

This is one of nine kits designed for Literacy and Basic Skills (LBS) programs in Ontario. The kits provide ready-made materials for Ontario practitioners to help learners improve their literacy skills while learning about legal rights.

The kits were developed by CLEO, adapting content created by the Community Law School (Sarnia-Lambton). They relate to three areas: Workplace Rights, Tenant Rights, and Consumer Rights. Each kit includes learning activities and tasks that can be used to facilitate learning, and to demonstrate, track and document learners' progress towards completion of their goal path.

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### Legal Rights Literacy Kits for LBS

KIT: The Steps to Justice Website

This KIT!

#### Employment Rights

KIT: Understanding Workplace Posters

KIT: Wages

KIT: Injuries at Work

#### Consumer Rights

KIT: Payday Loans

KIT: Collection Agencies

#### Tenant Rights

KIT: Paying Rent

KIT: Maintenance and Repair, Part 1

KIT: Maintenance and Repair, Part 2

## Introduction to the Kit

This kit is a preparation kit designed to be used with learners who lack digital literacy skills. It includes learning activities and a task set related to locating, reading and understanding information from a website about legal rights. It can be used in conjunction with or in preparation for any of the legal rights kits.



### Task Set

This kit includes one task set that allows learners to demonstrate skills related to accessing information on the Steps to Justice website, navigating within the website, and using key features of the website to locate information about legal rights.

**Steps to Justice** gives clear reliable information on common legal problems for people in Ontario, and it is used in many of the Legal Rights Literacy kits. Access it at: <https://stepstojustice.ca/>

You may choose to use the task set to demonstrate, track and document learner progress towards completion of their goal path. Success criteria is indicated on the task set answer sheet.

### *OALCF Cover Sheet and Task Performance Indicators*

These learning materials are aligned to the Ontario Adult Literacy Curriculum Framework (OALCF). If you choose to use the task set in this kit to demonstrate learner progress towards goal completion, then complete the cover sheet and scoring rubric on the final pages of this kit. Include them in the learner file, along with other assessment items, such as Initial Assessment results, Milestones and Culminating Tasks.

The task set in this kit is offered as an example; feel free to modify the task questions, OALCF cover page and rubric to suit learner needs. Please note that if you adapt the task questions, they may not comply with the level and complexity of the original scoring rubric.

**Ongoing Assessment:** If you choose to use the task set for ongoing assessment purposes, learners should attempt the task set independently.

### Learning Activities

Facilitate learning activities prior to having learners attempt the task set, so that learners can improve their literacy and digital technology skills. This can involve providing instruction and practise on basic digital skills needed to access and navigate within the Steps to Justice website. Use the ideas on the following pages.



### Background Information on the Steps to Justice website

It is a good idea to introduce learners to key information about Steps to Justice, such as:

- It provides reliable and clear information on common legal problems.
- It is for people who live in Ontario. The law may be different in other parts of Canada.
- It is organized in question and answer format, with 3-5 next steps.
- The information on Steps to Justice can be trusted: several organizations in the justice sector contribute to Steps to Justice, such as the Ministry of the Attorney General, Legal Aid Ontario, community legal clinics, the Law Society of Ontario, the courts, and others.
- The information is reviewed by plain language editors to make sure it is easy to read.
- The information is reviewed by legal workers to make sure it is accurate.
- The information is updated regularly to make sure it is current and practical.

#### Posters and Bookmarks

- **Steps to Justice Bookmarks**

You can order or download free Steps to Justice bookmarks (2 by 6 inches); give them to learners to help them remember the Steps to Justice website address.

- **Steps to Justice Posters**

You can order (free) or download Steps to Justice posters (8.5 by 11 inches); post them in your adult literacy class or centre.

<https://stepstojustice.ca/order-steps-justice-bookmarks-or-posters>



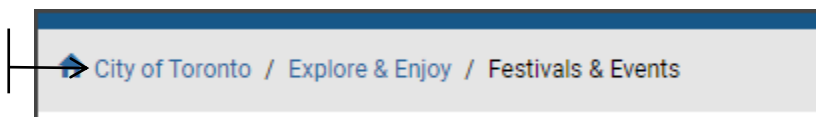
### Digital Technology Skills

It's a good idea to review and provide practice with skills related to locating information on Steps to Justice, and skills related to the OALCF Competency D: Use Digital Technology. For example:

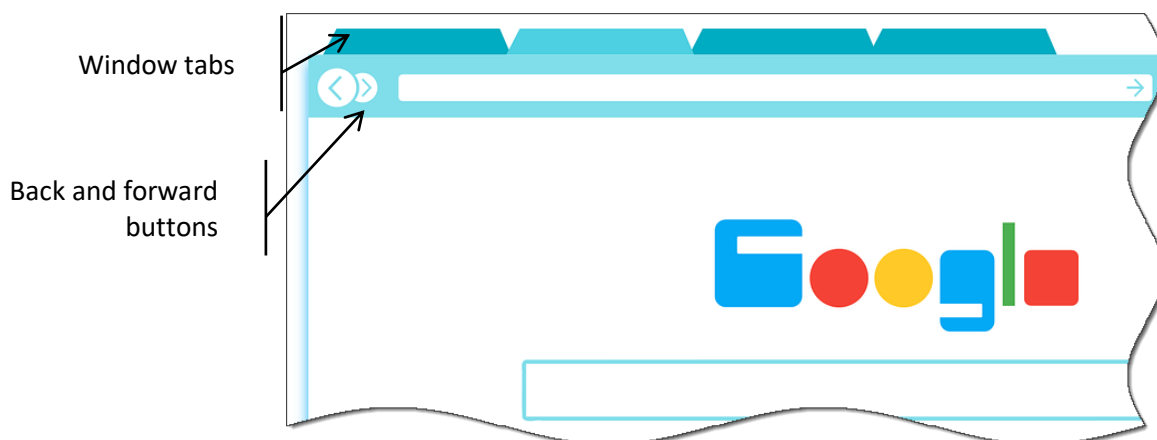
- **Searching on a web browser:** Encourage learners to use key words and the name of their province. Direct them to look closely at the search results, and identify the source of information (e.g., an advertisement, a government website).
- **Searching within a website:** Guide learners in distinguishing between a site search box and a browser search box. Inform them that the site search box allows them to search for information within a website.

- **Navigating within a website:** Teach navigation strategies, such as:
- **Using a breadcrumb trail:** The breadcrumb trail is a website feature that shows you where you are within a website. The name comes from the Hansel and Gretel fairy tale, where the children drop breadcrumbs to make a trail back to their home. A website breadcrumb, such as the one below for the City of Toronto website, shows that the viewer is on the Festivals & Events webpage. The viewer could go back to the Explore & Enjoy webpage by clicking on it in the breadcrumb.

Breadcrumb example



- **Getting to the website homepage:** Teach learners that usually you can click or tap the logo or title of the website/organization to get to the homepage.
- **Using the back and forward buttons:** Most web browsers have a back and a forward arrow button, which allows viewers to get back to a previously-viewed webpage.
- **Following hyperlinks:** Teach strategies for recognizing hyperlinks (e.g., by colour, underlining, or when the cursor turns into a hand when it is moved over a hyperlink), determining when to follow hyperlinks, and getting back to the original webpage after following a hyperlink.
- **Using window tabs:** Inform learners that often following a hyperlink will automatically open a new tab. Getting back to the previous tab or webpage may involve closing a tab, or clicking on the original tab.



## Learning Activities: Practitioner Notes

Facilitate learning activities prior to having learners attempt the task set, so that learners can improve their digital technology skills. This may involve providing background information about Steps to Justice (see page 2) and providing instruction and practice with the website navigation skills required to locate information on Steps to Justice. Here are sample learning activities.

### Pre-Reading Discussion (p. 7)

- Prior to introducing learners to Steps to Justice, engage them in a discussion about when and how they use the internet. This can help you determine their digital literacy skills and habits. Use the worksheet on p. 7, or forego the worksheet and have learners brainstorm a list of how they use the internet. Elicit examples from work, home and study situations.
- Focus on how learners use the internet to learn, get information or solve problems. Elicit the challenges of locating and reading information online. Comments may include:
  - *Sometimes I can't find what I want because I don't use the right search words.*
  - *With a book I start at page one, and follow page by page. But a website has texts, pictures, videos, and ads all on the same page. I get distracted by them.*
  - *It takes me longer to find the information I want because there are so many links. Often when I follow them, they don't lead to the information I want, or I can't get back to the first webpage.*
  - *I have trouble remembering what I read, especially if the text is long.*
- Discuss the challenges of reading online. Print reading involves reading left to right, and top to bottom. Online reading, on the other hand, is often nonlinear. A single webpage may have hyperlinks, menus, images, icons, advertisements, and text. There are choices to make about what menus and links to follow to access the information you need. Studies suggest that moving rapidly from one text or webpage to another can overload learners' cognitive resources and impact reading comprehension. The challenges of online versus print-based reading are well-documented<sup>1</sup>. Engage learners in a discussion of strategies for reading online more efficiently. For example:
  - Focus on the purpose or question the learner wants to answer, then skim a webpage and scan for related key words. This can help learners determine the main ideas and whether to read further or look at a different website.
  - Make informed decisions about whether to follow a hyperlink (e.g., by reading the text before following hyperlinks, then re-reading it to follow a link).
  - Slow down while reading a webpage, and read difficult material out loud
  - Take notes to remember key details
  - Know how to get back to a main webpage (e.g., by using a breadcrumb trail, selecting the original window tab, or using the back button of a web browser)

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<sup>1</sup> Lumen Developmental English: Introduction to College Composition <https://courses.lumenlearning.com/vccs-enf102-17fa/chapter/text-online-reading-tips/> Online Reading Strategies for the Classroom: <https://files.eric.ed.gov/fulltext/EJ1236175.pdf> Read, Write, Think: <http://www.readwritethink.org/professional-development/strategy-guides/reading-online-30096.html>

### Learning Activities: Features of a Homepage (pp. 8-11)

- **Page 8: Features of a Homepage: Phone and Computer View.** This activity introduces five features of a homepage, using the City of Toronto homepage as an example. If feasible, have learners compare the same homepage on a phone and on a computer screen. Discuss:
  - The differences between a mobile and computer screen view (the navigation button on a mobile screen is similar to the navigation bar on a computer screen).
  - The importance of the navigation bar/button
  - The difference between a site search box and a browser search bar
  - The fact that the logo is often clickable/tap-able and functions as a “home button”
- **Page 9: Features of a Homepage: Vocabulary:** This activity quizzes learners on homepage terms from the previous activity.

Answers:

|                       |                      |
|-----------------------|----------------------|
| 1. Navigation bar     | 5. Navigation button |
| 2. Site search box    | 6. Hyperlink         |
| 3. Browser search bar | 7. Drop-down menu    |
| 4. Logo               |                      |

- **Pages 10-11: Features of a Homepage: Comparing City Websites:** Learners locate and compare the homepages of four city websites. They answer questions, then explore one homepage in more detail. Images of the homepage banners are provided on p. 11.

Answers:

|   |  |
|---|--|
| 1. <a href="http://toronto.ca">toronto.ca</a> , timmins.ca, citywindsor.ca, london.ca | 4. True  |
| 2. Top-left of webpage  | 5. City Hall, For Residents, For Business, Visiting Windsor, E-Services, Mayor and Council |
| 3. Using the navigation bar or the site search box                                    | 6. Note: check website for current topics  |
|   | 7. Answers will vary   |

### Learning Activities: The Steps to Justice Website (p. 12-14)

- **Page 12: The Steps to Justice Homepage:** This handout familiarizes learners with key features on the Steps to Justice homepage.

Answers:

|                     |                    |
|---------------------|--------------------|
| 1. Logo/Home button | 3. Site search box |
| 2. Navigation bar   | 4. Live chat       |
- **Pages 13-14: Finding Information on Steps to Justice:** Learners watch a 3-minute tutorial video about how to navigate within Steps to Justice. Then visit the website and answer questions. The video URL and transcript are below.

- Answers:
1. a, b, d
  2. Learners can copy two of the questions
  3. Step 1: Plan how you will answer questions  
Step 2: Find out if you should make a human rights claim  
Step 3: Make a human rights claim
  4. Any two of: *Do you have children or plan to have children? Are you married? How old are you? Where were you born? What is your ethnic background? Do you have a disability?*
  5. a
  6. Workers' Action Centre:  
416-531-0778
  7. Clicked on "Getting hired" in the breadcrumb
  8. a
  9. M, T, W, F: 11am-1pm; 2-4pm;  
Thur 11 am-1pm, 7-9pm (note:  
check website; hours may change)
  10. b

Introducing Steps to Justice: <https://vimeo.com/448907424/4645a8a934>

### Video Transcript

There's a website that has clear, simple information about legal rights in Ontario. It's called Steps to Justice. It's easy to use, and easy to understand. This video shows you how to use the Steps to Justice website. I can get to Steps to Justice in two ways. First, I can enter it in my browser search bar, like this. Then I can find the website from the search results, and select it, like this. Or, if I already know the URL, I can type it in the browser bar. The URL is [stepstojustice.ca](https://stepstojustice.ca). I'll type it here.

Here is the homepage. Under the title Steps to Justice, I see it says *Your Guide to law in Ontario*. I'll scroll down to see the legal topics. There are several topics. For example, abuse and family violence, criminal law, housing law. I can select any topic to get information about it. Let's try *Employment and Work*. Next, Steps to Justice shows me another list of topics, all related to employment and work. I can choose any of the topics. I'll choose *Getting Hired*.

Now it shows me a list of questions. I can select any of them to see the answer. I'll try this one: *How old do I need to be to work?* And here is the answer. The answer is short and clear. If there are difficult words, they are highlighted. When you select them, a definition comes up. There is even a live chat, so if you have a question, you can type a message and someone will answer.

And one of the best features of the website is right here - the Find Services button. When I select this button, it shows me a list of places I can call to get help.

So, I've shown you that each question has an answer, right here. It also has a few steps. This question has three steps. Each step tells you a little more information. To see the information, select the step here.

I can get back to other parts of the Steps to Justice website using the breadcrumbs. You can see that this is the webpage I am on now. To get back to the getting hired questions, I would select this title. To go back to all the legal topics, I could click here. And to get back to the home page, I would click here, on HOME.

## Learning Activity: Pre-learning Discussion

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### What do you do online?

Check off what you do or want to do online.

#### Shopping and Eating

- ☐ Online shopping
- ☐ Buying or selling on sites for used goods (e.g., kijiji)
- ☐ Ordering food
- ☐ Booking travel arrangements
- ☐ Comparing prices for products
- ☐ Looking up online reviews of products

#### Learning and Solving Personal Problems

- ☐ Researching a topic of interest
- ☐ Reading the news
- ☐ Looking up information on health issues
- ☐ Looking up information on legal issues

#### Entertainment

- ☐ Watching videos
- ☐ Listening to music
- ☐ Playing games

#### Getting Things Done

- ☐ Getting directions to a location
- ☐ Looking up government services
- ☐ Registering for recreational activities
- ☐ Banking online
- ☐ Looking up phone numbers of people and businesses

#### Communicating with Others

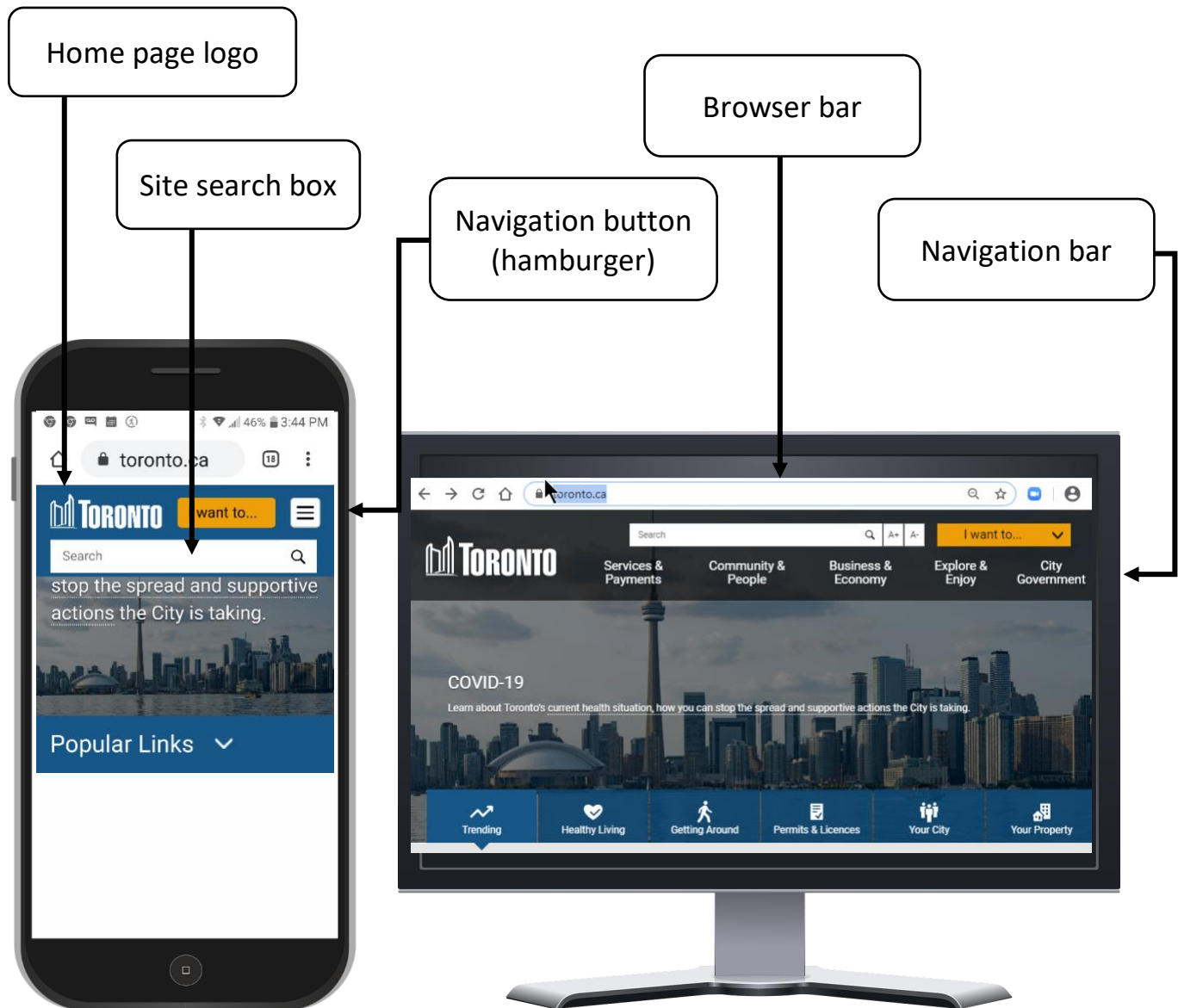
- ☐ Emailing
- ☐ Using Facebook or other social media
- ☐ Meeting people (e.g., meetup groups, online dating sites)



## Learning Activity: Features of a Homepage: Computer and Phone View

Look at the City of Toronto homepage below, on a phone and on a computer screen.

The **navigation button** on the mobile phone lists the same topics as the **navigation bar** on the computer screen. Go to the City of Toronto website (Toronto.ca) on both a phone and on a computer and see for yourself.



## Learning Activity: Features of a Homepage: Vocabulary

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Write the correct term on the line. Use the terms in the box below.

Navigation button ♦ Drop down menu ♦ Navigation bar  
Logo ♦ hyperlink ♦ site search box ♦ browser search bar

1. \_\_\_\_\_ A horizontal or vertical bar displayed on the webpages of a website. It tells you the main information on the website, and includes links to different parts of a website.
2. \_\_\_\_\_ Allows you to search **within** the website.
3. \_\_\_\_\_ Also called the address bar, or URL bar. It allows you to search within the entire Internet.
4. \_\_\_\_\_ An image that represents an organization. It may also be the website title or name. It is clickable and will take you to the homepage of the website.
5. \_\_\_\_\_ You see this when you view a website on a smartphone. It looks like three short lines, and is sometimes called a “hamburger.”
6. \_\_\_\_\_ Words you can click on or tap to get to another webpage. When you move your cursor over them, your cursor turns into a hand.
7. \_\_\_\_\_ When you select a topic from the navigation bar, a menu of more topics will appear.

## Learning Activity: Features of a Homepage: Comparing City Websites

Look at the four city homepages on the next page. Answer the questions.

1. For each city below, use a web browser (e.g., Google, Edge) to search for its website. Copy the URL for each homepage below.

City of Toronto \_\_\_\_\_

Timmins \_\_\_\_\_

Windsor \_\_\_\_\_

London \_\_\_\_\_

2. For all four homepages, where is the city logo located? The logo is often also the HOME button. If you click on or tap it, you will get back to the homepage.

3. For each website, there are two ways you can find information on a topic. What are they?

4. All four websites have a site search box. Circle the correct answer.

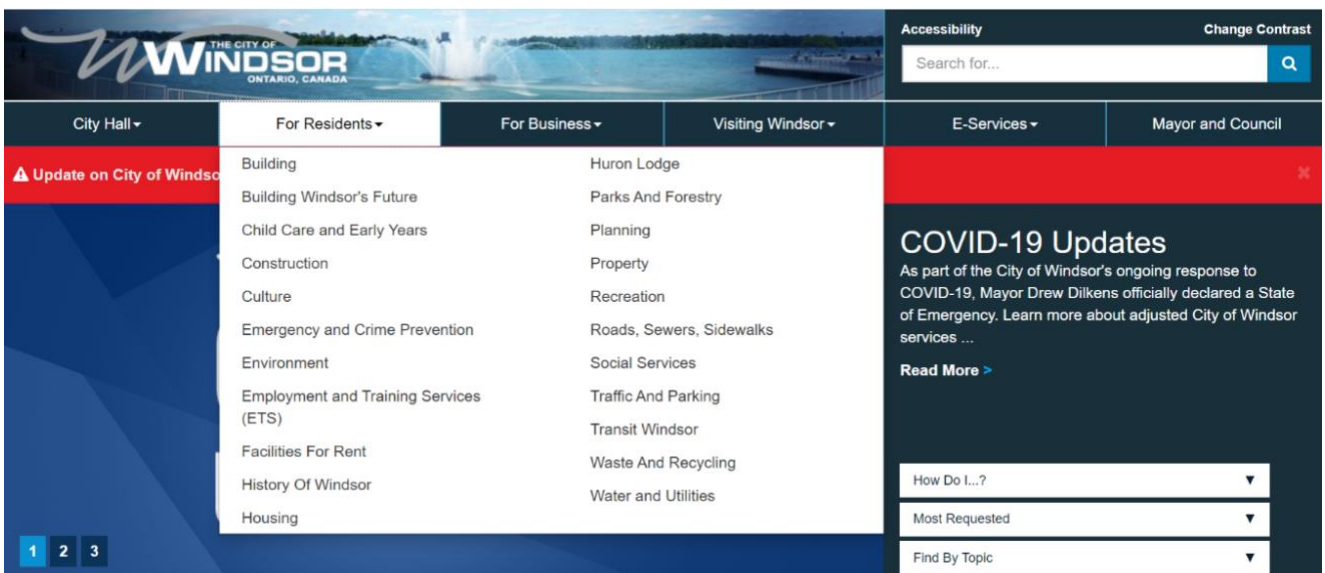
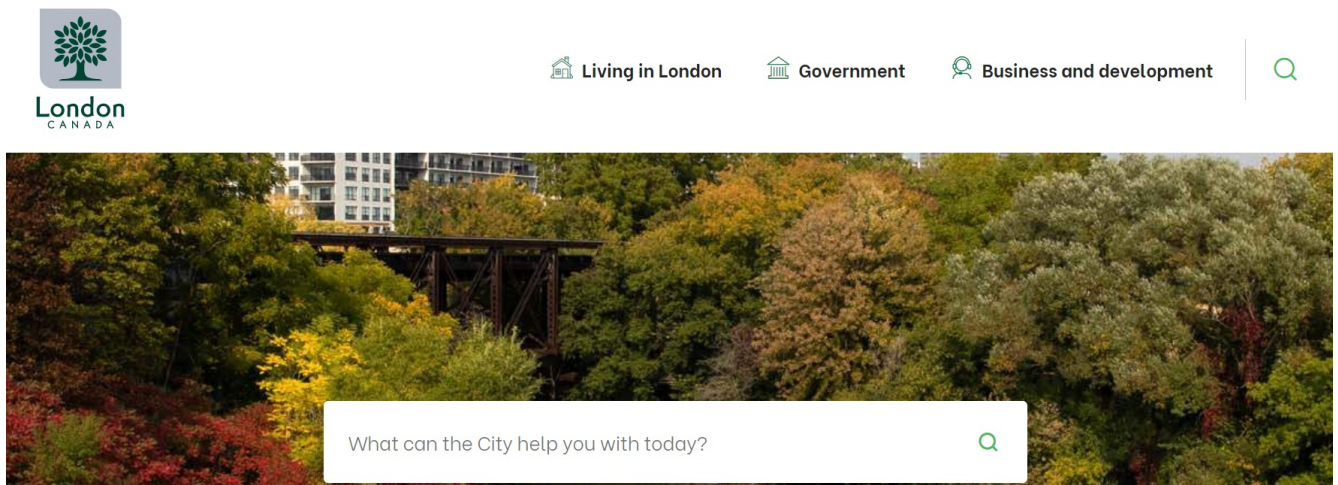
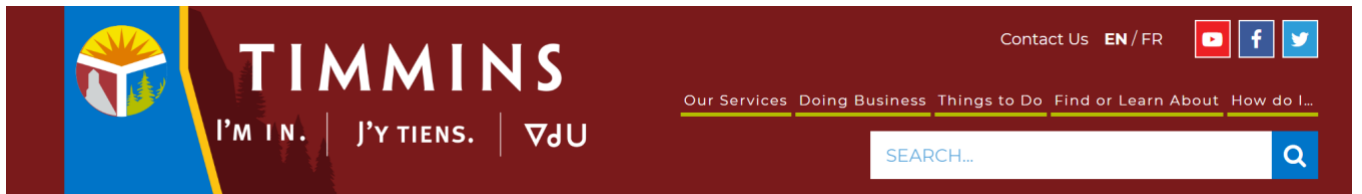
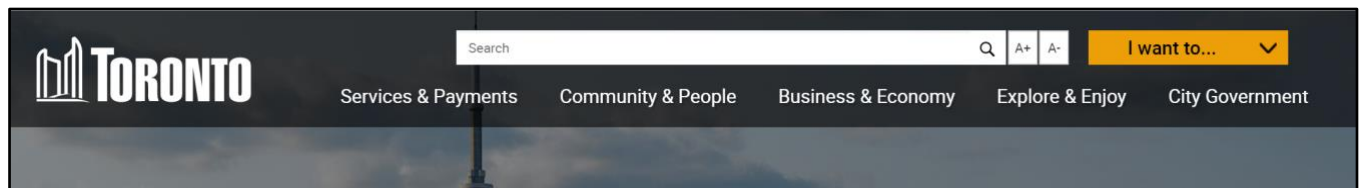
- a) true
- b) false

5. Go to the **City of Windsor** homepage. List 3 topics in the navigation bar.

6. On the City of Windsor homepage, select FOR RESIDENTS on the navigation bar. Copy the first three topics in the dropdown menu.

7. Go to the homepage of your city's website and explore the topics in the navigation bar. List two services that interest you. Explore one of the services, and then share one thing you learned about it with the class.

## Learning Activity: Features of a Homepage – Comparing City Websites



## Learning Activity: The Steps to Justice Homepage

This is how the **Steps to Justice** website looks on a computer screen. Write the parts of the homepage on the lines. Use the words in the box.

Live chat ♦ Site search bar ♦ Logo/home button ♦ Navigation bar



## Learning Activity: Finding Information on Steps to Justice

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Watch this video on how to use **Steps to Justice**. <https://vimeo.com/448907424/4645a8a934>

After you watch the video, go to the **Steps to Justice** website. Answer the questions below.

1. Look at the **Steps to justice** homepage. You can find information about a legal topic in THREE ways. Circle the 3 correct answers.
  - a. Click on **Legal Topics** in the navigation bar at the top of the page, then select a topic.
  - b. Type the topic you want to read about into the site search box.
  - c. Click on the Steps to Justice logo at the top-left of the screen.
  - d. Select a topic in the list of legal topics.
2. Select the legal topic *Employment and Work*. Then select *Getting Hired*. List two questions that this section will answer about getting hired.

3. Select the first question under *Applying for a job*. You should see an answer to the question, and three steps. Copy

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

4. Read the answer section. Copy two things an employer should **NOT** ask when you apply for a job.

## Learning Activity: Finding Information on Steps to Justice, *continued*

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5. Locate the FIND SERVICES button. Where do you see it? Circle one correct answer.
- a. On the right side, above "Related Questions"
  - b. On the left side, under the list of "next steps"
  - c. At the bottom of the screen

6. Select the FIND SERVICES button. Copy the name and phone number of the second service.

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

7. Use the **breadcrumb** to go back to the *Getting Hired* questions. Describe what you did.

8. Find the **Live Chat** button. Where on your screen is it located? Circle one correct answer.
- a. On the right side, at the bottom of the screen
  - b. On the left side, under the list of "next steps"
  - c. At the top of the screen

9. Click on the Live Chat button. On Live Chat, you can ask questions about how to find legal information on the Steps to Justice website. If you ask during chat hours, someone will answer your question right away. Copy the hours below.

10. Click on the **Steps to Justice** logo at the top left of your screen. What happens? Circle 1 correct answer.
- a. I leave the website
  - b. I get back to the Steps to Justice homepage
  - c. I get back to the Getting Hired questions



## Task Set

**TASK TITLE:** Locate information on the Steps to Justice website.



Your friend Julie tells you that she lost her job, and has run out of money. She wants to find out about how she can get on Ontario Works. She has asked for your help.

Use the Steps to Justice website to find information.

Task 1. Locate the Steps to Justice website.

Task 2. On the Steps to Justice website, locate information about **income assistance**. Write a note to Julie with step-by-step instructions on how to use the Steps to Justice website to find information about Ontario Works.

Task 3. Locate the answer to the question “I need money to live. Can I get help from Ontario Works?” Read the answer. List at least two reasons that people can get assistance from Ontario Works. The first reason is already listed:

- they can't find work
- 
- 

Task 4. Locate the FIND SERVICES button. Find services related to income assistance. Write a short note to Julie with contact details about one service that can help her.



## Task Set: Answer Sheet

**TASK TITLE:** Locate information on the Steps to Justice website.

Task 1. Locate the Steps to Justice website. **(1 point)**

*Ensure the learner locates the website ([stepstojustice.ca](http://stepstojustice.ca)).*

Task 2. On the Steps to Justice website, locate information about **income assistance**. Write a note to Julie with step-by-step instructions on how use Steps to Justice website to find information about Ontario Works. **(4 points)**

*Test the learner's instructions by attempting to follow the steps. If the steps are clear enough that you were able to locate the information, then give the learner full points. Use your professional judgment in providing partial points.*

*Do not mark grammar, spelling or punctuation.*

Task 3. Locate the answer to the question "I need money to live. Can I get help from Ontario Works?" Read the answer. List at least two reasons that people can get assistance from Ontario Works. The first reason is already listed: **(2 points)**

*Provide one point for each reason.*

- *They're not able to work right now*
- *They're working but making so little money that they qualify for assistance*
- *They're applying to the Ontario Disability Support Program and need assistance while waiting for disability benefits*

Task 4. Locate the FIND SERVICES button. Select it to find services related to income assistance. Write a short note to Julie with contact details about a service that can help her. **(3 points)**

*If the learner lists the name and contact details of a relevant service, then give the learner full points. Use your professional judgment in giving partial points.*

*Do not mark grammar, spelling or punctuation.*

# OALCF Task Cover Sheet

| <b>TASK TITLE:</b> Locate information related to a legal problem on the Steps to Justice website   |                          |   |
|--|--------------------------|---|
| Learner Name: _____  |                          |   |
| Date started: _____  |                          | Date completed: _____                                       |
| Successful Completion: <input type="checkbox"/> YES <input type="checkbox"/> NO  |                          |   |
| Goal Path: <input type="checkbox"/> Employment <input type="checkbox"/> Apprenticeship <input type="checkbox"/> Secondary School <input type="checkbox"/> Post Secondary <input type="checkbox"/> Independence |                          |   |
| Competency   | Task Group               | Level Indicator   |
| A: Find and Use Information  | A1: Read Continuous Text | A1.2 Read texts to locate and connect ideas and information |
| D. Use Digital Technology  | N/A                      | D.2 Perform well-defined, multi-step digital tasks          |
| For <b>Performance Descriptors</b> for each Level Indicator, see Task Performance form, on next page   |                          |   |
| <b>Materials Required:</b><br><input type="checkbox"/> Pen and task sheet<br><input type="checkbox"/> Digital device and Internet connectivity   |                          |   |

# Task Performance Form

**TASK TITLE:** Locate information related to a legal problem on the Steps to Justice website

| Performance indicators: |   | Needs Work               | Completes task with support from practitioner | Completes task independently |
|-------------------------|---|--------------------------|---|------------------------------|
| <b>A1.2</b>             | • Makes connections between sentences and between paragraphs in a single text | <input type="checkbox"/> | <input type="checkbox"/>                      | <input type="checkbox"/>     |
|                         | • Scans text to locate information  | <input type="checkbox"/> | <input type="checkbox"/>                      | <input type="checkbox"/>     |
|                         | • Uses layout to locate information   | <input type="checkbox"/> | <input type="checkbox"/>                      | <input type="checkbox"/>     |
| <b>D.2</b>              | • Selects and follows appropriate steps to complete tasks                     | <input type="checkbox"/> | <input type="checkbox"/>                      | <input type="checkbox"/>     |
|                         | • Performs simple searches using keywords                                     | <input type="checkbox"/> | <input type="checkbox"/>                      | <input type="checkbox"/>     |
|                         | • Makes low-level inferences to interpret icons and text                      | <input type="checkbox"/> | <input type="checkbox"/>                      | <input type="checkbox"/>     |

**This task:** ☐ was successfully completed ☐ needs to be tried again

**Learner Comments:**

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner signature