting facts about skilled trade and technology careers, and how ES are used in these occupations.
- The working Modules are comprised of 4 - 20 hours of Essential Skills exercises, depending on the Essential Skill.
- Modules relate ES Workouts to skilled trade and technology tasks.
- Assessment portion adapted from the Essential Skills Mobile App. The assessment is not based on a pass or fail system. It is meant to provide the user/student with a general idea of the level of their ES. Results can indicate which ES may need improvement.
- Each ES Module is independent. Students complete only the necessary Modules for the ES they need to improve.
- Modules may be completed in class or individually with a teacher's guidance.

For more information please contact Marisa Sosa, Essential Skills Program Manager, by email at: [marisas@skillscanada.com](mailto:marisas@skillscanada.com)

# ESSENTIAL SKILLS



## TECHNICAL SKILLS

Technical skills, sometimes also referred to as “hard skills”, relate to expertise someone possesses that assist in the completion of a job or task. In general, these are abilities acquired through practice and learning. Most skilled trades require the hands-on ability to apply math, science and/or trade-specific expertise to a particular problem or challenge. Tradespeople not only need to be able to diagnose and understand the scope of a problem, but also apply practical, mechanical or technical skills to its solution, using the tools of trade to carry out tangible work.



## NUMERACY

Numeracy refers to the workers' use of numbers and their capability to think in quantitative terms. We use this skill when doing numerical estimating, money math, scheduling or budgeting math and analyzing measurements or data.



## CONTINUOUS LEARNING

We use this skill when we learn as part of regular work or from co-workers and when we access training in the workplace or off-site. All workers must continue learning to keep or to grow with their jobs.



## THINKING

Thinking is the ability to engage in the process of evaluating ideas or information to reach a rational decision. Thinking differentiates between six different types of interconnected cognitive functions: problem solving, decision making, critical thinking, job task planning and organizing, significant use of memory and finding information.



## ORAL COMMUNICATION

Oral communication pertains primarily to the use of speech to give and exchange thoughts and information by workers in an occupational group. We use this skill to greet people, take messages, reassure, persuade, seek information and resolve conflicts.



## WORKING WITH OTHERS

Examines the extent to which employees work with others to carry out their tasks. We use this skill when we work as a member of a team or jointly with a partner, and when we engage in supervisory or leadership activities.



## READING TEXT

Reading refers to the ability to understand reading material in the form of sentences or paragraphs. We use this skill to scan for information, skim overall meaning, evaluate what we read and integrate information from multiple sources: forms and labels if they contain at least one paragraph; print and non-print media (for example, text on computer screens and microfiche); and paragraph-length text in charts, tables and graphs.



## DOCUMENT USE

Document Use involves a variety of information displays in which words, numbers, icons, and other visual characteristics (eg. line, colour, shape) are given meaning by their spatial arrangement. We use this skill when we read and interpret graphs, charts, lists, tables, blueprints, schematics, drawings, signs, and labels.



## WRITING

The ability to write text and documents; it also includes non paper-based writing such as typing on a computer. We use this skill when we organize, record, document, provide information to persuade, request information from others and justify a request such as writing texts and writing in documents (for example, filling in forms) and/or non-paper-based writing (for example, typing on a computer).



## DIGITAL

Digital skills are those needed to understand and process information from digital sources, use digital systems, technical tools, and applications. Digital sources and/or devices include cash registers, word processing software, and computers to send emails and create and modify spreadsheets.