

Instructor Workbook



A3 and the Employment Path

Written by Karen Morgan-Bowyer



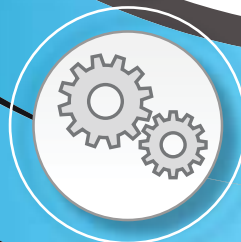
Extract information from films, broadcasts and presentations.

find

use

interpret

understand



Acknowledgements

A3 and the Employment Path as a concept came about due to the work of the QUILL Learning Network and the Task-Based Portal. Reviewing the many task sets on this site it was obvious there really wasn't much, if anything, to support the Ontario Adult Literacy Curriculum Framework, Competency and Task Group: A3. Extract info from films, broadcasts and presentations. Focusing this curriculum on the Employment Path came about because more and more workplaces are training their staff using videos and podcasts.

Thank you to the Ministry of Training, Colleges and Universities for funding this project and seeing the importance of creating this kind of curriculum.

This curriculum was researched and written by Karen Morgan-Bowyer. Her experience, skills and knowledge working as an instructor with learners and then being a manager in LBS and working with instructors gave her the unique perspective required for developing great curriculum and task sets. The resulting product speaks for itself.

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A job well done,

Jane Tuer, Executive Director, Project READ Literacy Network (Waterloo-Wellington)

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Unit 1

PRACTITIONER PAGE: Viewing Videos online . . .	5
Unit 1	7
Viewing Videos Online:	7
Watching Videos: Activity 1	10
Watching Videos: Activity 2	11
Watching Videos: Activity 3	13
Watching Videos: Activity 4	15

Unit 2

PRACTITIONER PAGE: Learning Styles	16
Unit 2	18
Working with your Learning Style:	18
What is your dominant Learning Style? . . .	19
Working with your Learning Style	24
Working with your Learning Style: Activity 1	26

Unit 3

PRACTITIONER PAGE: Finding the Main Idea. . .	28
Unit 3	31
Finding the Main Idea when watching a video or listening to a podcast:	31
Finding the Main Idea: Activity 1	33
Finding the Main Idea: Activity 2	35
Finding the Main Idea: Activity 3	36
Finding the Main Idea: Activity 4	39

Unit 4

PRACTITIONER PAGE: Purpose and Intended Audience	41
Unit 4	43
Purpose and Intended Audience	43
Purpose and Intended Audience: Activity 1	46
Purpose and Intended Audience: Activity 2	47

Unit 5

PRACTITIONER PAGE: Listening.	49
Unit 5	54
Listening when watching a video or listening to a podcast:	54
Listening: Activity 1	61
Listening: Activity 2	63

Unit 6

PRACTITIONER PAGE: Inference.	65
Unit 6	68
Making Inferences when watching a video or listening to a podcast:	68
Making Inference Chart	71
Making Inferences: Activity 1	72
Making inferences: Activity 2	73

Unit 7

PRACTITIONER PAGE: Figurative language . . .	75
Unit 7	78
Understanding Figurative Language when watching a video or listening to a podcast: . . .	78
Figures of Speech	79
Figurative language (figures of speech): Activity 1	80
Similes	81
Figurative Language (simile): Activity 2 . . .	81
Metaphors	82
Figurative Language (metaphor): Activity 3	82
Hyperbole	83
Figurative Language (hyperbole): Activity 4	83
Figurative Language : Activity 5	84

Unit 8**PRACTITIONER PAGE: Fact vs. Opinion 86****Unit 8 89****Fact vs. Opinion when watching a video or listening to a podcast: 89**

Fact vs. Opinion: Activity 1 90

Fact vs. Opinion: Activity 2 91

Fact vs. Opinion: Activity 3 92

Unit 9**PRACTITIONER PAGE: Thinking Style 94****Unit 9 96****Using Thinking Styles when watching videos and presentations: 96**

Thinking Style survey 97

Working with your Thinking Style 100

Thinking Style: Activity 1 101

Unit 10**PRACTITIONER PAGE: Memory 103****Unit 10 109****Using your Memory when watching presentations and information videos. 109**

Memory Survey 109

Four General strategies for improving memory 114

Grouping 117

Memory: Activity 1 117

Visualizing 119

Memory: Activity 2 119

Memory: Activity 2b 120

Memory: Activity 3 120

Memory Activity 3b 120

Unit 11**PRACTITIONER PAGE: Note taking 122****Unit 11 126****Taking Notes while watching a presentation/ video or listening to a podcast: 126**

Cornell note taking system : 128

Note taking: Activity 1 131

Mind mapping as a form of note taking . 131

Note taking: Activity 2 133

Using outlining while taking notes from a presentation or information video. 134

Note taking: Activity 3 135

Unit 12**PRACTITIONER PAGE: The Living Lecture . . . 137****Unit 12 140****Using the Living Lecture while watching presentations and information videos: 140**

The Living lecture: Activity 1 142

OALCF Task Sets	144	Task-based Activity (7) Cover Sheet	176
Task-based Activity (1) Cover Sheet	145	A3 Task (7)	178
A3 Task (1): Finding the Main Idea	147	A3 Task (7) Answers	179
A3 Task (1) Answers	148	Task (7) Evaluation:	
Task (1) Evaluation:		Job Profile: Machinist	180
Finding the Main Idea	149	Task-based Activity (8) Cover Sheet	181
Task-based Activity (2) Cover Sheet	150	A3 Task (8)	183
A3 Task (2)	152	A3 Task (8) Answers	184
A3 Task (2) Answers	153	Task (8) Evaluation:	
Task (2) Evaluation:		Job Profile: Radio Announcer	185
Skills for Entrepreneurs	154	Task-based Activity (9) Cover Sheet	186
Task-based Activity (3) Cover Sheet	155	A3 Task (9)	188
A3 Task (3)	157	A3 Task (9) Answers	189
A3 Task (3) Answers	158	Task (9) Evaluation:	
Task (3) Evaluation:		Body Language During a Job Interview	190
What it Means to be a Volunteer	159	Task-based (10) Activity Cover Sheet	191
Task-based (4) Activity Cover Sheet	160	A3 Task (10)	193
A3 Task (4)	163	A3 Task (10) Answers	194
A3 Task (4) Answers	164	Task (10) Evaluation:	
Task (4) Evaluation:		Illegal Deductions from Wages: Ministry of Labour	195
Mandatory Worker’s Rights and Employee’s Responsibilities Poster	165	Task-based (11) Activity Cover Sheet	196
Task-based Activity (5) Cover Sheet	166	A3 Task (11):	198
A3 Task (5)	168	A3 Task (11) Answers	199
A3 Task (5) Answers	169	Task (11) Evaluation:	
Task (5) Evaluation:		Identifying Figurative Language	200
Job Profile: Nursery Manager	170	Task-based Activity (12) Cover Sheet	201
Task-based Activity (6) Cover Sheet	171	A3 Task (12)	203
A3 Task (6)	173	A3 Task (12) Answers	204
A3 Task (6) Answers	174	Task (12) Evaluation:	
Task (6) Evaluation:		Using Social Media to Find a Job	205
Job Profile: Guest Services Attendant	175		

Task-based Activity (13) Cover Sheet	206	Task-based Activity (20) Cover Sheet	242
A3 Task (13)	208	A3 Task (20)	244
A3 Task (13) Answers	209	A3 Task (20) Answers	245
Task (13) Evaluation:		Task (20) Evaluation:	
Job Profile: Police Constable	210	Apprenticeship Information	246
Task-based Activity (14) Cover Sheet	211	Task-based Activity (21) Cover Sheet	247
A3 Unit Task (14)	213	A3 Task (21)	249
A3 Task (14) Answers	214	A3 Task (21) Answers	250
Task (14) Evaluation: Fact vs. Opinion . . .	215	Task (21) Evaluation: Know your Rights as an Employee	251
Task-based Activity (15) Cover Sheet	216	Task-based Activity (22) Cover Sheet	252
A3 Task (15)	218	A3 Task (22)	254
A3 Task (15) Answers	219	A3 Task (22) Answers	255
Task (15) Evaluation:		Task (22) Evaluation:	
Job Profile: Retail	220	Workplace Violence: Ministry of Labour . .	256
Task-based Activity (16) Cover Sheet	221	Task-based Activity (23) Cover Sheet	257
A3 Task (16): Taking Notes	223	A3 Task (23)	259
A3 Task (16): Taking Notes Answer	224	A3 Task (23) Answers	260
Task (16) Evaluation:		Task (23) Evaluation:	
Taking Notes and Summarizing	225	Filing a Complaint against an Employer . .	261
Task-based Activity (17) Cover Sheet	226	Task-based Activity (24) Cover Sheet	262
A3 Task (17)	228	A3 Task (24)	264
A3 Task (17) Answers	229	A3 Task (24) Answers	265
Task (17) Evaluation: Career Planning . . .	230	Task (24) Evaluation:	
Task-based Activity (18) Cover Sheet	231	Job Search Strategies	266
A3 Task (18)	233	Task-based Activity (25) Cover Sheet	267
A3 Task (18) Answers	234	A3 Task (25)	269
Task (18) Evaluation:		A3 Task (25) Answers	270
Preparing for a Job Interview	235	Task (25) Evaluation: What Makes us Feel Good about our Work	271
Task-based Activity (19) Cover Sheet	236		
A3 Task (19)	238		
A3 Task (19) Answers	239		
Task (19) Evaluation:			
Watching a WHMIS Training Video	241		



Unit 1

PRACTITIONER PAGE: Viewing Videos online

Unit 1 purpose:

- To understand basic functions of online video players
- To use a variety of search strategies to find online videos
- To become familiar with the vector website video search and application as it will be used in future task activities

Imbedded OALCF Competencies in addition to A3:

D2: Use Digital Technology

Activity	Learning about viewing videos online
Purpose	To introduce common elements (play, elapsed time, full screen etc) when watching videos online which can be transferred to multiple video platforms
Materials needed	www.youtube.ca
Procedure	<ul style="list-style-type: none"> • Review the viewing videos online information with learner • Explain that ads will often be shown ahead of the video and demonstrate how to skip an ad if possible (this is illustrated in the workbook) • Have the learner complete activity one • Highlight for the learner that the search, elapsed time, full screen, rewind and pause (which are illustrated in the workbook) are all common elements on online video players
Time allotted: 5 minutes	Page #'s in Learner Workbook: 3-6

Activity	Watching another video
Purpose	Further exploring how we can transfer our understanding of the basic elements of online video controls
Materials needed	http://www.media.gov.on.ca/f219cf6b298dddb5/en/pages/text.html
Procedure	<ul style="list-style-type: none"> Have the learner complete Activity 2
Time allotted: 10 minutes	Page #'s in Learner Workbook: 6-7

Activity	More video platforms
Purpose	Further exploring the variety of video platforms used on websites
Materials needed	www.vector.cfee.org
Procedure	<ul style="list-style-type: none"> Review the multiple steps needed to find a specific video on this website Have the learner complete Activity 3
Time allotted: 10 minutes	Page #'s in Learner Workbook: 8-10

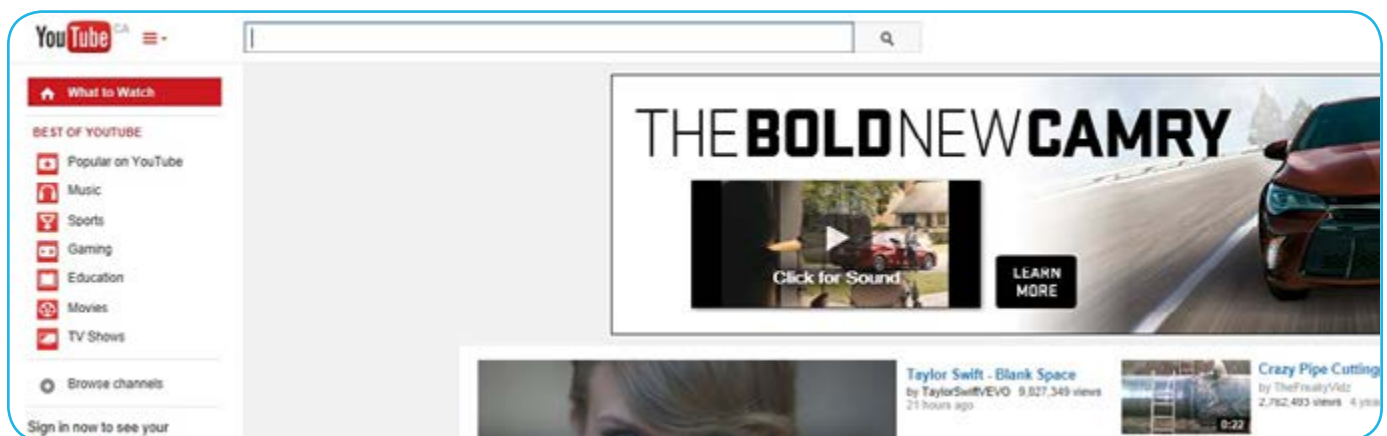
Activity	Watching videos
Purpose	Transferring understanding of common online video elements to view a portion of a TedTalk video online
Materials needed	http://www.ted.com/playlists/4/what_makes_you_happy You will need to scroll down to find the video “The Hidden Power of Smiling”
Procedure	<ul style="list-style-type: none"> Before the learner completes this activity, highlight again that some online video players may have a different look – but will have common elements Have the learner complete Activity 4 (watch “The Hidden Power of Smiling” from 0:47-1:55)
Time allotted: 20 minutes	Page #'s in Learner Workbook: 11

Unit 1

Viewing Videos Online:

Online videos seem to be everywhere these days. For example, if you have a Facebook account one of your friends has more than likely shared a funny video. There are many different platforms for videos. One of the most well-known is YouTube. Let's take a look at how to view a YouTube video.

When you go to www.youtube.ca you'll see a page that looks something like this:

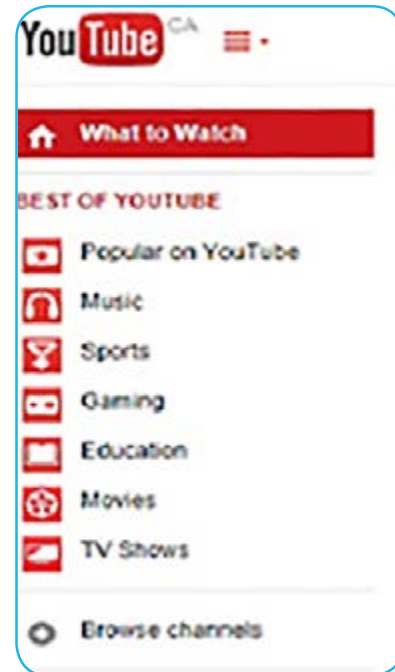


There will be advertisements playing and previews of some of the most popular videos.

You can sort and search the type of video you want to find by clicking on these choices:

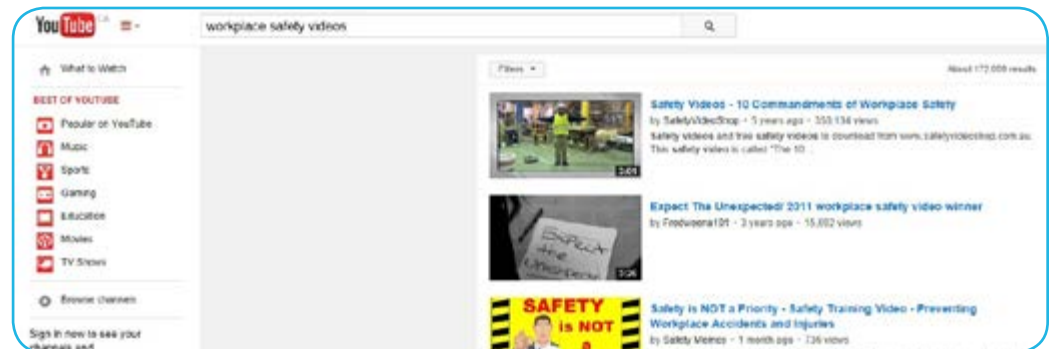


Another way to find videos is to type a subject directly into the search bar:



Let's try a search for Workplace Safety Videos:

The videos that appear will



be different depending on what's most recent or most popular. You can see that there is a picture of the video as well as a short description of what it's about. You'll also see how long it has been posted on YouTube and how many people have viewed the video.

From here, you can click right on the picture of the video or the blue-highlighted name of the video and the video will start playing.



Sometimes an advertisement will play before your video plays. You'll often have the choice of skipping the ad after a few seconds.



There are a variety of controls you can use

pause

play

volume

“Elapsed time” Shows how long the video is and how long it has been playing

0:20 / 3:00

You can click and drag this red line to move forward and backward through the video

You can click this to make the video full screen (sometimes full screen doesn't happen automatically)

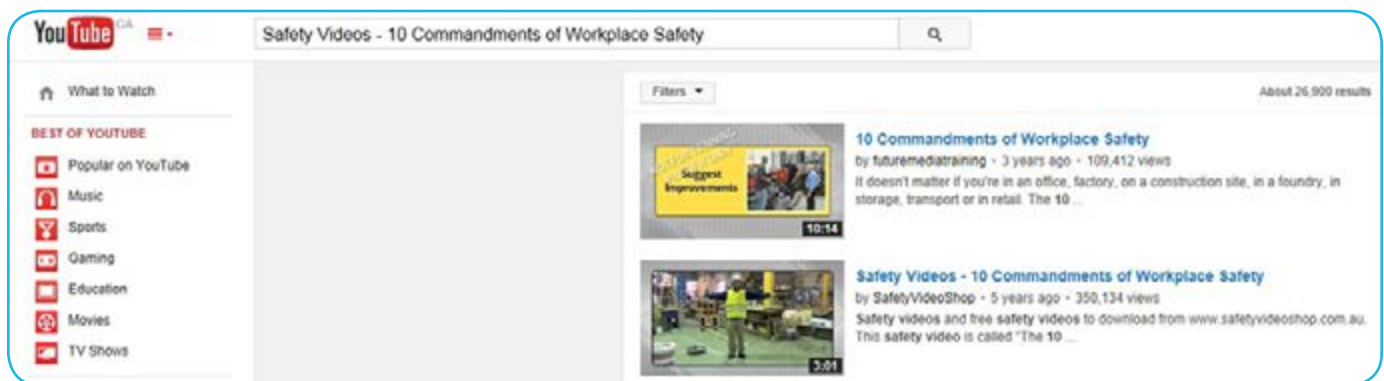


Watching Videos: Activity 1

- ▶ Go to www.youtube.ca
- ▶ Search for a workplace safety video
- ▶ Choose a video and watch the first minute (the elapsed time will say 1:00)
- ▶ Use the full screen button
- ▶ Move the video back to 30 seconds (the elapsed time will say 0:30)
- ▶ Pause the video at 45 seconds (the elapsed time will say 0:45)

More about Videos

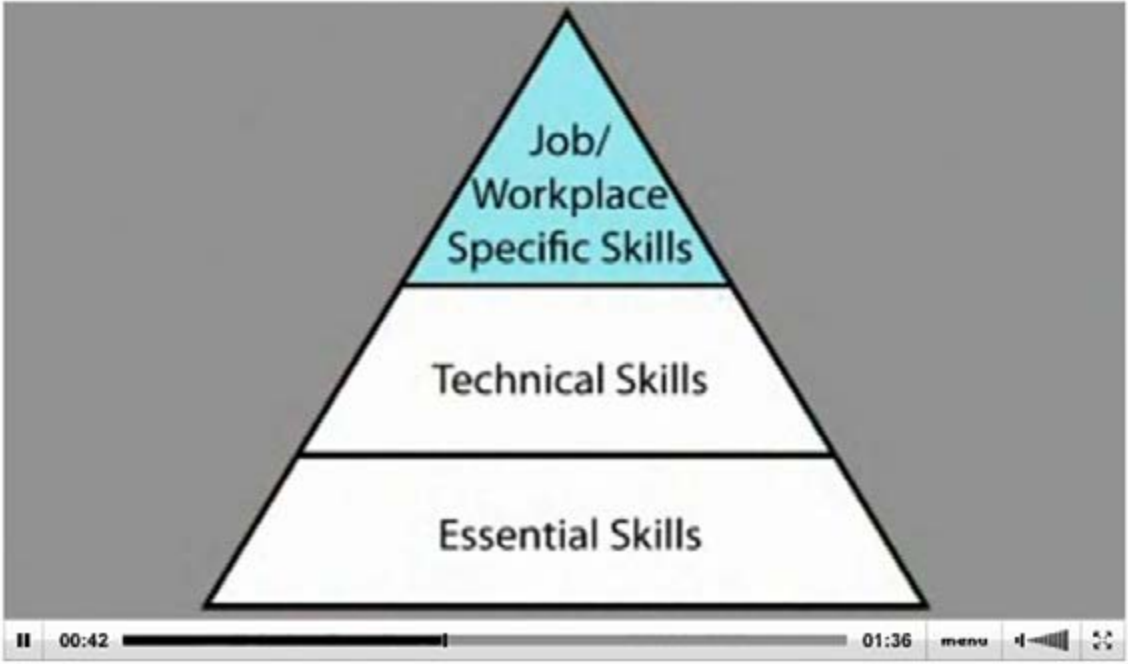
You can also find a specific video by putting its title in the search bar.



Sometimes several videos will have the same or similar titles. You can look through the results to find the one you want.

Watching Videos: Activity 2

- ▶ There are many, many other types of video platforms on the internet. You will find, though, that knowing the basics will help you view them.
- ▶ Watch the video. As you do, notice the video has similar controls as the YouTube video.
<http://www.media.gov.on.ca/f219cf6b298dddb5/en/pages/text.html>



The screenshot shows a video player interface. In the top left corner, there is the Ontario logo (a stylized flower) and the word "Ontario". The video title is "Skills Overview Video". The main content is a pyramid diagram with three levels. The top level is a light blue triangle containing the text "Job/ Workplace Specific Skills". The middle level is a white trapezoid containing the text "Technical Skills". The bottom level is a white trapezoid containing the text "Essential Skills". Below the pyramid is a video player control bar with a play button, a progress bar showing 00:42, a total duration of 01:36, a "menu" button, a volume icon, and a full screen icon.

Notice that all of these video controls are similar to those found on YouTube videos

More video platforms:

Some videos from older websites are not as straight forward to use. One of these is an employment information website called Vector. It involves taking multiple steps to find the video you wish to play. We will be using a few of these videos in future units, so let's take a look at how to use the website. We are going to search for a video about being a **By-law Enforcement Officer**



Click "Guest"



Click "Explore Video"



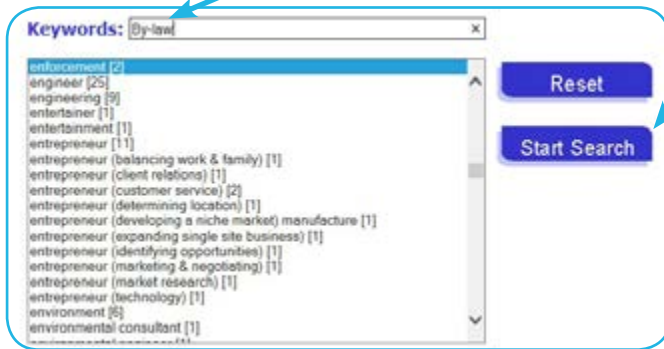
Click "Keywords"

Watching Videos: Activity 3

- ▶ Click on the link below to get to the

1. Type the word By-law in keywords search area

2. Click "Start Search"



homepage:


vector.cfee.org

This tiny picture of a video camera indicates there is a video available



Click on "By-law Enforcement Officer"

SEARCH RESULTS: Keywords: [Search Again](#)

TITLE:  [By-law Enforcement Officer](#)

INDUSTRY: Sales & Service

INTERESTS: Social, Directive, Objective, Reading Text, Writing, Oral Communication, Decision Making

EDUCATION: High School, College

KEYWORDS: by-law enforcement officer, parking enforcement, law, Ontario

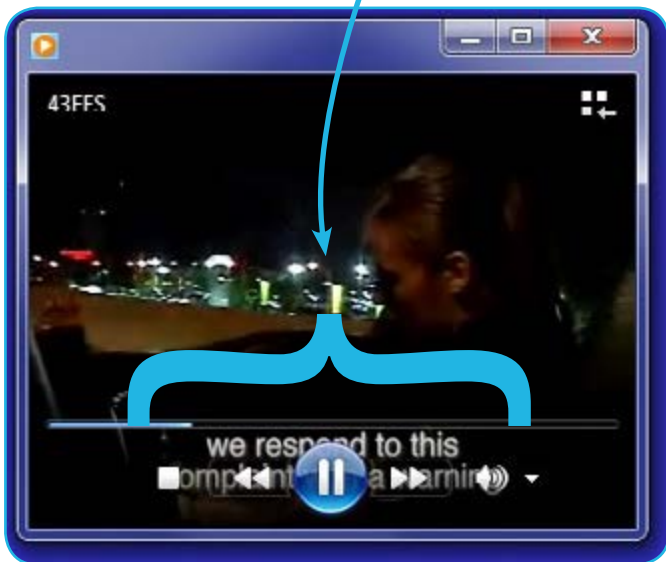
INCOME: Average Income: \$40,000 - \$80,000

DESCRIPTION: By-law enforcement officers enforce by-laws and regulations of provincial and municipal governments. They are employed by provincial and municipal governments and agencies. Joanne Pilotte - By-law Enforcement Officer [video clip]. Filmed in Eastern Ontario and produced by students at Algonquin College (www.algonquin.on.ca). We would like to acknowledge the City of Ottawa, Emergency Protective Services, for its assistance and co-operation. (NOC 6463)

NOC LINK: [Click here to visit the National Occupational Classification \(NOC\) web site to learn more about this occupation.](#)

Click on “By-law Enforcement Officer” (again) and the video will open up as a small screen on the right hand side of your screen

When you hover your mouse cursor over the small video screen you will see the stop, rewind, pause, forward and volume buttons



Watching Videos: Activity 4

- ▶ Go to this website:
http://www.ted.com/playlists/4/what_makes_you_happy
- ▶ You will need to scroll down to find the video “The Hidden Power of Smiling”
- ▶ You will need to scroll back up to watch the video as it plays at the top of the screen
- ▶ The time will disappear when you start watching, you will need to move your mouse over the control buttons for the pause, skip and volume to appear
- ▶ Watch “The Hidden Power of Smiling” starting at 0:47 and stopping at 1:55



Unit 2

PRACTITIONER PAGE: Learning Styles

Unit 2 purpose:

- Identify Learning Style and identify strategies that accommodate your learning style when listening to a presentation or watching an information video

Imbedded OALCF Competencies in addition to A3:

- A1.1: Read brief texts to locate specific details
- B2.1: Write brief texts to convey simple ideas and factual information
- E1: Set realistic short-and long-term goals, use a limited number of learning strategies, and monitor own learning

Activity	Learning style questionnaire
Purpose	To identify dominant learning style
Procedure	<ul style="list-style-type: none"> Have the learner read through the list of statements or read through it with the learner and have him/her check off statements he/she feel relates to him/her Once the learner has completed the survey, add up the checks in each section The section with the most checks will indicate a learner's dominant learning style If a learner has two sections with almost equal amounts the learner may have a blend of learning styles
Time allotted: 30 minutes	Page #'s in Learner Workbook: 12-17

Activity	Reviewing what your dominant learning style means about how you learn
Purpose	To understand how learning styles can be used to the learner's advantage when watching a presentation or video
Procedure	<ul style="list-style-type: none"> Review the Visual, Auditory and Kinesthetic learning style profiles with the learner Review “working with your learning style” and have the learner identify strategies he/she could use
Time allotted: 20 minutes	
Page #'s in Learner Workbook: 18-19	

Activity	Reviewing what strategies could be beneficial considering your learning style
Purpose	Watch a video using a learning style strategy
Materials needed	http://www.tv411.org/science/tv411-whats-cooking/video-water
Procedure	<ul style="list-style-type: none"> Have the learner watch the video and then answer the questions as best as he/she can using one or two of his/her learning style strategies
Time allotted: 20 minutes	
Page #'s in Learner Workbook: 20	

Activity	Self-reflection (written)
Purpose	Andragogical element that allows the learner to reflect on the relevance of this unit
Procedure	<ul style="list-style-type: none"> Have the learner complete the self-reflection portion of the unit. The learner will write about what he/she has learned and how he/she might apply his/her new learning
Time allotted: 20 minutes	
Page #'s in Learner Workbook: 21	



Unit 2

Working with your Learning Style:

People learn in different ways. We use all three senses of seeing, hearing and touch when it comes to learning, but most of us prefer one sense over the others. The sense that we like to use the most is considered our preferred Learning Style.

Your Learning Style will affect the way you watch or listen to a video or presentation.

- People learn most effectively when the strategies they use are closely matched with their preferred Learning Style
- Sometimes we can improve our learning by knowing what our best learning approaches are and then doing more of that
- Sometimes we can improve our learning by knowing what our less preferred Learning Styles is and trying to strengthen our skills in that area

If you are aware of and able to use your strongest Learning Style, it may be easier to remember details of a presentation.

We will explore Learning Styles and ways to use your Learning Style to your advantage.

What is your dominant Learning Style?

- ▶ Complete this questionnaire to find out.¹
- ▶ Put a check beside each sentence that describe what you usually do or how you usually act:

I usually or often...	Section A
can put together things with help from printed or pictured directions	
close my eyes when memorizing or remembering something	
notice things around me	
am good at working with and solving jigsaw puzzles	
prefer to watch television, go to a movie or play a video game in my spare time	
like to see what I am learning	
have a great imagination	
understand things better by reading about them as opposed to listening	
am quiet and am not often the person who starts a conversation	
think the best way to remember something is to picture it in my mind	
take many notes in school	
Total for section A	

1 Adapted from QWLG Skills for Life Series (#1)



I usually or often...	Section B
love to communicate with others and talk a lot	
listen to music in my spare time	
remember television commercials, jingles, and songs after hearing them once or twice	
use rhyming words to remember names or facts	
talk aloud when working on a math problem	
hear spoken directions and follow them quickly	
learn better by listening to lectures and presentations and by discussing material than by just reading about it	
whisper aloud or mumble when reading something I am trying to understand	
have difficulty reading diagrams or maps unless someone explains them to me	
am very verbal when expressing my feelings	
am bothered by hearing sounds that other people don't seem to notice	
like to use free time to talk to others in person or on the phone	
Total for section B	

I usually or often...	Section C
find it hard to focus or pay attention, especially when reading, unless the story is full of action	
enjoy sports, active games and building things	
am a high-energy person; I rarely sit still	
reach out to touch things I am looking at; I like to feel the textures of things	
move with music	
show my feelings with body language; I react physically, like slamming a door or stomping out of a room when I am angry or upset	
learn best when I can do something or move around; I pace when I am memorizing things	
use my hands a lot when I am talking	
often use my fingers to count off items or write in the air	
have difficulty following and remembering spoken directions	
appreciate physical expressions of encouragement such as a hug or a pat on the back	
Total for section C	



A. If you checked more in section A than the other two, you learn well visually. This suggests you are a **Visual Learner:**

People who are visual learners learn best by seeing information. They tend to think in pictures, and create vivid mental images to retain information. The following characteristics are typical of many individuals with strong visual processing skills

Visual Learners:

- Easily remember information presented visually – pictures, diagrams, videos
- Have strong visualization skills. When they are trying to remember something, they often look up (often to the left) and “see” the information invisibly written or drawn
- Can make “movies in their minds” of information they are reading. Their movies are often vivid and detailed
- Have strong visual –spatial awareness of sizes, shapes, textures, angles, and three-dimensional depths
- Often pick up on the body language of others (facial expressions, eyes, stance, etc.)
- Have a keen awareness of the beauty of the physical environment, visual media, or art
- Have trouble listening if there is background noise

B. If you checked more in section B than the other two, you have auditory strengths. This suggests you are an **Auditory Learner:**

Auditory learners learn best by hearing information. They can usually remember information more accurately when it has been explained to them orally, and they like to hear all the facts. The following characteristics are typical of individuals with strong auditory processing skills

Auditory Learners:

- Can remember quite accurately details of information they hear during conversations or lectures
- Have strong language skills, which include a well-developed vocabulary and an appreciation for words
- Have strong language skills often leading to strong oral communication skills. They can carry on interesting conversations and can articulate their ideas clearly
- May find learning a foreign language relatively easy
- Often have musical talents. They can hear tones, rhythms, and individual notes with their strong auditory skills

- C.** If you checked mostly section C, you have kinesthetic or “active doer” strengths. This means you learn best by doing something. This suggests you are a **Kinesthetic (Tactile) Learner**

Tactile learners often learn best by doing, moving their bodies, and activating their large or small muscles as they learn. These are the “hands-on learners” or the “doers” who actually concentrate better and learn more easily when movement is involved.

The following characteristics are often associated with kinesthetic learners

Kinesthetic Learners:

- Often wiggle, tap their feet, or move their legs when they sit
- Are often labelled “hyperactive” as children
- Often do well as performers: athletes, actors, or dancers
- Work well with their hands. They may be good at repair work, sculpting, art, or working with various tools
- Are often well coordinated, and can have a strong sense of timing and body movement
- May find it hard to sit still for long periods of time, and may become distracted by their need for activity and exploration

Working with your Learning Style

Here are some strategies that work for different preferred Learning Styles. Check off a few you think are good tips for you to remember when you are watching a video/presentation or listening to a pod cast:

VISUAL	AUDITORY	KINESTHETIC
For presentations, lectures, instructional videos, webinars etc...		
Choose a seat where you can clearly see the presenter (or video) and any teaching visuals	Choose a seat where you can hear the presenter or video easily	Use a small object (e.g. stress-ball) to play with in one hand while the other takes notes
Focus on the presenter's face	Sit away from doors, windows, and other sources of noise	Consider using a laptop to take notes
Highlight notes so all information relating to one topic is in the same colour	Say the presenter's instructions over again in your mind to help you remember	Take notes – write down important words. Even if you don't look at the notes again the action of writing can help you remember details
Draw boxes or circles around terms/concepts and draw lines or arrows to show how they are related to one another	When trying to memorize things, say them to yourself out loud	Move a body part (e.g. swing or tap your foot), or walk around if it helps you concentrate
Look for sketches, diagrams, or charts to help interpret information	"Subvocalize" as you take notes – repeat information to yourself as a quiet "mumble" that's barely audible	Write; make pictures and illustrations (doodle) while watching/listening
Picture things in your mind as you learn about them		Stretch, stand up or walk around if you need to
Minimize visual distractions while you are watching		

VISUAL	AUDITORY	KINESTHETIC
For podcasts, radio shows, webinars with no visuals etc...		
Make colourful notes	“Subvocalize” as you take notes – repeat information to yourself as a quiet “mumble” that’s barely audible	Take short breaks while you are listening. Stretch, stand up or walk around if you need to
Ask for written instructions or write instructions down	Say the presenter’s instructions over again in your mind to help you remember	Move a body part (e.g. swing or tap your foot), or walk around if it helps you concentrate
Picture things in your mind as you learn about them	Sit away from doors, windows, and other sources of noise	Take notes – write down important words. Even if you don’t look at the notes again the action of writing can help you remember details
Ask the instructor or presenter if other visual information is available (e.g. course web site, lecture outline)	When trying to memorize things, say them to yourself out loud	Consider using a laptop to take notes
Minimize visual distractions in your working area		Write, make pictures and illustrations (doodle) while watching/listening
		Take a small object (e.g. stress-ball) to class to play with in one hand while the other takes notes

Working with your Learning Style: Activity 1

- ▶ Choose one or two of the strategies you have learned that will help with your Learning Style and use them while watching this next video.
- ▶ Watch the video and answer the following questions:
<http://www.tv411.org/science/tv411-whats-cooking/video-water>
- ▶ What percentage of our body weight is water?
- ▶ What two elements make up water?
- ▶ What is one of the healthiest ways to cook vegetables?
- ▶ What are the three phases (states) of matter?



Unit 3

PRACTITIONER PAGE: Finding the Main Idea

Unit 3 purpose:

- Understand the importance of recognizing the main idea in a video or presentation
- How to recognize irrelevant information
- Strategies for spotting the main idea in a presentation or video
- Signal words to listen for to find the main idea

Imbedded OALCF Competencies in addition to A3:

- A2.1: Interpret very simple documents to locate specific details
- B2.1: Write brief texts to convey simple ideas and factual information
- E1: Set realistic short-and long-term goals, use a limited number of learning strategies, and monitor own learning
- F: Engage with others (when group option for activities is used)

Activity	Review the concept of “Main Idea” with learner
Purpose	Understanding the Main Idea in order to extract information from videos and presentations
Procedure	<p>Review the introduction to the Main Idea with the learner</p> <ul style="list-style-type: none"> • Highlight that finding the main idea can be very helpful to extract information from a video or presentation • Mention that a segment in a video or presentation is much like a paragraph in a piece of reading such as a newspaper article
Time allotted: 10 minutes	Page #'s in Learner Workbook: 22-23



Activity	Listen to find the Main Idea
Purpose	The learner will begin applying his/her understanding of the Main Idea
Procedure	<p>Read out loud the paragraph about Old Order Mennonites (the learner does not have the story in his/her workbook)</p> <ul style="list-style-type: none"> • Have the learner complete the question about the Main Idea • Review the answer together with the learner
Time allotted: 15 minutes	Page #'s in Learner Workbook: 24

Activity	Listen for supporting details
Purpose	To understand how supporting details connect to the Main Idea
Procedure	<ul style="list-style-type: none"> • Review the idea of supporting details with the learner – they give us extra, but important information about the topic • Highlight how the 5-W's and How chart can help capture supporting details • Read the story about Rosa Parks (the learner does not have the story in his/her book) and have the learner jot down supporting details that answer the questions: who, what, where, when, why and how • Once the learner has captured these details, have him/her identify the main idea and write in the space provided
Time allotted: 20 minutes	Page #'s in Learner Workbook: 24-25

Activity	Find the Main Idea and understand extra details
Purpose	Understanding that some information is not important when extracting information from videos and presentations
Procedure	<ul style="list-style-type: none"> • Review the idea of extra information with learner • Read aloud the paragraph about the internet (the learner does not have this story in his/her workbook) • Have the learner determine the Main Idea and then choose the details from the list that are not important for understanding the Main Idea
Time allotted: 20 minutes	Page #'s in Learner Workbook: 26

Activity	Learning about and reviewing signal words
Purpose	To understand that speakers will often highlight their main ideas and organize their presentations through a variety of signal words
Procedure	<ul style="list-style-type: none"> Review with the learner the signal words that are often used in longer videos and presentations Highlight that in longer presentations there may be several main ideas, but a good speaker will often give the listener cues Have learner complete Activity 4 to show understanding of these cue words
Time allotted: 20 minutes	Page #'s in Learner Workbook: 27-29

A3 Task (1)	Finding the Main Idea
Purpose	To use new learning about Main Idea and supporting ideas and extract to extract information from an employment information video
Procedure	<ul style="list-style-type: none"> Have the learner read through and complete the task set
Time allotted: 15 minutes	

Activity	Self-reflection (written)
Purpose	Andragogical element that allows the learner to reflect on the relevance of this unit
Procedure	<ul style="list-style-type: none"> Have the learner complete the self-reflection portion of the unit The learner will write about what he/she has learned and how he/she might apply his/her new learning
Time allotted: 20 minutes	Page #'s in Learner Workbook: 30

A3 Task (2)	Skills for Entrepreneurs
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> Have the learner read and complete the task then submit it for assessment Review the results with the learner
Time allotted: 20 minutes	



Unit 3

Finding the Main Idea when watching a video or listening to a podcast:

Main Idea:

When reading books, essays or newspaper articles, knowing the Main Idea helps readers identify important information. The Main Idea of a paragraph tells the topic of the paragraph. The topic tells what all or most of the sentences are about. The other sentences in the paragraph are called details.

The Main Idea is also important when watching videos or presentations. The Main Idea will be the most important idea in the segment of a video or presentation.

Ways to identify Main Ideas:

When you are listening to a video or presentation, it is important to recognize the clues to Main Ideas and details. Once Main Ideas have been identified, it can become easier to concentrate on important details and extract relevant information.

Here are some ways to hear the Main Idea in presentations and videos:

- The name of the video or presentation
- Topics to be covered that are listed on the chalkboard/whiteboard (presentation) or listed on the screen (video)
- Main Ideas and details placed on the chalkboard/whiteboard (presentation) or listed on the screen (video)
- Verbal listing of topic to be covered
- Clue words such as “First...Next...Furthermore...”
- Information is repeated
- Gestures such as pointing, especially at ideas on the board
- Speaker may tell you something is important
- Raising or lowering of voice pitch/loudness
- Speaker speaks faster or slower
- The amount of time spent on an idea or concept: more time means more importance

Finding the Main Idea: Activity 1

Listen to this paragraph and decide what the Main Idea is. Keep this question in mind while you listen:
“What is the overall message or argument being made by the author about the topic of this paragraph?”

Many Old Order Mennonite people in Ontario live much as their ancestors did. They run their farms using traditional practices. For example, they plow their fields with teams of horses. Most Old Order Mennonite homes do not have electricity. They also use horses and buggies or bicycles for transportation. The Mennonite people work together on many projects like building a new barn for a family in need.

The Main Idea is:

- A. Old Order Mennonite people live in Ontario
- B. Old Order Mennonite people live as their ancestors did
- C. Old Order Mennonite people use horses and buggies for transportation
- D. Old Order Mennonite people run farms

✓ The correct choice is B; Old Order Mennonite people live as their ancestors did. Choices C and D give us details on how Old Order Mennonites live, but neither of those details is the main idea. Choice A tells us a fact about the Old Order Mennonite people, but that fact is not the main idea either.

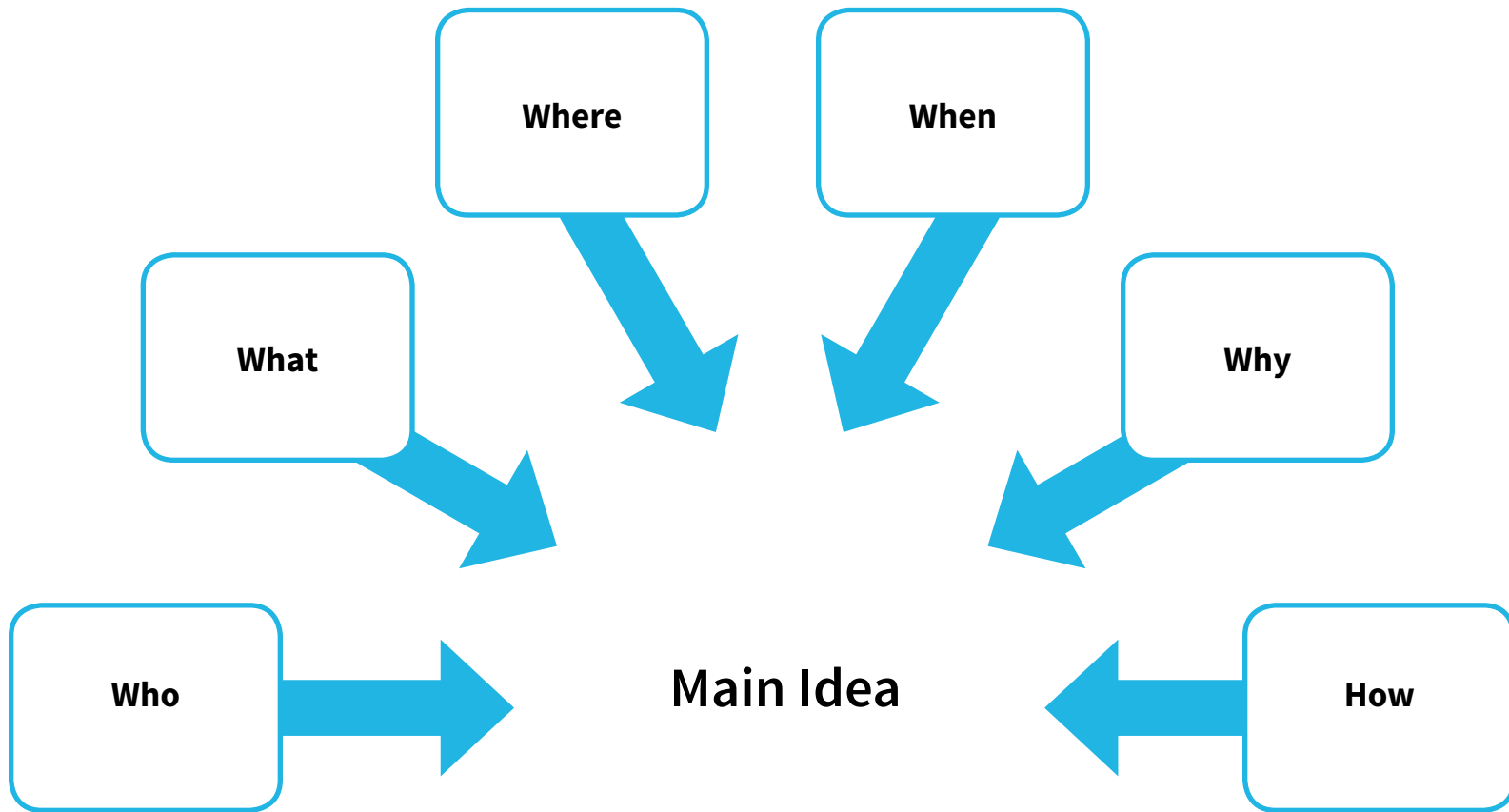
Supporting Details

Turn the Main Idea into a question by asking who, what, when, where, why, or how? The answer will give a set of details. These details help you understand the Main Idea.

Listen to this story and try to capture the supporting details using the Who, What, Where, When, Why and How chart found on the next page.

Rosa Parks was an African American woman who worked hard as a seamstress in a department store in the mid 1950s. On December 1, 1955, tired from work, she refused to give up her seat on a bus in Montgomery, Alabama, and became a national hero. She was arrested and placed in jail for her refusal to move to the back of the bus, where African Americans were forced to sit in those days. The way she was treated garnered national attention. Some people say her refusal to give up her seat launched the civil rights movement. Rosa Parks proved that one brave person can make a difference.

Finding the Main Idea: Activity 2



Extra Details

Some facts don't have much to do with the Main Idea. They could be called extra details.

Finding the Main Idea: Activity 3

Listen to this next selection. Determine the Main Idea. Then decide which information is not important to the Main Idea:

The internet can be a very good place for people to find jobs. There are many job search websites available such as Workopolis and the CanadaJobs board where jobs are posted. You can search for jobs in your area and within your field of interest. Some job search sites will also let you search by required qualifications and salary range. The internet is also a good place to find dictionaries and information about subjects of interest.

The Main Idea is: The internet can be a very good place for people to find jobs.

Which information is least relevant to the Main Idea? (circle the correct answer)

- A. There are job search websites available
- B. The internet is a good place to find online dictionaries
- C. You can search for jobs within your field of interest
- D. You can search by required qualifications

✓ The correct choice is B; the internet is a good place to find online dictionaries is least relevant in helping us understand how the internet can help people find jobs.

All the other choices are more helpful in understanding the main idea.

Listening for signal words and phrases:

When you are watching longer presentations or videos there can be more than one Main Idea that is presented. The speaker is not going to hold up a flag when he/she states an important new idea or gives an example. But, he/she might use signal words to give you the message that what is being said is important. Every good speaker does this and you should expect to hear these signals.

Signals are usually ignored by those of us who do not listen effectively. Expect to hear these signal words and start taking notes when you hear them.²

Main Idea Signal Words

SIGNAL	SIGNIFICANCE
There are three reasons why	Gives the number of Main Ideas
First...	Gives the first Main Idea
Second...	Gives the second Main Idea
Third...	Gives the third Main Idea
And most importantly...	Signals a Main Idea
A major development...	Signals a Main Idea

2 More on note-taking in Unit 11

Support Ideas Signal Words

On the other hand...	Shows a contrasting idea
On the contrary...	Shows a contrasting idea
In contrast...	Shows a contrasting idea
For example...	Gives an example
For instance...	Gives an example
Similarly...	Continues an idea
Also...	Continues an idea
Further...	Continues an idea
Likewise...	Continues an idea
In addition to...	Continues an idea
In order to...	Gives a reason
Because...	Gives a reason
So...	Gives a result

Conclusion or Summary Signal Words	Other Important Signal Words
Therefore...	Now this is important
In conclusion...	Remember that
As a result...	The important idea is that
Finally...	The basic concept here is
In summary...	The crucial point is
From this we see...	This is essential
	This is significant



Unit 4

PRACTITIONER PAGE:

Purpose and Intended Audience

Unit 4 purpose:

- Understand the importance of and introduce strategies for recognizing purpose and intended audience

Imbedded OALCF Competencies in addition to A3:

- B1.1: Read brief texts to locate specific details
- B2.1: Write brief texts to convey simple ideas and factual information
- B3.1: Make straightforward entries to complete very simple documents
- D1: Perform simple digital tasks according to a set procedure
- E1: Set realistic short-and long-term goals, use a limited number of learning strategies, and monitor own learning
- F: Engage with others (when group option for activities is used)

Activity	Exploring intended audience and purpose for presentations/videos
Purpose	To understand the various purpose for video and presentations
Procedure	<ul style="list-style-type: none"> • Review the purpose and intended audience with learner • Review the 5 possible purposes together and have the learner make additional suggestions for each type • Look at the intended purpose/intended audience chart together • Review ways to identify the intended audience
Time allotted: 25 minutes	Page #'s in Learner Workbook: 30-33

Activity	Connecting Purpose and Intended Audience
Purpose	To understand the significance of intended audience when watching a video or presentation
Materials needed	http://www.servicecanada.gc.ca/eng/video/servicesforyouth.shtml
Procedure	<ul style="list-style-type: none"> • Have the learner complete Activity 1 • The learner may choose to use a purpose/intended audience chart to complete • Review the answer – ask the learner: “how did you find the answer?”
Time allotted: 15 minutes	Page #'s in Learner Workbook: 34

Activity	Video's purpose
Purpose	To understand the significance of purpose when watching a video or presentation
Materials needed	http://www.servicecanada.gc.ca/eng/video/lmi.shtml http://www.servicecanada.gc.ca/eng/video/tpp-wwc.shtml
Procedure	<ul style="list-style-type: none"> • Review the concept of purpose • Have the learner complete Activity 2 (two videos)
Time allotted: 15 minutes	Page #'s in Learner Workbook: 35

Activity	Self-reflection (written)
Purpose	Andragogical element that allows the learner to reflect on the relevance of this unit
Procedure	<ul style="list-style-type: none"> • Have the learner complete the self-reflection portion of the unit. The learner will write about what he/she has learned and how he/she might apply his/her new learning
Time allotted: 20 minutes	Page #'s in Learner Workbook: 36

A3 Task (3)	What it Means to be a Volunteer
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> • Have the learner read and complete the task then submit it for assessment • Review the results with the learner
Time allotted: 20 minutes	



Purpose and Intended Audience

The purpose is the reason for presenting a video or presentation.

The intended audience is the person or group of people who the presenter expects will watch the video or presentation.

There are generally 5 possible purposes for a video or presentation:

Entertain: this type of presentation often provides humour or stirs our emotions and does not contain many facts (usually fiction).

Some examples are: plays, movies, video games, sports programs and comedy shows.

Express: in this type of video or presentation the presenter gives the audience his or her thoughts and feelings about a topic. The presenter is not trying to change the audience's opinion about something. The presentation is mostly opinion.

Some examples are: Music videos, V-logs, blogs and podcasts.

Persuade: The presenter is trying to convince the audience to do something or think a certain way. The presenter will use facts and opinions to change the audience's mind. Only one perspective is presented.

Some examples are: Advertisements, political speeches, sermons, editorial opinion segments on the news and movie reviews.

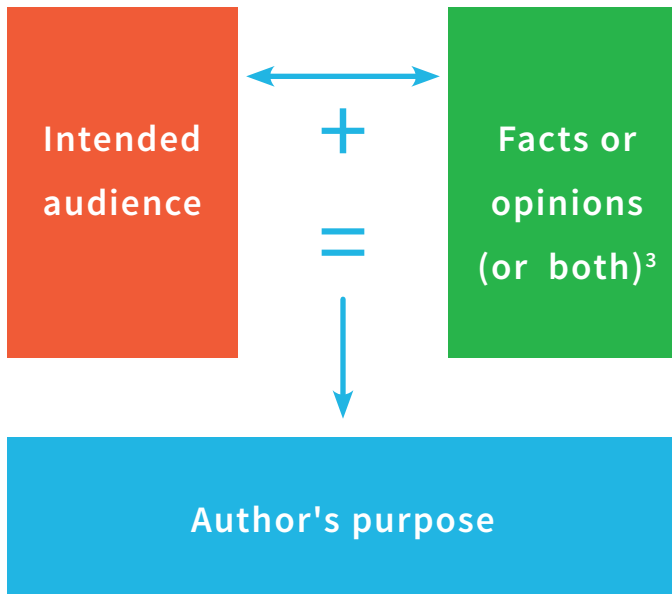
Inform: The presenter is providing information by communicating knowledge about a topic to the viewer. The presentation will be mostly facts. The presenter will rarely express his or her opinion.

Some examples are: news articles, text books, documentaries, wildlife shows.

Compare: This purpose is often combined with the purpose to inform or persuade. It examines the way two or more things are alike or different.

Some examples are: political analysis and consumer reports.

One way to determine the presenter’s purpose is to examine the intended audience and the facts/opinions presented:



Intended Audience:

A video/presentation or podcast may be intended for a variety of audiences. For example, toddlers could be the intended audience for “Baby Einstein” videos while employees of a mining company might be the audience for a safety video. Understanding the intended audience of a presentation will ensure that you are learning about something from the correct video/presentation or podcast.

How to identify the intended audience:

- The title of the video
- What website the video is found on
- Where the video is advertised
- Key words in the video

Purpose and Intended Audience Activity 1

- ▶ Watch the following video to determine the intended audience:
<http://www.servicecanada.gc.ca/eng/video/servicesforyouth.shtml>

- ▶ The intended audience for this information video is (circle the correct answer):
 - a. People close to retirement
 - b. People considering career choices
 - c. Employers
 - d. People with red-seal certifications

Video's purpose:

Videos about workplace safety, career options and product demonstrations are all made for different purposes. Presenters of videos and podcasts might intend to entertain, provide information or contribute to an employer's safety protocol. Understanding the presenter's purpose can help us extract information more effectively.

Purpose and Intended Audience: Activity 2

- ▶ Watch the following video and choose the author's purpose from those listed:
<http://www.servicecanada.gc.ca/eng/video/lmi.shtml> (labour market information)

- ▶ The purpose of this video is to... (circle the correct answer):
 - a. Inform

 - b. Persuade

 - c. Entertain

 - d. Compare

- ▶ How did you figure this out?

- ▶ Let's try another:
<http://www.servicecanada.gc.ca/eng/video/tpp-wwc.shtml>

- ▶ Who is the intended audience for this video?

- ▶ How did you figure this out?

- ▶ What is the purpose of this video?



Unit 5

PRACTITIONER PAGE: Listening

Unit 5 purpose:

- Understand the importance of listening when watching a video to extract information
- Recognize different listening styles
- Identifying own listening style
- Identify strategies to become a more effective listener

Imbedded OALCF Competencies in addition to A3:

B1.1: Read brief texts to locate specific details

B2.1: Write brief texts to convey simple ideas and factual information

B3.1: Make straightforward entries to complete very simple documents

D1: Perform simple digital tasks according to a set procedure

E1: Set realistic short-and long-term goals, use a limited number of learning strategies, and monitor own learning

F: Engage with others (when group option for activities is used)

Activity	Listening Effectively
Purpose	Learner identifies his/her current listening strategies
Procedure	<ul style="list-style-type: none"> Review the idea of effective listening with the learner Have learner complete the listening evaluation Have the learner identify his/her listening strengths and weaknesses
Time allotted: 25 minutes	Page #'s in Learner Workbook: 37-38

Activity	Understanding listening vs. hearing
Purpose	To give learner a thorough understanding of how they can become better listeners
Materials needed	Defining Listening
Procedure	<ul style="list-style-type: none"> Copy “defining listening” (found only in instructor workbook) on to the board or display via projector – in a one-to-one setting with no white board available, have a copy of the sheet available to review with the learner Highlight for the learner the difference between hearing and listening Review the stages of listening chart – highlighting the importance of each step Review the types of listening and poll the learner for additional examples of each Review the suggestions for improving listening skills (drawing on the previous exercise of identifying the learner’s listening strengths and weaknesses) Review the eight habits of non-effective and effective listening Ask the learner if there are any effective listening habits he/she feels he/she could adopt
Time allotted: 25 minutes	Page #'s in Learner Workbook: 39-42

Activity	Visualizing instructions
Purpose	Sometimes we need to listen without the aid of pictures. This could be while listening to a podcast or getting instructions from an employer over the phone. It is often important to visualize instructions to extract information effectively
Materials needed	http://www.youtube.com/watch?v=pnwkrSR7M9U
Procedure	<ul style="list-style-type: none"> Review the concept of visualization with the learner Have the learner complete activity 1 (be sure to have audio only)
Time allotted: 20 minutes	Page #'s in Learner Workbook: 43

Activity	Active Listening
Purpose	To understand that effectively listening is often an active rather than passive process
Materials needed	http://www.howcast.com/videos/513535-How-to-Shake-Hands-and-Introduce-Yourself-Good-Manners
Procedure	<ul style="list-style-type: none"> Review the idea of active listening Poll the learners for their understanding of the concept Some of the strategies cannot be used when watching videos (because we can't ask questions), but they can be adapted (like rewinding the video to seek clarification) Have the learner complete activity 2
Time allotted: 20 minutes	Page #'s in Learner Workbook: 44-45

A3 Task (4)	Mandatory Worker's Rights and Employee's Responsibilities Podcast
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> Have the learner read and complete the task then submit it for assessment Review the results with the learner
Time allotted: 20 minutes	

Learner can choose two of the following A3 Tasks to complete

A3 Task (5)	Job Profile: Nursery Manager
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> Have the learner read and complete the task then submit it for assessment Review the results with the learner

Time allotted: 20 minutes

A3 Task (6)	Job Profile: Guest Services
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> Have the learner read and complete the task then submit it for assessment Review the results with the learner

Time allotted: 20 minutes

A3 Task (7)	Job Profile: Machinist
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> Have the learner read and complete the task then submit it for assessment Review the results with the learner

Time allotted: 20 minutes

A3 Task (8)	Job Profile: Radio Announcer
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> Have the learner read and complete the task then submit it for assessment Review the results with the learner

Time allotted: 20 minutes

Activity	Self-reflection (written)
Purpose	Andragogical element that allows the learner to reflect on the relevance of this unit
Procedure	<ul style="list-style-type: none">• Have the learner complete the self-reflection portion of the unit. The learner will write about what he/she has learned and how he/she might apply his/her new learning
Time allotted: 20 minutes	Page #'s in Learner Workbook: 46



Unit 5

Listening when watching a video
or listening to a podcast:

To be an effective listener requires concentration and commitment. Even though you may not be saying anything you are actively involved.

How well do you listen?

We will be exploring listening to presentations, videos and podcasts, but let's start with how you listen day-to-day. Answer the following questions honestly (no one will judge you on your answers).

Listening: Self-Evaluation	YES	NO
Do you find yourself daydreaming or easily distracted?		
Do you interrupt when others are speaking?		
When a point is unclear, do you feel uncomfortable asking for more information?		
Do you look away from a person speaking to you?		
Do you do other activities while listening?		
Do you pretend to pay attention to the speaker?		
Do you stop listening when the message is too complicated?		

You probably answered yes to some of these questions. Like many people, you might need to improve your listening habits. Becoming aware of your listening weaknesses is your first step in correcting them. Listening is a demanding activity that requires effort, skill, and practice.

Of course, everyone has some good listening habits as well.

List your good listening strengths and weaknesses below:

STRENGTHS	WEAKNESSES



DEFINING LISTENING

YOU HEAR:
WITH YOUR EARS

YOU LISTEN:
WITH YOUR EARS, MIND AND EYES

LISTENING IS:
MORE THAN JUST HEARING

LISTENING IS:
UNDERSTANDING & EVALUATING
WHAT YOU HEAR
THEN
RESPONDING OR REACTING TO IT

HEARING IS A PASSIVE ACTIVITY

LISTENING IS AN ACTIVE ACTIVITY

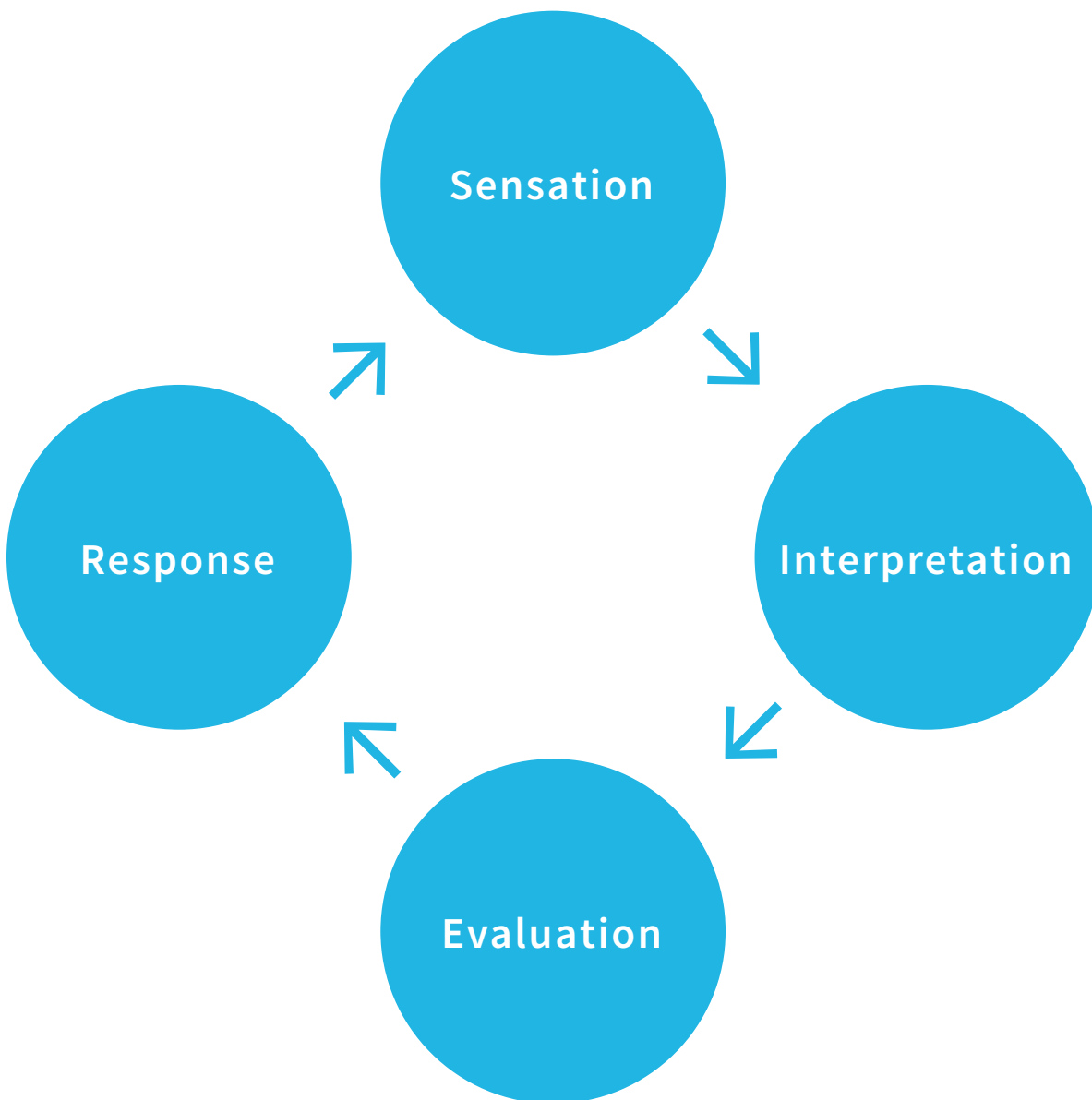
The Stages of Listening:

Sensation: Hear the message with ears

Interpretation: Attach meaning to the message

Evaluation: Judge message against personal values

Response: Provide feedback through questions and comments



Types of Listening:

TYPE OF LISTENING	DESCRIPTION
Active/Total	Listening in a way that demonstrates interest & encourages continued speaking
Appreciative	Listening to something for pleasure, such as music
Attentive	Listening obviously and carefully, showing attention
Biased	Listening through the filter of personal bias
Casual/Partial	Listening without obviously showing attention. Actual attention may vary a lot
Comprehension/Content	Listening to understand. Seeking meaning (but little more)
Critical/Evaluative/Judgemental	Listening to criticize, evaluate or otherwise pass judgement on what someone else says
Discriminative	Listening for something specific but nothing else
Empathetic/Therapeutic	Listening to seek to understand what the other person is feeling
False/Inactive	Pretending to listen but actually spending more time thinking
Full	Listening to understand. Seeking meaning
Initial	Listening at first then thinking about response and looking to interrupt
Sympathetic	Listening with concern for the well-being of the other person

Here are some suggestions for improving your listening skills:

1. First of all, you have to want to listen. Decide that you're going to listen and then listen
2. Maintain eye contact with the person who is speaking (even if it is on a video). By doing this you will be less likely to daydream
3. Don't just listen to the words. Focus on the message behind the words. Also, pay attention to the speaker's body language and mannerisms
4. If you are going to a lecture, you probably have some idea of the topic beforehand. Be prepared. For instance, if you know that the presenter is going to talk about college preparatory programs, do some research about the topic. The more familiar you are with the subject, the more you will get from the presentation
5. Take notes⁴

4 More on note taking in Unit 11

Eight Habits which differentiate Non-effective and Effective Listening⁵

THE NON-EFFECTIVE LISTENER	THE EFFECTIVE LISTENER	STRATEGIES
subject is dry – doesn't apply to me	pays attention – asks what's in it for me	find areas of interest – focus on the main point as it will give you something to concentrate on
judges the delivery – gets hung up on errors	judges the content – skips over the errors	judge the content, not the delivery
tends to enter into arguments quickly and make judgements before comprehension	doesn't judge until their comprehension is complete	hold your fire – don't judge too soon
listens for facts	listens for central ideas	listen for ideas and recognize patterns of organization
uses one type of note taking and takes excessive notes	has several note-taking systems and writes down only the important information	uses different kinds of organization – be flexible – more notes = less value
passive – shows no energy output – acts bored	active – stays involved with the speaker	work at active listening
distracts easily	fights distractions – knows how to concentrate	resist distractions

5 Utah State University: Academic Resource Centre: Listening Skills for Lectures: http://www.usu.edu/arc/idea_sheets/

Visualizing Instructions:

When you need to follow instructions, your first task is to focus your attention. Then, as you listen, it helps to visualize the instructions. If you get a clear mental picture of each step, it will be easier to remember and carry out the instructions correctly.

As you listen:

- Concentrate on the story.
- Summon up your background knowledge – what you already know about the topic
- Grasp the Main Idea or main point of the story.
- Try to visualize the instructions, or picture it in your mind.

Listening: Activity 1

- ▶ <http://www.youtube.com/watch?v=pnwkrSR7M9U>
(**play audio only:** treating bee stings)
- ▶ List the five steps you should take to treat a bee sting.

Active Listening:

Listening is an active process, not a passive one. That means that it is something you do rather than something that is done to you.

Active listeners concentrate on the spoken message and take responsibility for understanding what they hear. The guidelines below will help you become an active listener.

Guidelines for Active Listening

- **Set purpose for learning:** Know what and why you want to learn
- **Focus your attention:** Resist daydreaming and ignore outside noises that may distract you. Try not to think about the speaker’s appearance or annoying habits. Concentrate on his or her message
- **Identify the topic:** Ask yourself what the speaker wants you to know or do
- **Summon up your background knowledge:** Think about what you already know about the topic. This background knowledge helps you understand new information you receive from the speaker
- **Grasp the Main Ideas:** Listen for the key points of the message. To identify the key points, listen for cues from the speaker. He or she may simply say something like “My point is...” or “What bothered me most was...” The speaker may also repeat or restate important ideas, say them more loudly or dramatically, or pause before and after stating them. Pay attention to verbal signposts: transition words and phrases
- **Visualize the message:** Try to form pictures in your mind of the speaker’s message. You’ll remember the ideas more easily if you associate them with a series of mental pictures
- **Check your understanding:** Ask questions when you do not understand a key point. When possible, summarize the Main Ideas in your own words after the speaker has finished
- **Take notes:** Jotting down the main points often helps you to understand and remember them. It is not always possible to take note, but do so when the situation allows



Unit 6

PRACTITIONER PAGE: Inference

Unit 6 purpose:

- Understand the use of inference when extracting information from videos
- How to recognize clues to help with inference
- Practice making inferences

Imbedded OALCF Competencies in addition to A3:

- B1.1: Read brief texts to locate specific details
- B2.1: Write brief texts to convey simple ideas and factual information
- B3.1: Make straightforward entries to complete very simple documents
- D1: Perform simple digital tasks according to a set procedure
- E1: Set realistic short-and long-term goals, use a limited number of learning strategies, and monitor own learning
- F: Engage with others (when group option for activities is used)

Activity

Presenting the concept of inference in reading and then in watching videos or presentations

Purpose

To understand why and how to draw conclusions from presented information

Procedure

- Review the making inference information with the learner
- Highlighting the stories of the cat food and the Skype chat
- Highlight how we need to ask ourselves – “What’s really going on here?” before we can draw an inference
- Have the learner give one or more of their own examples where an inference may need to be made

Time allotted: 20 minutes

Page #'s in Learner Workbook: 47-48

Activity	Using inference while watching a video
Purpose	Use the graphic organizer and apply the concept of inference
Materials needed	Making Inference chart https://www.youtube.com/watch?v=SC7mA3tvHZg
Procedure	<ul style="list-style-type: none"> • Have the learner watch the video and complete the questions • Review the answers with the learner (the learner does not have the answer on his/her page) • Help with any clarification needed
Time allotted: 15 minutes	Page #'s in Learner Workbook: 51

Activity	Using inference while watching a video
Purpose	Apply the concept of inference
Materials needed	https://www.safetyvideoshop.com.au/wp-content/free-downloads/Free-Safety-Manager-Video.mp4
Procedure	<ul style="list-style-type: none"> • Have the learner watch the video and complete the questions • Review the answers with the learner. The learner does not have the answer on his/her page • Help with any clarification needed
Time allotted: 15 minutes	Page #'s in Learner Workbook: 52

Activity	Self-reflection (written)
Purpose	Andragogical element that allows the learner to reflect on the relevance of this unit
Procedure	<ul style="list-style-type: none"> • Have the learner complete the self-reflection portion of the unit. The learner will write about what he/she has learned and how he/she might apply his/her new learning
Time allotted: 20 minutes	Page #'s in Learner Workbook: 53

A3 Task (9)	Mandatory Worker's Rights and Employee's Responsibilities Podcast
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> • Have the learner read and complete the task then submit it for assessment • Review the results with the learner
Time allotted: 20 minutes	

A3 Task (10)	Mandatory Worker's Rights and Employee's Responsibilities Podcast
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> • Have the learner read and complete the task then submit it for assessment • Review the results with the learner
Time allotted: 20 minutes	



Unit 6

Making Inferences when watching a video or listening to a podcast:

Since we are not able to ask the speaker of a video or podcast for clarification we sometimes need to make inferences.

Inference means drawing a conclusion based on evidence and reason rather than on something that is said (askoxford.com). For example, if a friend of yours comes in from outside soaking wet you could infer that it is raining outside even if your friend doesn't tell you it's raining. You would think to yourself: "Why is she wet?". You can draw that conclusion from the evidence: **coming in from outside** and **soaking wet**.

Here are a few more examples of using inference:

- You go to visit a friend you haven't seen for some time. You see a bag of cat food in the kitchen. **You can infer that your friend has a cat.**
- You are using SKYPE to talk to your friend in England. In the middle of your conversation, the video-streaming is cut off. **You can infer that your friend cancelled your call or that your WiFi is down.**

In situations like these, we infer from what we observe. Then we ask ourselves “why is that the way it is?” We work back to the causes underlying, or supporting, what we have observed:

- Why would my friend have cat food in her kitchen?
- Why would the video streaming cut out?

▶ **Make an inference from the following scenario:**

You know your co-worker is going away for a ski trip over a long weekend. On the Tuesday after the long weekend, she comes to work with a cast and crutches. What inference can you make?

- ✓ You can infer that your co-worker broke her ankle/foot while skiing.

▶ **Make an inference from the following scenario:**

You hear the phone ring and when your room mate picks up the call he smiles. What inference can you make?

- ✓ You can infer that he is happy to get the phone call.

▶ **Come up with an inference scenario of your own:**

Most of what we read suggests more than it says. Sometimes authors will leave out background information. In stories, we often need to use inference to understand what is happening in the background. A popular term for this is, “reading between the lines”. Even though we call it “reading between the lines”, inferences can be drawn from visual clues (the friend who came inside soaking wet).

One thing to keep in mind when using inference is that it is possible draw the wrong conclusion. Using the example of the SKYPE conversation with a friend, it is also important to think: “would he/she really hang up on SKYPE, is that normal behaviour for him/her”? So, we need to think about drawing realistic conclusions.

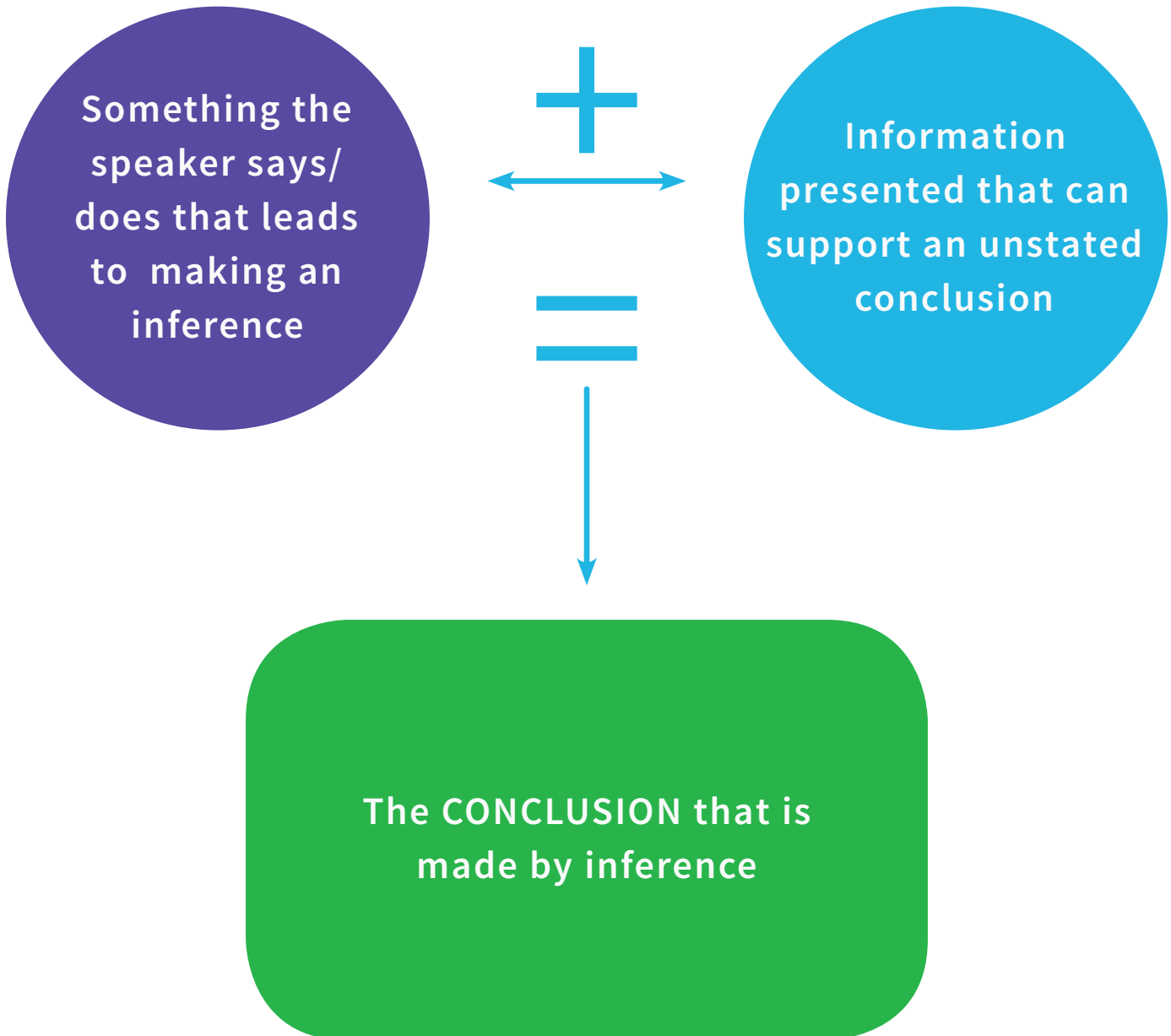
There are a few reasons why writers leave information out and we need to use inference:

1. The author might assume you already know the information
2. The author may not view the information as important because the reason they are writing might be different from the reason you are reading
3. Some authors challenge their readers to figure out the information on their own. This is often the case in literature
4. Allows us to bring in our own life experiences to make the information more relevant to us

Let’s look at inference as it relates to videos and podcasts. Videos and podcasts also have writers so the same things apply. Like books, we are unable to ask the writer about the background information, so we need to use inference.

Making inferences is an important skill for being able to see beyond the obvious. When we use inference while watching and listening, we are able to learn about facts, but then think beyond the facts. We can ask, “Why is this the way it is”?

Making Inference Chart

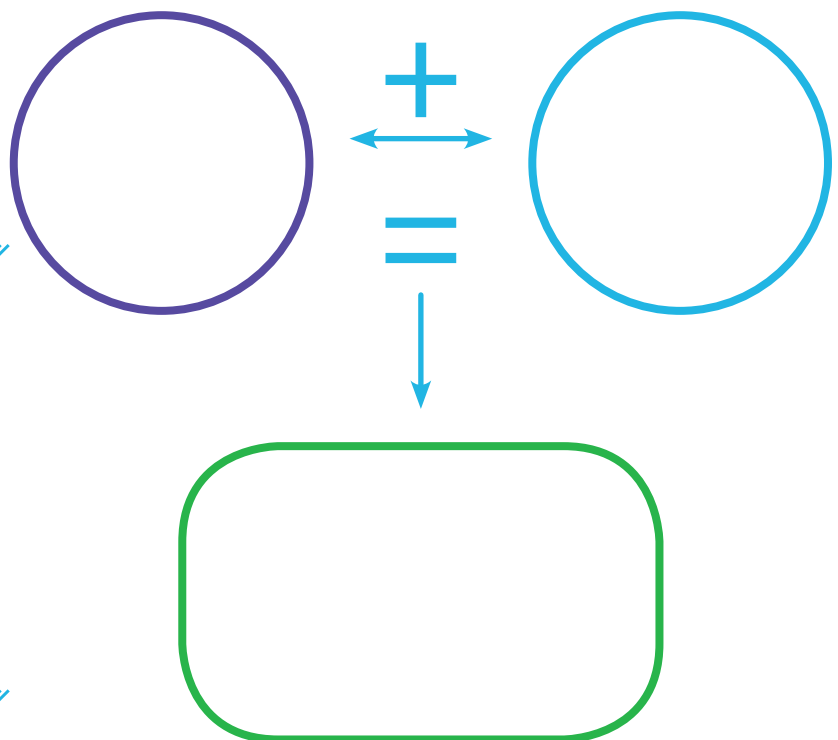


Making Inferences: Activity 1

- ▶ Watch the following video about “Melony” and make an inference

<https://www.youtube.com/watch?v=SC7mA3tvHZg>

1. What does the speaker say that leads to us needing to make an inference?
2. What conclusion do we need to make?
3. What information is given to support the conclusion?
4. Finally, what can we infer from this video?



✓ Answer:

If a hard hat can protect a melon from being hurt, it will also protect your head. If you are not wearing a hard hat and your head were to be hit by a brick it could crack much like the melon.

Making inferences: Activity 2

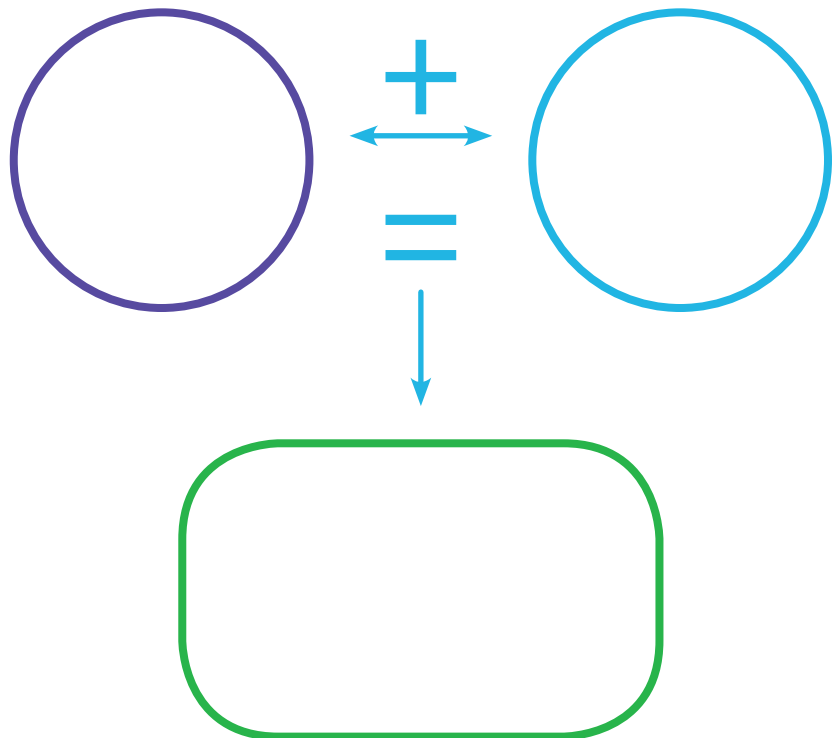
- Watch the following video to identify where we will need to make an inference:

<https://www.safetyvideoshop.com.au/wp-content/free-downloads/Free-Safety-Manager-Video.mp4>

1. What does the speaker say that leads to us needing to make an inference?
2. What conclusion do we need to make?

3. What information is given to support the conclusion?

4. Finally, what inference can we make from the title “It Won’t Happen to Me”?



✓ Answers:

- 1) Because this is a safety video – we will infer that something did happen
- 2) The speaker says at 00:30, “The obvious happened”
- 3) We need to conclude that a pedestrian was killed
- 4) Pedestrian pathway • The worst was a fatality • The tow motor was very quiet (therefore the pedestrian would not have heard it coming)



Unit 7

PRACTITIONER PAGE: Figurative language

Unit 7 purpose:

- Understand the use of figurative language in videos, presentations and podcasts
- How to recognize figurative language
- Practice with identifying: figures of speech, similes, metaphor and hyperbole

Imbedded OALCF Competencies in addition to A3:

- A1.2: Read texts to locate and connect ideas and information
- B2.2: Write texts to explain and describe information and ideas
- B4: Express oneself creatively
- D1: Perform simple digital tasks according to a set procedure
- E1: Set realistic short-and long-term goals, use a limited number of learning strategies, and monitor own learning

Activity	Defining figurative language
Purpose	Learner identifies his/her current listening strategies
Procedure	<ul style="list-style-type: none"> • To understand the difference between literal and figurative language • To explore reasons presenters may use figurative language • To explore the idea that as listeners – we may need to use our imaginations to understand what is really being said • Review the concepts of figurative and literal language
Time allotted: 10 minutes	Page #'s in Learner Workbook: 54-55

Activity	Figures of speech
Purpose	To understand figures of speech
Procedure	<ul style="list-style-type: none"> • Have learner work through the figure of speech example • Have the learner complete Activity 1 • Ask the learner to see if he/she can think of common figures of speech
Time allotted: 20 minutes	Page #'s in Learner Workbook: 55-56

Activity	Similes
Purpose	To understand the use of similes
Procedure	<ul style="list-style-type: none"> Review the explanation of simile Review the examples of similes Have the learner complete the activity
Time allotted: 20 minutes	Page #'s in Learner Workbook: 57

Activity	Metaphors
Purpose	To understand the use of metaphor
Procedure	<ul style="list-style-type: none"> Review the explanation of metaphor Review the examples of metaphors Have the learner complete the activity
Time allotted: 20 minutes	Page #'s in Learner Workbook: 58

Activity	Hyperbole
Purpose	To understand the use of hyperbole
Procedure	<ul style="list-style-type: none"> Review the explanation of hyperbole Review the examples of hyperbole Have the learner complete the activity
Time allotted: 20 minutes	Page #'s in Learner Workbook: 59

Activity	Figurative Language in a training video
Purpose	To understand the use of figurative language
Materials needed	https://www.youtube.com/watch?v=qICqL78I6Bw
Procedure	<ul style="list-style-type: none"> Have the learner watch the Fish Sticks video Have the learner list as many examples of figurative language as he/she is able along with the type of figurative language used (review responses with the learner)
Time allotted: 20 minutes	Page #'s in Learner Workbook: 60

Activity	Self-reflection (written)
Purpose	Andragogical element that allows the learner to reflect on the relevance of this unit
Procedure	<ul style="list-style-type: none"> Have the learner complete the self-reflection portion of the unit. The learner will write about what he/she has learned and how he/she might apply his/her new learning
Time allotted: 20 minutes	Page #'s in Learner Workbook: 61

A3 Task (11)	Essential Skills and Work Habits in Action Conclusion - Employer Messages
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> Have the learner read and complete the task then submit it for assessment Review the results with the learner
Time allotted: 20 minutes	

A3 Task (12)	Using social media to find a job
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> Have the learner read and complete the task then submit it for assessment Review the results with the learner
Time allotted: 20 minutes	

A3 Task (13)	Career Profile: Police Constable
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> Have the learner read and complete the task then submit it for assessment Review the results with the learner
Time allotted: 20 minutes	



Unit 7

Understanding Figurative Language when watching a video or listening to a podcast:

Figurative language is often used in presentations, videos and podcasts in an attempt to make what is being said more interesting. Figurative language can sometimes seem confusing because what the presenter means isn't stated literally (the way it actually is). When figurative language is used, you have to think about what is being described rather than what is actually being said.

The opposite of figurative is "literal". If someone were to be speaking "literally", you would take what they are saying exactly as they are stating it. For example if someone called 911 and said, "My house is on fire"! – that person's words would be taken literally. However, if someone were to say "It was so hot I felt like my house was on fire". – we would take their words as figurative. The person's house wasn't on fire, it was just very hot.

Figurative language is made up of many different stylistic devices, but four very common ones are:

- figures of speech
- similes
- metaphors
- hyperbole

What is the figure of speech in this statement?	What does it actually mean?
A picture is worth a thousand words	Sometimes it is difficult to explain a scene (we try too many ways to describe it) and it would be easier to show it
If I've told you once, I've told you a million times	the speaker is tired of explaining something

Figures of Speech

Here is an example:

In 1913, the assembly line was introduced. A moving belt carried a part from one factory worker to the next. Each worker performed a task on the part and then added another part if necessary. Then the worker sent it on. With the assembly line, a new car was born every 93 minutes.

The phrase “a new car was born” is a figure of speech. As readers, we can imagine brand new and just made cars coming off the line every 93 minutes. However, cars are not really born. This figure of speech actually means that a new car was produced every 93 minutes.

You'll notice that the reader is expected to use his or her imagination when a figure of speech is used.

Figurative language (figures of speech): Activity 1

- ▶ Find the figure of speech in this statement:

The English language has about a million words. Twenty percent of those words follow the same rules. But 80 percent are from other languages. These borrowed words don't follow the same rules⁶.

- ▶ What is the figure of speech in this statement?

✓ These borrowed words don't follow the same rules

- ▶ What does it actually mean?

✓ Words from other languages that become part of the English language

6 http://en.wikipedia.org/wiki/English_language

Similes

Similes are comparisons that use “like” or “as”. For example, someone might say “as free as a bird”. We know from this statement that the person is free to go where he/she chooses.

Here are some other examples of similes:	What do you think these sentences really mean?
She’s always as happy as a lark	✓ She is always very happy ////////////////////////////////////
Don’t worry it’s as light as air	✓ Don’t worry, it isn’t heavy ////////////////////////////////////
I finished the task as quick as a wink	✓ I finished the task very quickly ////////////////////////////////////
My goal is as solid as a rock	✓ I have a definite goal ////////////////////////////////////
They treated him like garbage	✓ They treated him very badly ////////////////////////////////////
This job is like a dream	✓ I love my job ////////////////////////////////////
You work like a dog	✓ You work very hard ////////////////////////////////////

Figurative Language (simile): Activity 2

Complete these similes with your own words	What do your similes actually mean?
The wind was as fierce as	
The fresh snow on the ground looks like	



Metaphors

Metaphors are similar to similes, but they can be a bit more complicated because they do not use “like” or “as” to make a comparison. For example, “my husband is a baby when he’s sick”. We can guess from this statement that the husband needs lots of extra attention and complains a lot.

Here are a few more examples of metaphors:	What do you think these sentences really mean?
My friend moved mountains to get me an interview.	✓ My friend worked very hard to get the interview for me ////////////////////
He broke into her conversation	✓ He interrupted her ////////////////////
It wasn't long until the relationship turned sour	✓ It wasn't long until the relationship wasn't working out/went bad ////////////////////
My children are the sunshine in my life	✓ My children make me happy ////////////////////

Figurative Language (metaphor): Activity 3

Think of how grumpy kids get when they are tired – what could you use to compare.

Complete the metaphor with your own words	What does your sentence actually mean?
When the toddler is tired he is a	

Hyperbole

Many of us use hyperbole regularly without really thinking about it. Hyperbole is a way to emphasize a point by using exaggeration. One example of hyperbole is: “I get a million emails a day, how am I supposed to keep up?” More than likely it is impossible for the speaker to actually get a million e-mails a day. What she is really saying is that she gets too many e-mails in a day to keep up.

Here are a few examples of hyperbole	What do you think these sentences really mean?
They have tons of money	✓ They have a lot of money ////////////////////////////////////
That car goes faster than the speed of light	✓ The car is very fast ////////////////////////////////////
I died from the embarrassment	✓ I was very embarrassed ////////////////////////////////////

Figurative Language (hyperbole): Activity 4

- ▶ Think of waiting in a long line up. How could you use hyperbole to describe your impatience with how long you’ve been waiting.

Complete this hyperbole with your own words.	What does this sentence actually mean?
I’ve been waiting in this line for	



Figurative Language : Activity 5

- ▶ Watch the following video:

<https://www.youtube.com/watch?v=qICqL78I6Bw>

- ▶ List as many examples of figurative language from the video as you can along with the type of figurative language used (hyperbole, simile, metaphor or figure of speech)

✓ **Answers will vary, but could include:**

- ✓ “Stuck in my head” – Figure of speech
- ✓ “Freeze your butt off” – Figure of speech
- ✓ “Felt like they had the whip cracked across their backs” – Simile
- ✓ “People come from everywhere just to see us” – Hyperbole
- ✓ “Vision” – is a metaphor for what they want the company to achieve



Unit 8

PRACTITIONER PAGE: Fact vs. Opinion

Unit 8 purpose:

- To understand the difference between fact and opinion when extracting information from videos, presentations and podcasts.
- Introduce a chart that will help identify fact and opinion
- To practice extracting information (specifically fact and opinion) from a video

Imbedded OALCF Competencies in addition to A3:

- B2.1: Write brief texts to convey simple ideas and factual information
- B3.1: Make straightforward entries to complete very simple documents
- E1: Set realistic short-and long-term goals, use a limited number of learning strategies, and monitor own learning
- F: Engage with others (when group option for activities is used)

Activity	Introducing Fact vs. Opinion
Purpose	To introduce the idea of Fact vs. Opinion to help the learner to be critical/better informed watchers of videos and presentations
Procedure	<ul style="list-style-type: none"> • Read through the Fact vs. Opinion introduction with the learner • Ask the learner if they can come up with their own examples of Fact vs. Opinion (like the cat example)
Time allotted: 5 minutes	Page #'s in Learner Workbook: 62-63

Activity	Practicing identifying Facts and Opinions	
Purpose	Begin applying learning about Fact and Opinion	
Procedure	<p>Review the following instructions with the learner:</p> <ul style="list-style-type: none"> • Write Opinion or Fact beside each statement • You will need to assume that each statement is correct <p>Have the learner complete the activity and then go over the answers together</p>	
Time allotted: 10 minutes		Page #'s in Learner Workbook: 63

Activity	Practicing identifying Facts and Opinions	
Purpose	Continue applying learning about Fact and Opinion	
Procedure	<p>Read the following instructions with the learner:</p> <ul style="list-style-type: none"> • Write one fact and one opinion for each topic 	
Time allotted: 10 minutes		Page #'s in Learner Workbook: 64

Activity	Understanding how to identify Facts and Opinions	
Purpose	Continue applying learning about identifying Fact and Opinion	
Procedure	<p>Review the following instructions with the learner:</p> <ul style="list-style-type: none"> • People often have opinions about facts. Here is an opportunity to stretch what you know about fact and opinion. • Use this chart to list facts on the left and your opinion on the right: <p>Before starting, brainstorm current facts in the newspaper or online or in a textbook – add them to the left hand side of the chart</p> <p>Then have the learner complete the right-hand portion of chart with his/her opinions</p>	
Time allotted: 20 minutes		Page #'s in Learner Workbook: 65

Activity	Self-reflection (written)
Purpose	Andragogical element that allows the learner to reflect on the relevance of this unit
Procedure	<ul style="list-style-type: none"> Have the learner complete the self-reflection portion of the unit. The learner will write about what he/she has learned and how he/she might apply his/her new learning
Time allotted: 20 minutes	Page #'s in Learner Workbook: 66

A3 Task (14)	Watching a video and extracting Facts and Opinions from
Purpose	Using new learning to complete a task in which the learner will extract facts and opinions
Procedure	<ul style="list-style-type: none"> Have the learner complete the task activity and hand in for assessment when completed Review answers with learner
Time allotted: 15 minutes	

A3 Task (15)	Essential Skills and Work Habits
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> Have the learner read and complete the task then submit it for assessment Review the results with the learner
Time allotted: 20 minutes	



Unit 8

Fact vs. Opinion when watching a video or listening to a podcast:

A fact is a statement that can be checked

An opinion expresses personal feelings or judgements

My cat is white is a statement of fact. The cat's colour can be checked easily

My cat is gorgeous is an opinion. It is based on the person's feelings. It cannot be proven

Fact vs. Opinion: Activity 1

Write Opinion or Fact beside each statement:

You will need to assume that each statement is correct:

STATEMENT	FACT OR OPINION?
a) That dress is lovely	✓ Opinion ////////
b) This apple is too tart	✓ Opinion ////////
c) Robert is 1.74 metres tall	✓ Fact ////
d) Fall is the most beautiful season	✓ Opinion ////////
e) The movie is over	✓ Fact ////
f) Oliver's birthday is next week	✓ Fact ////
g) It rained every day in March	✓ Fact ////
h) The weather in March was miserable	✓ Opinion ////////
i) The Senators are Ottawa's NHL hockey team	✓ Opinion ////////
j) The Leafs aren't any good at hockey	✓ Opinion ////////

Fact vs. Opinion: Activity 2

- ▶ Write one fact and one opinion for each topic.

The class is:

Fact:

Opinion:

The party was:

Fact:

Opinion:

The weather outside is:

Fact:

Opinion:

The video was:

Fact:

Opinion:

- ▶ See if you can come up with your own example here:

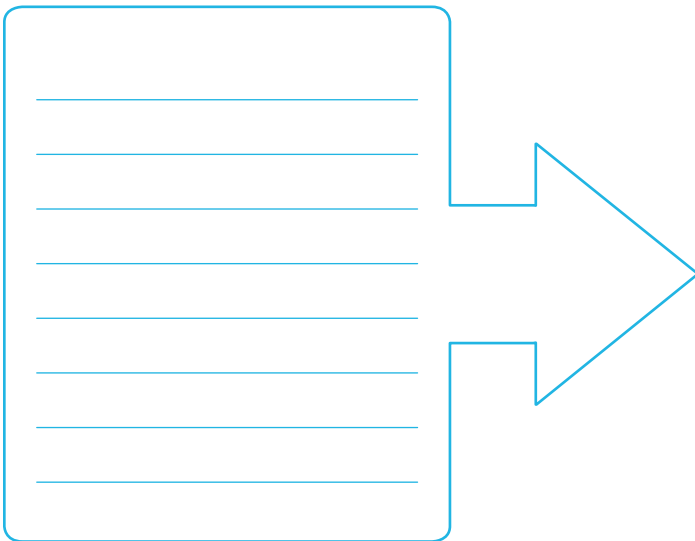
Fact:

Opinion:

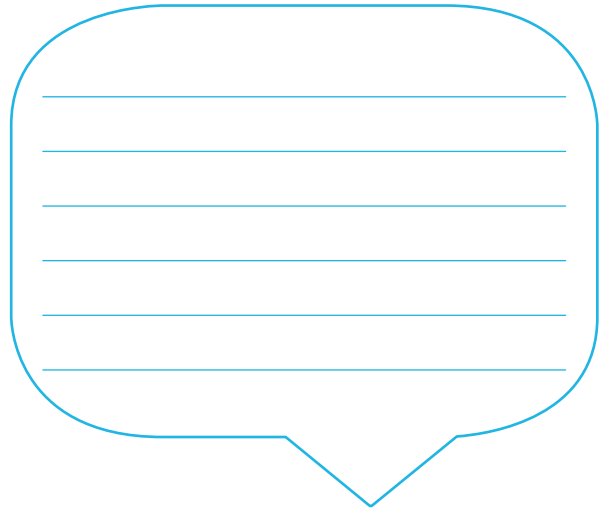
Fact vs. Opinion: Activity 3

- ▶ People often have opinions about facts. Here’s an opportunity to stretch what you know about fact and opinion.
- ▶ Use this chart to list facts (from an online article, newspaper article, or a textbook) the left and your opinion on the right:

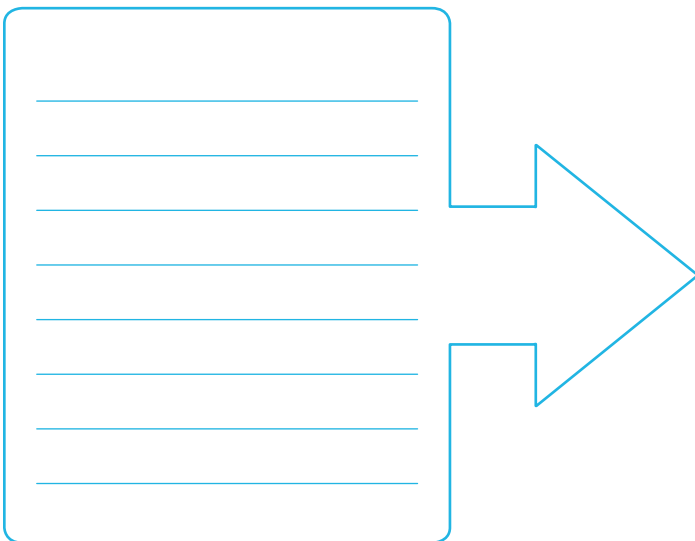
Statement of Fact



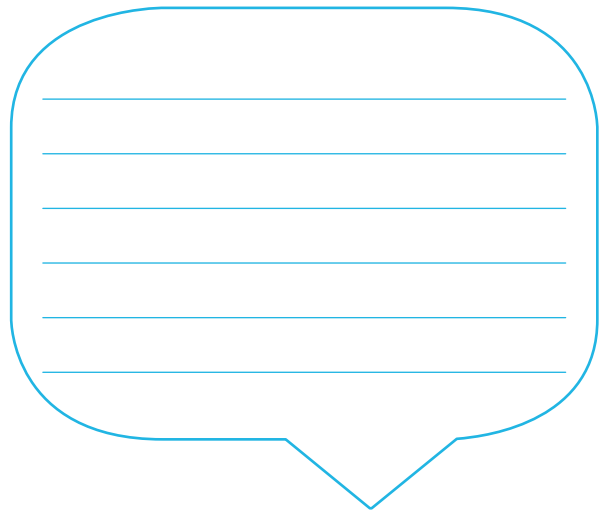
My Opinion about the Fact



Statement of Fact



My Opinion about the Fact





Unit 9

PRACTITIONER PAGE: Thinking Style

Unit 9 purpose:

- Understand the importance of using your thinking style when watching a video to extract information
- Recognize different thinking styles
- Identifying own thinking style
- Identify strategies to accommodate your thinking style

Imbedded OALCF Competencies in addition to A3:

- B2.1: Write brief texts to convey simple ideas and factual information
- B3.1: Make straightforward entries to complete very simple documents
- D1: Perform simple digital tasks according to a set procedure
- E1: Set realistic short-and long-term goals, use a limited number of learning strategies, and monitor own learning
- F: Engage with others (when group option for activities is used)

Activity	Thinking style information and survey
Purpose	To identify dominant learning style
Procedure	<ul style="list-style-type: none"> • Review the information about thinking styles with learner • Highlight that we all use our left and right brains but sometimes one seems more dominant • Neither thinking style is better than the other, they just give us opportunities to think differently • Have learner complete the survey • Have learner calculate his/her thinking style • Review the characteristics of each thinking style
Time allotted: 25 minutes	Page #'s in Learner Workbook: 67-70



Activity	Working with your thinking style
Purpose	Review ways that the learner's thinking styles can be used to his/her advantage when extracting information from videos and presentations
Procedure	<ul style="list-style-type: none"> Review the various strategies for each thinking style Ask the learner if he/she uses any of these strategies already Ask the learner if he/she can identify a strategy he/she may be able to use in the future when watching a video or presentation
Time allotted: 15 minutes	Page #'s in Learner Workbook: 71

Activity	Thinking style activity
Purpose	To get learner thinking about how he/she uses his/her thinking style when watching a video
Materials needed	http://www.onceaweekfilmfest.com/ever-hear-a-postman-whistle.html#.VGZiG00tCHt
Procedure	<ul style="list-style-type: none"> Have the learner watch the video and answer the questions
Time allotted: 20 minutes	Page #'s in Learner Workbook: 72

Activity	Self-reflection (written)
Purpose	Andragogical element that allows the learner to reflect on the relevance of this unit
Procedure	<ul style="list-style-type: none"> Have the learner complete the self-reflection portion of the unit. The learner will write about what he/she has learned and how he/she might apply his/her new learning
Time allotted: 20 minutes	Page #'s in Learner Workbook: 73



Unit 9

Using Thinking Styles when watching videos and presentations:

No one is totally right-brained or left-brained in their thinking. Almost everyone uses both sides of their brains. One side of our brains, however, will tend to dominate the other. In the workplace, employers like to have both types of thinkers because there are excellent qualities in each. Left-brain thinkers are often critical thinkers and right-brain thinkers are often seen as creative thinkers. Employers know that there are advantages to having right-brain and left-brain thinkers working together, as each kind of thinker tends to focus on different parts of a task. The side of the brain that is most dominant for you might also affect how you learn and how you interact with the environment around you. It may also affect how you extract information from videos and presentations.

Thinking Style survey

What is your dominant thinking style? Complete this questionnaire to find out.

Put a check beside each sentence that describes what you usually do or how you usually act:

I usually or often...	Section A
Recognize and remember names	
Respond best to verbal instructions	
Work with a to-do list	
Have an orderly room	
Can control my emotions	
Like action movies	
Read sitting up	
Listen to words for meaning	
Have “logical” thoughts and ideas	
Seem to process information in a sequence, or orderly fashion	
Prefer a serious, systematic problemsolving approach	
Respond to logical requests	
Learn best when I can think critically and analytically about what I read or hear	
Remember through language	
Read for details and facts	
Prefer realistic stories	
Think about improving existing things or ways of doing things	
Learn best with systematic plans	
Prefer to create an outline of detailed information, rather than summarize it	
Like activities that are mentally challenging	
Am impatient with guesswork, or trial and error	
Prefer structured assignments	
Total for section A	



I usually or often...	Section B
Recognize and remember faces	
Take notes but lose them	
Am good with people	
Like to read lying down	
Respond best to visual and demonstrated instructions	
Often lose track of time	
Have strong emotional responses	
Good at interpreting body language	
Have “funny” thoughts and ideas	
Seem to process information as I see it, in my own way, in patterns and pictures	
Prefer a playful problem-solving approach	
Respond to emotional requests	
Learn best by applying and practising what I read or hear	
Remember with images, or pictures	
Read for Main Ideas or overviews	
Prefer fantasy, poetry, and myths	
Think about inventing new things or ways of doing things	
Learn best through exploration	
Prefer to summarize detailed information, rather than creating an outline of it	
Like activities that are physically challenging	
Am impatient with systems and structures	
Prefer open-ended assignments	
Total for section B	



If you checked more in section A than the other section, you have strong Left-Brained Thinking attributes.

Left-brained Thinkers:

- Are open minded about new ideas
- Ask questions
- Base their judgements on evidence
- Look for connections between subjects
- Break things down and separate fact from opinion
- Are honest with themselves
- Set goals for themselves
- Try to separate emotional thinking from logical thinking
- Do not argue about something that they know nothing about
- Try to build a vocabulary so that they can understand what others are saying and make their ideas clear to others

If you check more in section B than the other section, you have strong Right-Brained Thinking attributes.

Right-Brained Thinkers:

- Have unusual ideas and innovative thoughts
- Are able to put things together in new and imaginative ways
- Are emotional
- Can be spontaneous
- Can be unpredictable
- Think there are always two sides to every story
- Like to write fiction, draw or play music
- Are funny and witty
- May seem dreamy when they are deep in thought
- Will often find that people ask them if they are psychic

Working with your Thinking Style

Here are some strategies that work for the two Thinking Styles. Highlight a few that you think are good tips for you to remember when you are watching a video/presentation or listening to a podcast (you probably use many of these strategies already):

LEFT BRAINED (Critical)	RIGHT BRAINED (Creative)
Avoid background noise	Avoid visual distractions
Keep your desk/work area free from clutter	When taking notes, use different colours of pens and highlighters to highlight important information
Look or listen for outlines that will help guide you through the sequence of the presentation or video	Look for visual clues (writing on the board, titles in a video) to guide you through the video or presentation
Pay attention to pieces of information that will help you understand the overall idea of the video or presentation	Pay attention to the big picture of the video or presentation and then break the information down into smaller parts
Think of connections you can make between the new information presented and what you already know	Think of new and interesting ways you can use the new information presented
Pay attention to how the video or presentation is organized	Pay attention to the variety of ways the video or presentation relays information
If you are unsure of the meaning of a word – write it down and look up the definition later	If you are unsure of the meaning of a word – pay attention to the tone of the speaker’s voice and the context of the word to guess its meaning
Make sure there is enough light so you can take notes	Standing up and walking around (if you are able) will help you focus
If there is group work to be done – take the lead if possible	If there is group work to be done – offer your creative ideas to make the assignment interesting
Take Cornell system or outline-style notes ⁷	Take Cornell system or mind map-style notes

7 More on Cornell and other note-taking strategies in unit 10

Thinking Style: Activity 1

- ▶ Watch the short film at the following website then answer the following questions:
<http://www.onceaweekfilmfest.com/ever-hear-a-postman-whistle.html#.VGZiG00tCHt>
- ▶ What is the meaning of the title, “Ever Hear a Post-Man Whistle?”
- ▶ How do you think your Thinking Style affected how you understood this short film?
- ▶ How do you think somebody with a Thinking Style opposite to yours might react to this short film?



Unit 10

PRACTITIONER PAGE: Memory

Unit 10 purpose:

- Understand the importance of memory when watching a video to extract information
- Recognize how memory works
- Identifying own memory skills
- Identify strategies to develop memory skills

Imbedded OALCF Competencies in addition to A3:

- B1.1: Read brief texts to locate specific details
- B3.1: Make straightforward entries to complete very simple documents
- D1: Perform simple digital tasks according to a set procedure
- E1: Set realistic short-and long-term goals, use a limited number of learning strategies, and monitor own learning

Activity	Memory questionnaire
Purpose	Helping the learner to understand his/her current memory abilities
Procedure	<ul style="list-style-type: none"> • Review preamble to memory survey • Anticipated Responses: Our ability to remember things Being able to recall and use things we need in our life Remember how to do certain things like math techniques • Have the learner complete the survey • Have learner total points • Review scores with the learner • Highlight that memory capacity can be improved over time with practice and techniques
Time allotted: 20 minutes	Page #'s in Learner Workbook: 74-75

Activity	Understanding memory
Purpose	Helping the learner to understand the different aspects of memory
Procedure	<ul style="list-style-type: none"> Review “What is memory” page and “How memory works” diagram with the learner
Time allotted: 15 minutes	Page #'s in Learner Workbook: 76-78

Activity	Strategies for increasing memory
Purpose	To identify ways that we can improve our memories for the future
Procedure	<ul style="list-style-type: none"> Review the 4 general principles for improving memory with the learner Ask the learner to see if he/she can think of other strategies – or if he/she uses other strategies Ask the learner which strategies he/she may consider using to help with his/her own memory when watching a presentation or a video to extract information
Time allotted: 20 minutes	Page #'s in Learner Workbook: 79-81

Activity	Grouping to remember
Purpose	To identify group as a way that we can remember things we hear during a video or presentation
Procedure	<ol style="list-style-type: none"> 1. Read out the following list of words once: window, blanket, nail, laptop, cheese, toothbrush, crow, radio, calendar, train <ul style="list-style-type: none"> ▶ After reading, have the learner write down as many as they can remember 2. Read out the following list of words once: coat, hat, boots, scarf, gloves, umbrella, earmuffs, sweater, hood, mittens <ul style="list-style-type: none"> ▶ After reading, have the learner write down as many as they can remember 3. Have learner calculate how many words he/she remembered for both lists 4. Review the following with learner <ul style="list-style-type: none"> ▶ How many items did you correctly recall from List A? ▶ How many items did you correctly recall from List B? ▶ Which list could you most accurately remember? ▶ Most people will recall more items from List B. Why do you think this is? <ol style="list-style-type: none"> a. Items in List B are more interesting b. Words in List B are shorter c. Items in List B all belong to a group or category 5. What does this tell us about our abilities to remember?
Time allotted: 15 minutes	Page #'s in Learner Workbook: 82-83

Activity	Visualizing to remember
Purpose	To introduce visualizing as a way to remember things that we hear during a video or presentation
Materials needed	A tray with an assortment of around 20 small items to be used for memory activity 20 words printed on individual cue cards (available to be printed on page 107 and 108 of instructor book)
Procedure	<ol style="list-style-type: none"> 1) Place several objects on the tray and cover ahead of activity 2) When ready to do activity, tell the learner that he/she will have 1 minute to look at the tray 3) Remove the cover and have learner look at the tray for 1 minute 4) Place the cover back on 5) Now, remove one item (without moving any of the other objects around) and have the learner look at the tray and write down what was taken away 6) Now remove two items and have the learner write down what was taken away <ul style="list-style-type: none"> ▶ Now, ask the learner to determine how he/she figured out what was missing ▶ Was he/she able to picture the tray and the items in his/her mind? ▶ This is how visualization works. You remember details by thinking back and bringing up a picture in your mind. 7) Now that learner are more familiar with the concept of visualization set out the cue cards in 4 rows of 5 and complete steps 2-6 with words rather than objects (you can use print off and use the cue cards on the next page)
Time allotted: 20 minutes	Page #'s in Learner Workbook: 84-85

Activity	Self-reflection (written)
Purpose	Andragogical element that allows the learner to reflect on the relevance of this unit
Procedure	<ul style="list-style-type: none"> • Have the learner complete the self-reflection portion of the unit. The learner will write about what he/she has learned and how he/she might apply his/her new learning
Time allotted: 20 minutes	Page #'s in Learner Workbook: 86

Cue Cards for Visualization Activity

glass	chair
keys	swing
paper	spring
book	computer
shirt	foot

wallet

monkey

bird

tablet

snow

house

tape

hand

mouse

dog



Unit 10

Using your Memory when watching presentations and information videos

Memory Survey⁸

When it comes to our memories, we are our own harshest critics, focusing not on countless facts recalled everyday but on the forgotten few. This quiz offers a glimpse of how your memory compares to the norm

- 1 point: Not within the last six months
- 2 points: Once or twice in the last six months
- 3 points: About once a month
- 4 points: About once a week
- 5 points: Daily
- 6 points: More than once a day

⁸ Adapted from Learning Skills: Memory Skills Lesson 19. Retrieved from http://www.cls.utk.edu/pdf/ls/Week3_Lesson19.pdf

Write the point value that applies to you on the line:

- _____ How often do you fail to recognize places you've been before?
- _____ How often do you forget whether you did something, such as lock the door, turn off the lights, or turn off the oven?
- _____ How often do you forget when something happened – wondering whether it was yesterday or last week?
- _____ How often do you forget where you put items such as your house keys or wallet?
- _____ How often do you forget something you were told recently and had to be reminded of it?
- _____ How often are you unable to remember a word or name, even though it's "on the tip of your tongue"?
- _____ In conversation, how often do you forget what you were just talking about?
- _____ **Total points**

Score:

7-14 = better than average memory

15-25 = average

26 or higher = below average

The great thing about the mind is that we can improve our capacity to use it, and that also goes for our memory. We can use the information in this lesson to learn and practise techniques that will help us increase our memory capacity.

What is memory?⁹

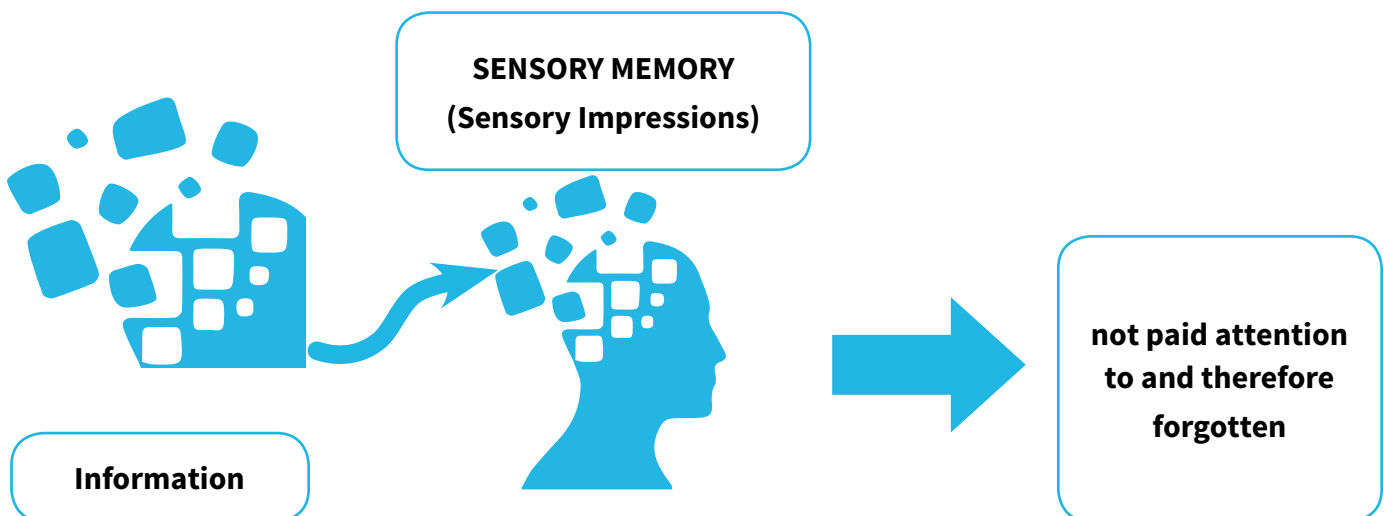
Memory is the ability of our mind to recall information. When we think we have forgotten something, we really have either not stored it properly or cannot recall the information.

HOW MEMORY WORKS: The flow of information through the three stages of memory.¹⁰

Sensory memory:

Sensory memory is the first stage of perception. It acts as a doorway for all information that is to become part of memory. We use our senses (hearing, sight, touch, taste, smell) for this stage as we encounter stimuli (light, sound, smell, heat, cold, etc). When stimuli is sensed, it can be further processed by the brain and is stored as part of a memory. For example, you hear a piece of information and from there transfer that information into your short term memory. This stage of memory is limited by time which means that information stored here begins to decay rapidly if it isn't transferred to the next stage. This occurs in as little as ½ second for visual stimuli and three seconds for auditory stimuli.

Paying close attention and transferring information to the next stage right away are the two major influences on sensory memory.



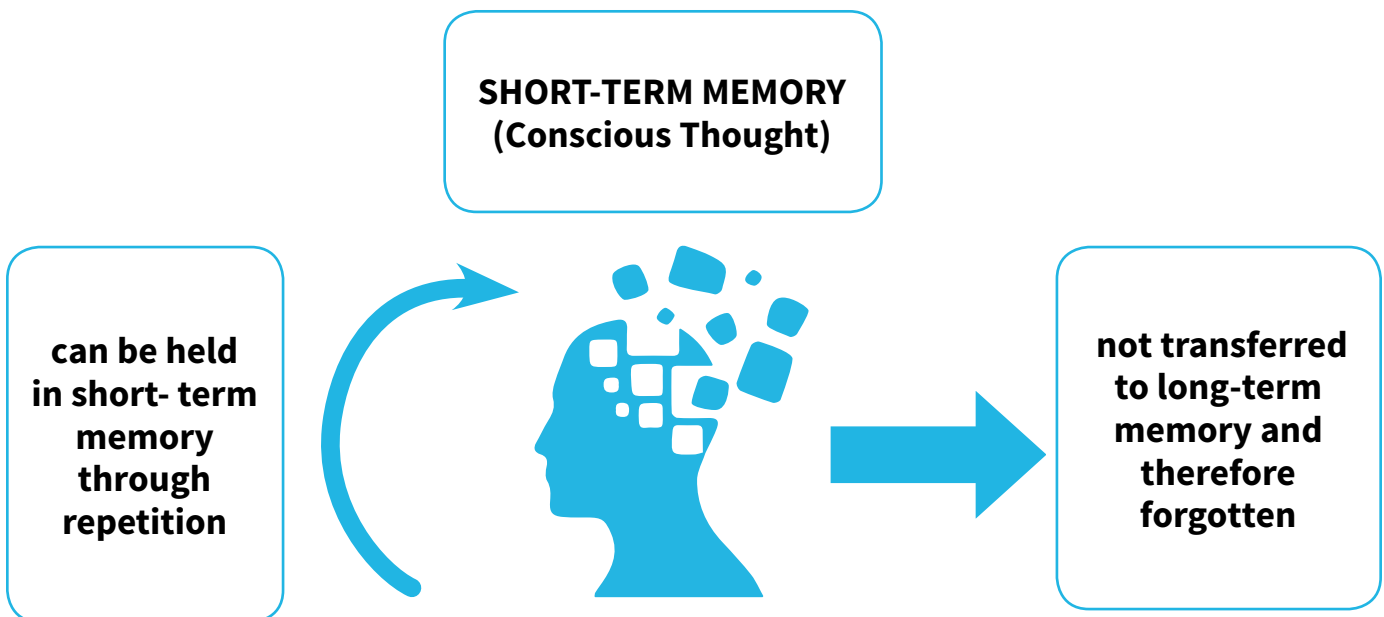
9 Adapted from: Huitt, W. (2003). The information processing approach to cognition. Educational Psychology Interactive. Valdosta, GA: Valdosta State University

10 Adapted from: Huitt, W. (2003). The information processing approach to cognition. Educational Psychology Interactive. Valdosta, GA: Valdosta State University

Short-term memory:

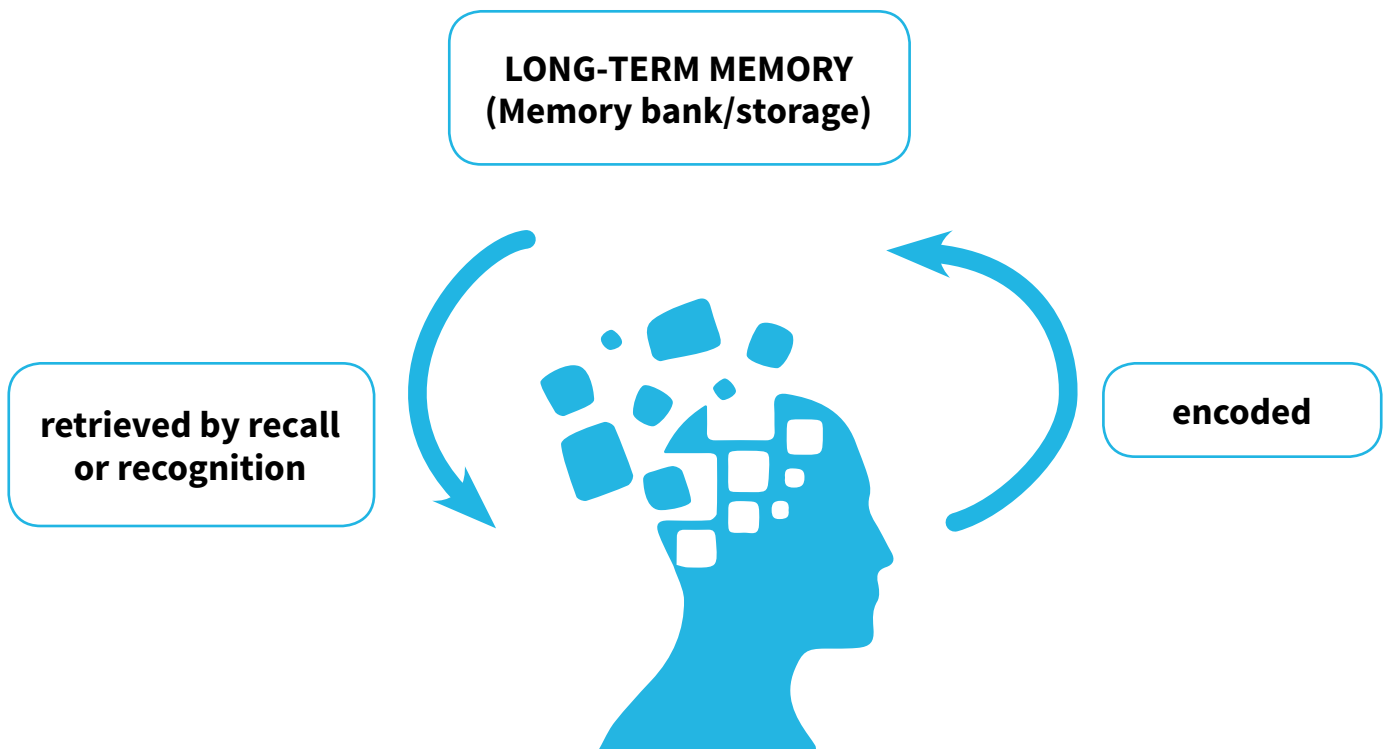
Short-term memory receives information for a very limited time and usage. The obvious example is looking online for the phone number for a pizza place, dialing the number, and forgetting it after you place the order. You never intended to store that information in your long-term memory.

One of the techniques to retaining information for later usage is to organize it, repeat it, and work on moving it to your long-term memory.



Long-term memory:

Long-term memory is the capacity that allows us to recall information from day to day, a week later, and a year later. This information has been organized and stored properly. However, we still have to fight forgetting, so we need to review and use the information. Don't worry, we will review some tricks and techniques for this are coming up



Four General strategies for improving memory

1. Organize it: Organized information is easy to find
2. Use your body: Learning is an active process; get all your senses involved
3. Use your brain: Work with your memory, not against it.
4. Recall it: This is easier when you use the other principles to store information

Here are some memory techniques. Experiment with them to make a flexible, custom-made memory system that fits your Learning Style.

Organize it:

Learn from the general to the specific:

- ▶ Look at the big picture
- ▶ If you're lost, step back and look at the big picture. For example, if you are trying to remember information that you heard in a presentation, it can help to think about how the presentation was organized (the big picture) and recall how what you are trying to remember fit into the presentation

Make it meaningful:

- ▶ Know what you want from the presentation, then look for connections between what you want to remember and what is being presented. For example, if you want to remember information you can say to yourself – “the information presented is a lot like what I was talking to my friend about the other day”, or “I think I read an article in the newspaper about this”

Create associations:

- ▶ When you introduce new information, you can recall it more effectively if you store it near similar or related information

Use your Body:**Learn it once, actively:**

- ▶ Action is a great memory enhancer. For example, many people find that if they write things down, even if they never actually look at what they've written, they will remember things more easily.

Relax:

- ▶ When we're more relaxed, we absorb new information more easily and recall it with greater accuracy

Create pictures:

- ▶ Relationships within and among abstract concepts can be “seen” and recalled easily when they are visualized

Recite and repeat:

- ▶ When you repeat something out loud, you anchor the concept in two different senses: first, you're saying it and secondly, you're hearing it

Write it down:

- ▶ Writing a note to yourself helps you remember an idea, even if you never look at the note again

Use your Brain:**Reduce interference:**

- ▶ Find a quiet place that is free from distractions

Be aware of attitudes:

- ▶ All of us can forget information that contradicts our opinions
- ▶ One way to befriend a self-defeating attitude about a subject is to relate it to something you are interested in
- ▶ We remember what we find interesting. If you think a subject is boring, remember that everything is related to everything else. Look for the connections

Choose what not to store in memory:

- ▶ Decide what is important to remember and what is not. Focus on the key elements of the concept
- ▶ Combining memory techniques: all of these memory techniques work even better in combination with each other

Recall it**Remember something else:**

- ▶ When you are stuck and can't remember something you are positive that you know, remember something else that is related to it
- ▶ Information is stored in the same area of the brain as similar information. You can unblock your recall by stimulating that area of the memory

Notice when you do remember:

- ▶ To develop your memory, notice when you recall information easily and ask yourself what memory techniques you're using naturally

Grouping

Having good memory skills is important for watching presentations and information videos. Because we can only write down so many notes and sometimes we won't even be able to take notes, we often have to rely on our memories. One strategy is to use grouping. Let's try it here:

Memory: Activity 1

This activity will show that it is often easier to remember separate items of information when they are organized into groups or categories

A. A. Listen to the list of items. Write all the items you can remember in the chart below:

////////////////////
 ✓ INSTRUCTOR TO READ (no need to read in any particular order):
 //////////////////////

✓ window ////////	✓ toothbrush ////////
✓ blanket ////////	✓ crow ////
✓ nail ////	✓ radio ////
✓ laptop ////////	✓ calendar ////////
✓ cheese ////////	✓ train ////

B. Listen to this second list. Again, write on the lines the words you remember

✓ INSTRUCTOR TO READ (no need to read in any particular order):

✓ coat ////	✓ umbrella ////////
✓ hat ///	✓ ear muffs ////////
✓ boots ////////	✓ sweater ////////
✓ scarf ////	✓ hood ////
✓ gloves ////////	✓ mittens ////////

- C.**
1. How many items did you correctly recall from List A?
 2. How many items did you correctly recall from List B?
 3. Which list could you most accurately remember?
 4. Most people will recall more items from List B because:
 - a. Items in List B are more interesting
 - b. Words in List B are shorter
 - c. Items in List B all belong to a group or category

Visualizing

Mental images can help you remember things. This means that you translate words and ideas into pictures in your mind.

Memory: Activity 2

- ▶ This activity will show you how to use visualization to remember:
 1. Your instructor will show you a tray with a variety of objects on it
 2. Look at the tray for 1 minute
 3. Your instructor will cover up the tray and remove one item
 4. Look at the items now
 5. Write down what item is now missing
 6. Repeat steps 1-4– your instructor may remove more than one item this time
- ▶ Were you able to picture the tray and the items in your mind?

This is how visualization works. You remember details by thinking back and bringing up a picture in your mind

Memory: Activity 2b

1. Your instructor will lay out a number of word cards
2. Look at the cards for 1 minute
3. Your instructor will cover up the cards and remove one word
4. Look at the cards now
5. Write down what word is now missing
6. Repeat steps 1-5 - your instructor may remove more than one word this time

Memory: Activity 3

- ▶ There are many memory-building “games” available online.
- ▶ Try using grouping or visualization while you play the memory game: “Process of illumination”:
<http://www.mindgames.com/game/Process+of+Illumination>

Memory Activity 3b

- ▶ Try out some other memory games at:
<http://www.mindgames.com/>



Unit 11

PRACTITIONER PAGE: Note taking

Unit 11 purpose:

- Understand the value of taking notes when watching a video to extract information
- Overview of three note-taking strategies
- Practice with each of the three strategies to find what works best for the individual learners

Imbedded OALCF Competencies in addition to A3:

- B2.1: Write brief texts to convey simple ideas and factual information
- B3.1: Make straightforward entries to complete very simple documents
- D1: Perform simple digital tasks according to a set procedure
- E1: Set realistic short-and long-term goals, use a limited number of learning strategies, and monitor own learning
- F: Engage with others (when group option for activities is used)

Activity	Basic note taking strategies
Purpose	To give an overview of various note taking strategies To understand why good notes are important for extracting information from videos and presentations
Procedure	<ul style="list-style-type: none"> • Review and discuss the strategies listed • Ask if anyone has any other suggestions
Time allotted: 15 minutes	Page #'s in Learner Workbook: 87-88

Activity	Cornell note taking system
Purpose	To give an overview of and practice the Cornell notetaking strategy
Materials needed	https://www.youtube.com/watch?v=XTOtuspVSMg https://www.historicacanada.ca/content/heritage-minutes/joseph-tyrrell?media_type=41& Lined/blank paper for using the Cornell system
Procedure	<ul style="list-style-type: none"> Review how The Cornell system works with learner Play the Maria Kalman “Think” video and have the learner follow along with the Cornell notes example https://www.youtube.com/watch?v=XTOtuspVSMg Have learner complete activity 1 – the learner will need to draw a Cornell framework, and take notes while watching the following video https://www.historicacanada.ca/content/heritage-minutes/joseph-tyrrell?media_type=41&
Time allotted: 45 minutes	Page #'s in Learner Workbook: 89-92

Activity	Mind mapping for note taking
Purpose	To give an overview of and practise the mind-mapping note taking strategy
Materials needed	https://www.youtube.com/watch?v=XTOtuspVSMg https://www.historicacanada.ca/content/heritage-minutes/emily-murphy?media_type=41& Lined/blank paper for using mind map system
Procedure	<ul style="list-style-type: none"> Review how to use mind maps to take notes Play the Maria Kalman “Think” video and have the learner follow along with the Mind Mapping example Have learner complete Activity 2 using the mind map strategy to watch this video: https://www.historicacanada.ca/content/heritage-minutes/emily-murphy?media_type=41& The learner will need to draw his/her own mind map diagram
Time allotted: 45 minutes	Page #'s in Learner Workbook: 82-94

Activity	Outlining as strategy for note taking
Purpose	To give an overview of and practice the outlining note taking strategy
Materials needed	https://www.youtube.com/watch?v=XT0tuspVSMg https://www.historicacanada.ca/content/heritage-minutes/joseph-tyrrell?media_type=41& Lined/blank paper for using outlining system
Procedure	<ul style="list-style-type: none"> Review how to use outlining to take notes Play the Maria Kalman “Think” video and have the learner follow along with the outlining example Have learner complete Activity 3 using the outlining strategy watching the following video: https://www.historicacanada.ca/content/heritage-minutes/joseph-tyrrell?media_type=41& The learner will need to draw his/her own outlining diagram
Time allotted: 45 minutes	Page #'s in Learner Workbook: 95-96

A3 Task (16)	Taking Notes
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> Have the learner read through and complete the task set and submit for assessment Review response with the learner
Time allotted: 50 minutes	

Activity	Self-reflection (written)
Purpose	Andragogical element that allows the learner to reflect on the relevance of this unit
Procedure	<ul style="list-style-type: none"> Have the learner complete the self-reflection portion of the unit. The learner will write about what he/she has learned and how he/she might apply his/her new learning
Time allotted: 20 minutes	Page #'s in Learner Workbook: 97

A3 Task (17)	Career Planning
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> • Have the learner read and complete the task then submit it for assessment • Review the results with the learner
Time allotted: 20 minutes	

A3 Task (18)	Preparing for a Job Interview
Purpose	A chance for the learner to integrate prior learning to complete a task
Procedure	<ul style="list-style-type: none"> • Have the learner read and complete the task then submit it for assessment • Review the results with the learner
Time allotted: 20 minutes	



Unit 11

Taking Notes while watching a presentation/
video or listening to a podcast:

Taking notes is one of the best ways to extract information from presentations and videos. Here are some suggestions for taking good notes.

Date and number your notes:

Keep an organized system so you can easily go back and review.

Leave space on each page to add details later

Develop your own shorthand:

You can't write everything down, so learn to write the key terms and headline information. Use phrases rather than complete sentences. You aren't graded on your grammar; so don't take the extra time to construct perfect sentences

Draw and use symbols:

Feel free to use symbols, icons and drawings if it helps - for example @ for at, \$ for money or dollar, For some people, drawing is a great way to retain information. Similarly, highlighters and different ink colours can also help you separate information

Don't write everything down:

The most important ideas will likely be repeated. Most presenters will structure their presentations with important ideas first followed by supporting information, similar to how you construct a paragraph. The most important or Main Idea is the topic sentence. Learn to distinguish between the Main Ideas and the details

Practice:

Knowing how to study, how you will retain information and what information you write down involves trial and error. You will also find that there are a number of note taking templates to help you get organized. Try different types to find what works best for you

There are many types of note-taking systems that can be used while watching a video or presentations. Here we'll look at three different systems.

Cornell note taking system¹¹ :

- Use a loose-leaf notebook so that you can insert additional pages
- Number and date your pages
- On each page, draw a horizontal line about 2 inches from the top of the page. Then draw a vertical line about 2 inches from the left-hand side of the page, beginning 2 inches from the top

- In the top section, record any information that you may have about the topic before watching. For example, the title of the video/presentation can give you quite a bit of information.

- On the right-hand side, record the main points of the video or presentation in an easy-to-read format
- Use abbreviation, for example, = for equals and & for and
- Don't try to write down every word the presenter says
- Write down the time elapsed on the part of a video you would like to review

After listening to a presentation or watching a video start writing in the area to summarize the information you have extracted

- Directly after the presentation or watching the video, review what you recorded on the left side of the notes.
- On the right side of the notes summarize what you recorded on the left-hand side
- Record key words, questions, and reflections
- The sooner you summarize your notes the better because you will remember more details

Leave space at the bottom of the sheet for a very brief summary

11 Adapted from <https://casc.byu.edu/note-taking> and Independent Learning Centre, Ministry of Education and Training, Ontario. The Successful Student NMT3G-F

When you are using the Cornell Note Taking system:

- Spend most of your time listening, don't get so busy taking notes that you forget to listen
- Focus on main points
- Listen for Main Ideas and write them down
- If the video or presentation is demonstrating how to do something, write the information down as short steps and number the steps in correct order
- Remember that the speaker may indicate a Main Idea by listening for clue words¹²
- Write words and phrases rather than complete sentences
- Write notes that make sense to you
- Ask specific questions if necessary and possible
- If you are able, pause (or stop), rewind and re-watch the video to clarify information

Here’s what Cornell notes might look like for this video:

<https://www.youtube.com/watch?v=XTOtuspVSMg>

<ul style="list-style-type: none"> • Maria Kalman: artist and author talks about identity, art, existence and mortality 	
<ul style="list-style-type: none"> • Hard to know who she is because that keeps changing (0:42) • wanted to be a writer but found out she really wasn’t very good at it – decided to be an illustrator instead (0:52) • Eventually became an author and an artist (1:15) • Loves books – they motivate her (1:19-1:30) • Cares about the people she writes about (2:05) • Talks about her writing process • “loopy optimism” (2:15) • things can be horrible and fantastic (2:28-2:31) • Talks about growing old and realizing that “time is lessening” (3:16) • one of her books that talks about finding “meaningful distractions” – those are love and work (immediate family and good friends) (3:45-3:59) • “Ich hab genug” = I have enough (4:08) 	<ul style="list-style-type: none"> • Maria Kalman has an interesting outlook. She has difficulty defining who she is because, “that keeps changing”. She says this because she wanted to be an author, but realized she wasn’t very good at it. She then took up art to “tell her story”. She calls her work “narrative drawing”. She eventually returned to writing– she adds her writing to her drawings in what she calls “expressive illustrating”. • Maria talks about her writing process. She loves books and that is her motivation to be a writer/illustrator. She cares about the people she writes about. She says that she has “loopy optimism” because she can see that things can be horrible, but they can also be fantastic. • Maria talks about the realization we all have that we will die one day. This realization of time lessening makes her ask, “how much happiness am I achieving”. She finds “meaningful distraction” (words she uses in one of her books) in the love of her family and friends and her work. I like the phrase she uses, “Ich hab genug” which means “I have enough”.

Maria Kalman has an interesting view of the world and art. She expresses herself through words and pictures which she calls “expressive illustrating”.



Note taking: Activity 1

- ▶ Watch the following video and take notes using the Cornell note-taking system:

https://www.historicacanada.ca/content/heritage-minutes/avro-arrow?media_type=41&

Mind mapping as a form of note taking:

Another way to take notes is to *map* information.¹³ Mapping lets you “picture” main points and show how they relate to one another. This way of taking notes can be especially helpful for visual and kinesthetic learners and right-brain thinkers¹⁴

Notice that the Main Idea is at the center. Supporting points branch out around the Main Idea.

A mind map will look different for each person watching a presentation or video, and it certainly doesn't have to be neat. The idea is that you write down the points that connect to the main topic in a way that keeps your interest and will help you remember details later.

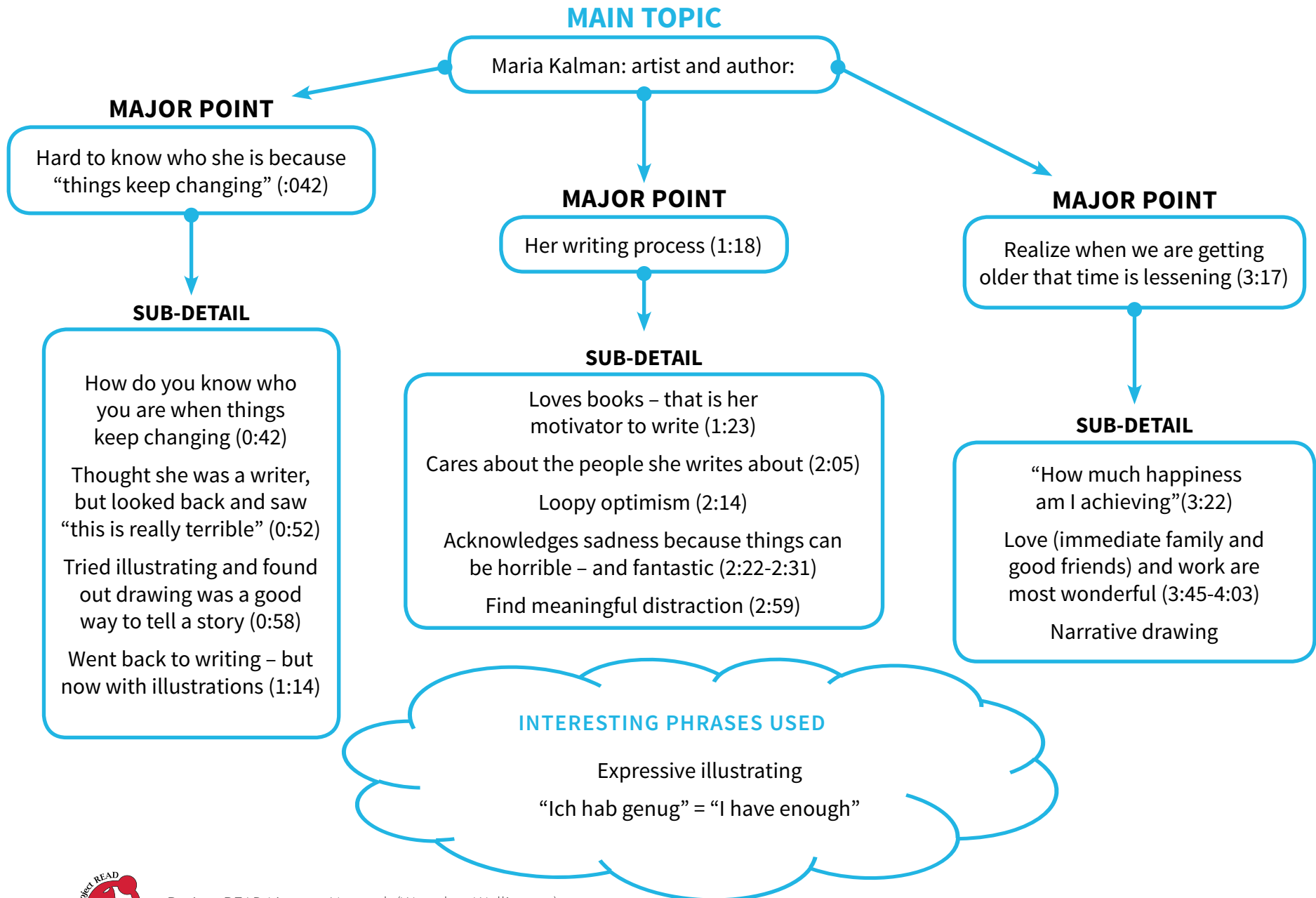
Use these steps for mapping your notes:

1. Write the *Main Topic* in the top-middle of your paper and draw a rectangle or circle (or whatever shape works for you) around it
2. List each *major point* in a smaller shape that branches out from the Main Topic
3. List any *sub or supporting detail* in a shape that connects to a major point
4. Make a section where you can write down interesting phrases you hear or words you might want to look up later

13 Adapted from Saddleback Educational Publishing (2008) Study Skills 1

14 More on visual and kinesthetic learners in Unit 2 and more on right-brain thinkers in Unit 9

Watch the same video as we did for the Cornell system and notice how the mind mapping example reflects what is being talked about: <https://www.youtube.com/watch?v=XTOtuspVSMg>



Note taking: Activity 2

- ▶ Watch the following video and take notes using the Mind Mapping note-taking system
https://www.historicacanada.ca/content/heritage-minutes/avro-arrow?media_type=41&

Using outlining while taking notes from a presentation or information video

Similar to Mind Mapping, Outlining¹⁵ is another useful method of taking notes. When you make an outline, you identify the Main Idea and major points to separate them from less important information. This system is especially useful for auditory learners because they can listen for the major points. It is also a good system for left-brain thinkers because it helps the listener define the structure of the presentation.¹⁶

Using this outline, we can see that major points are usually developed with supporting details.

The outline would look like this:

TITLE/TOPIC

- I. MAIN IDEA
 - a. Major point**
 - 1. detail
 - 2. detail
 - 3. detail
 - 4. detail
- II. MAIN IDEA
 - a. Major point**
 - 1. detail
 - 2. detail
 - 3. detail
 - 4. detail
- III. MAIN IDEA
 - a. Major point**
 - 1. detail
 - 2. detail
 - 3. detail
 - 4. detail

15 Adapted from Saddleback Educational Publishing (2008) Study Skills 1

16 More on auditory learners in Unit 2 and more on left-brain thinkers in Unit 9

This is what the video about Maria Kalman <https://www.youtube.com/watch?v=XTotuspVSMg> might look like in an outline format:

MARIA KALMAN: ARTIST AND AUTHOR

- I. HOW DO YOU KNOW WHO YOU ARE? (0:34)
 - a. **Things keep changing so it's hard to know who you are** (0:42)
 5. Wanted to be a writer from the time she was little (0:45)
 6. Realized she wasn't a good writer (0:52)– turned to art (because for her it was easier than writing) (0:58-1:01)
 7. Finally combined her art and writing (1:14) and calls her work “expressive illustrating” (1:07)
- II. THE WRITING PROCESS (1:18)
 - a. **Her love of books motivates her to write** (1:23)
 5. Cares about the people she writes about (2:05)
 6. Has a “loopy optimism” (2:14)– acknowledges sadness because things can be “horrible and fantastic” (2:22-2:31)
- III. WHEN WE GET OLDER WE REALIZE THAT TIME IS LESSENING (3:17)
 - a. **“How much happiness am I achieving?”** (3:22)
 5. Find meaningful distraction (2:59)
 6. Love and work are “most wonderful” (3:45-3:48)
 7. Find joy in immediate family and good friends – and what you like about your work (3:55-4:03)

Note taking: Activity 3

- ▶ Watch the following video and take notes using the Outlining note taking system:
https://www.historicacanada.ca/content/heritage-minutes/joseph-tyrrell?media_type=41&



Unit 12

PRACTITIONER PAGE: The Living Lecture

Unit 12 purpose:

- To introduce a group-listening strategy called “The Living Lecture” that is useful for extracting information from longer videos, presentations and lectures

Imbedded OALCF Competencies in addition to A3:

- B2.1: Write brief texts to convey simple ideas and factual information
- D1: Perform simple digital tasks according to a set procedure
- E1: Set realistic short-and long-term goals, use a limited number of learning strategies, and monitor own learning
- F: Engage with others (when group option for activities is used)

Activity	How the living lecture works
Purpose	<p>To understand when and how to use the living lecture strategy.</p> <ul style="list-style-type: none"> The living lecture is a listening strategy that helps the listener become more engaged with material presented in a lecture-style presentation This method can be extremely helpful for learners entering into a lecture-based learning situation for the first time as they will have strategies for focusing on important information Although it is not always possible to engage the lecturer for the final step of the living lecture method, the learner will have the tools to maintain focus and extract information
Procedure	<ul style="list-style-type: none"> Read through the information about the living lecture with the learners
Time allotted: 20 minutes	Page #'s in Learner Workbook: 98-99

Activity	Use the living lecture concept to watch a TedTalk video
Purpose	To practice using the living lecture
Website used	http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit
Procedure	<p>If possible, divide the room into groups of 4-5</p> <ul style="list-style-type: none"> • Before showing the video, highlight to learners that they should watch/listen for and write down their comments on the following points: <ul style="list-style-type: none"> ▶ Something I learned was... ▶ I would like clarification about... ▶ I don't agree with... ▶ I thought this was a great idea that I can use right away... • Have the groups watch the video • After watching the video, have the groups gather together to determine what issues or questions they wish to raise • One member of each group will report to the whole class on the issues or questions the group wants to ask • You (the instructor) will have to act as the presenter and address each issue and answer each questions as best you can • Continue this process until all issues/questions are addressed or time runs out <p>If you are not able to divide the learners into smaller groups use one group</p> <ul style="list-style-type: none"> • Have the learners watch the video and write down their comments on as many of the listed points as they are able • After watching the video, have the learners determine what issues or questions they wish to raise • You (the instructor) will have to act as the presenter and address each issue and answer each question as best you can • Continue this process until all issues/questions are addressed or time runs out <p>If you are working with a learner one-to-one</p> <ul style="list-style-type: none"> • Have the learner watch the video and write down his/her comments on as many of the listed points as he/she is able • After watching the video, have the learner determine what issues or questions he/she wishes to raise • You (the instructor) will have to act as the presenter and address each issue and answer each question as best you can • Continue this process until all issues/questions are addressed or time runs out
Time allotted: 15 minutes	Page #'s in Learner Workbook: 100

Activity	Self-reflection (written)
Purpose	Andragogical element that allows the learner to reflect on the relevance of this unit
Procedure	<ul style="list-style-type: none">• Have the learner complete the self-reflection portion of the unit. The learner will write about what he/she has learned and how he/she might apply his/her new learning
Time allotted: 20 minutes	Page #'s in Learner Workbook: 101



Unit 12

Using the Living Lecture while watching presentations and information videos:¹⁷

Listening to auditory-only lectures or presentations can be very challenging for many people. If you are not a strong auditory learner, the delivery content of lectures can seem extremely dry. It can be very difficult for the listener to focus on information that is being presented.

When using the Living Lecture strategy, the listener directs his/her listening for specific points. It is a way for the listener to be more engaged in the presentation.

17 Adapted from: Henschke, J.A. (2011). A Living Lecture for Lifelong Learning. Midwest Research-to-Practice Conference in Adult, Continuing, Community and Extensions Education, Lindenwood University. St. Charles: MO.

Here is the method that is most often used for the Living Lecture:

1. Before a group watches a video, presentation or lecture, divide up into four groups which will act as “listening teams”
2. Each team listens to the lecture for specific points
3. After the lecture, the teams gather to talk about points they want raised, or questions they have about the topic
4. A spokesperson for each group presents a summary of what their group talked about or asks one of the groups’ questions
5. The presenter or instructor responds to all discussion items in turn until all are discussed or time runs out

The living lecture can be done in 2 ways either each group listens for (all) 4 points or each group listens for 1 point.

The points that the groups will listen for are:

- Things that are not clear
- Things they disagreed with
- Things that need more information to truly understand
- Things that they can start using or applying right away

The Living lecture: Activity 1

- ▶ Watch the following *TedTalk* video. As you are watching it, comment on as many of the points below as you can:

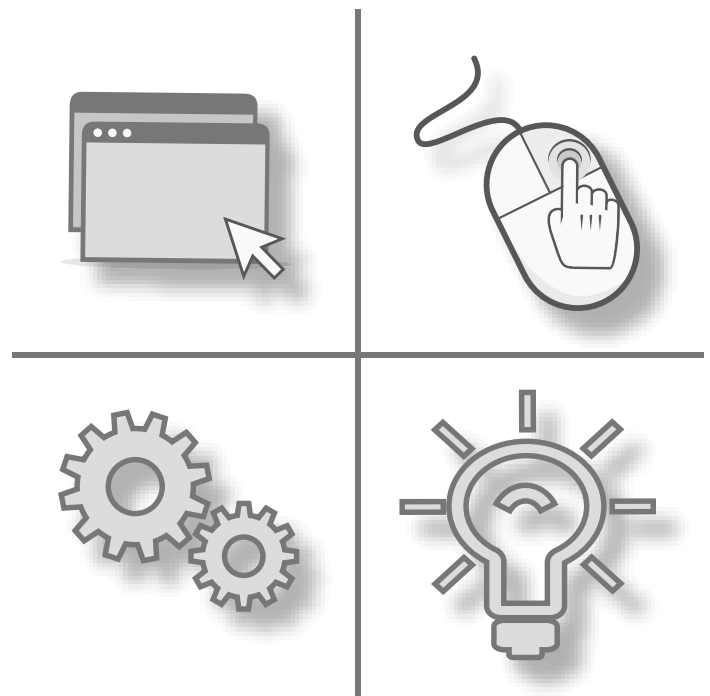
http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit

- ▶ Something I learned was...
- ▶ I would like clarification about...
- ▶ I don't agree with...
- ▶ I thought this was a great idea that I can use right away...



Note:

1. All Task Sets can be found on the QUILL Portal at: <http://taskbasedactivitiesforlbs.ca/>
2. Learners can practice their A3 skills with the new videos created by Tri County Literacy Network project “Learning to Earning: Enhancing Connections and Referral Pathways” at: <http://tcln.on.ca/videos/>



Task-based Activity (1) Cover Sheet**Task Title:** Finding the Main Idea

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will extract the main idea, supporting details and personal opinion from a video.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet connection capable of playing Adobe Flash video • http://mygates.ca/video/jobs.in.ontario.html 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (1) Answers**Task title:** Introduction to My Gates

Employment Service agencies will often show videos to job seekers about different aspects of different jobs. Watch this video: <http://mygates.ca/video/jobs.in.ontario.html>

1. What was the Main Idea presented in this video?
 - ✓ There are many jobs in Ontario for people without college or university education, however, skills are needed

2. What are three details that support the Main Idea in this video?
 - ✓ **Skills you need:** math, computer, people (interpersonal skills), good with hands

3. What is one personal opinion presented in this video?
 - ✓ Gives me a sense of belonging
 - ✓ Best job I ever had
 - ✓ I love my job
 - ✓ Everyone has something they like

Task (1) Evaluation: Finding the Main Idea

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Print Instructor's Name

Learner Signature



Task-based Activity (2) Cover Sheet**Task Title:** Skills for Entrepreneurs

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a video to extract information about entrepreneurship.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.1: Listens/watches broadcast for one piece of information A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required:	
<ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • http://www.bbc.co.uk/skillswise/topic/entrepreneur-and-business 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (2)**Task Title:** Skills for Entrepreneurs

Many people with employment as their goal will explore the option of starting their own business. Watch this video: <http://www.bbc.co.uk/skillswise/topic/entrepreneur-and-business>

Task 1: What is the Main Idea of this video?**Task 2:** Who is the intended audience of this video?**Task 3:** What three businesses are highlighted in this video?

A3 Task (2) Answers**Task Title:** Skills for Entrepreneurs

Many people with employment as their goal will explore the option of starting their own business. Watch this video: <http://www.bbc.co.uk/skillswise/topic/entrepreneur-and-business>

Task 1: What is the Main Idea of this video?

- ✓ Writing and math skills are very important to have when you are an entrepreneur

Task 2: Who is the intended audience of this video?

- ✓ People interested in starting their own business

Task 3: What three businesses are highlighted in this video?

- ✓ Florist
- ✓ Someone who trains and assesses people working on construction sites
- ✓ Market trader (vendor)

Task (2) Evaluation: Skills for Entrepreneurs

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.1	<ul style="list-style-type: none"> Listens/watches broadcast for one piece of information 			
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Print Instructor’s Name

Learner Signature



Task-based Activity (3) Cover Sheet**Task Title:** What it Means to be a Volunteer

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a video to identify its purpose and intended audience.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.1: Listens/watches broadcast for one piece of information A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1 Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required:	
<ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • http://www.redcross.ca/blog/2013/4/video-what-it-means-to-be-a-volunteer 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (3)

Task Title: What it Means to be a Volunteer

Many people with employment as their goal path will explore volunteer options in order to gain experience. Watch this video: <http://www.redcross.ca/blog/2013/4/video-what-it-means-to-be-a-volunteer>

Task 1: Who is the intended audience for this video?

Task 2: What is the purpose of this video?

A3 Task (3) Answers

Task Title: What it Means to be a Volunteer

Many people with employment as their goal path will explore volunteer options in order to gain experience. Watch this video: <http://www.redcross.ca/blog/2013/4/video-what-it-means-to-be-a-volunteer>

Task 1: Who is the intended audience for this video?

- ✓ People considering/exploring volunteering opportunities (with the Red Cross)

Task 2: What is the purpose of this video?

- ✓ To inform or educate

Task (3) Evaluation: What it Means to be a Volunteer

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.1	<ul style="list-style-type: none"> Listens/watches broadcast for one piece of information 			
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Print Instructor’s Name

Learner Signature



Task-based (4) Activity Cover Sheet**Task Title:** Mandatory Worker's Rights and Employee's Responsibilities Poster

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will listen to a podcast to extract information.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.1: Listens/watches broadcast for one piece of information A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.2 Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	

Materials Required:**Instructor will read the following Government of Ontario podcast transcript out loud:**

Since June 2012, employers have been able to obtain a free new workplace poster "Health & Safety at Work – Prevention Starts Here" in English, French and 17 other languages.

Under the Ontario Health and Safety Act (OHSA), employers are required to post the Act and any explanatory material prepared by the Ministry, which includes this poster, in the workplace. The poster must be displayed in English and the majority language of the workplace. Effective October 1, 2012, inspectors will expect compliance with the requirement to display the poster.

The poster summarizes workers' health and safety rights and responsibilities and the responsibilities of employers and supervisors. It also reminds employers that they must not take action against workers for following the Act or for raising workplace health and safety concerns, and seeking enforcement of the OHSA. The poster encourages workers to get involved in health and safety and explains when and why to contact the Ministry of Labour.

The poster is now available online in 19 languages in pdf format:

Poster: Health & Safety at Work – Prevention Starts Here

Once downloaded, you can print the poster in black and white, or in colour. The Ministry requires that the poster be posted in print size of at least 8.5 x 11 inches.

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (4)

Task Title: Mandatory Worker’s Rights and Employee’s Responsibilities Poster

Employees will often be instructed by their employers to listen to information podcasts presented by different Government Ministries. Listen as your instructor reads aloud the transcript of an Ontario Government podcast then answer the questions.

Task 1: Where should the Mandatory Poster be posted in Ontario?

Task 2: What two things does the Mandatory Poster describe?

Task 3: Where can an employer find the Mandatory Poster?

Task 4: What is one thing the poster encourages workers to do?

A3 Task (4) Answers

Task Title: Mandatory Worker's Rights and Employee's Responsibilities Poster

Employees will often be instructed by their employers to listen to information podcasts presented by different Government Ministries. Listen as your instructor reads aloud the transcript of an Ontario Government podcast then answer the questions.

Read the following transcript out loud for the learner:

Since June 2012, employers have been able to obtain a free new workplace poster "Health & Safety at Work – Prevention Starts Here" in English, French and 17 other languages.

Under the Ontario Health and Safety Act (OHSA), employers are required to post the Act and any explanatory material prepared by the Ministry, which includes this poster, in the workplace. The poster must be displayed in English and the majority language of the workplace. Effective October 1, 2012, inspectors will expect compliance with the requirement to display the poster.

The poster summarizes workers' health and safety rights and responsibilities and the responsibilities of employers and supervisors. It also reminds employers that they must not take action against workers for following the Act or for raising workplace health and safety concerns, and seeking enforcement of the OHSA. The poster encourages workers to get involved in health and safety and explains when and why to contact the Ministry of Labour.

*The poster is now available online in 19 languages in pdf format:
Poster: Health & Safety at Work – Prevention Starts Here*

Once downloaded, you can print the poster in black and white, or in colour. The Ministry requires that the poster be posted in print size of at least 8.5 x 11 inches.

Task 1: Where should the Mandatory Poster be posted in Ontario?

- ✓ In every workplace

Task 2: What two things does the Mandatory Poster describe?

- ✓ A worker's and employer's rights and responsibilities

Task 3: Where can an employer find the Mandatory Poster?

- ✓ Online

Task 4: What does the poster encourages workers to do?

- ✓ The poster encourages workers to get involved in health and safety

Task (4) Evaluation: Mandatory Worker’s Rights and Employee’s Responsibilities Poster

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.1	<ul style="list-style-type: none"> Listens/watches broadcast for one piece of information 			
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed ___ needs to be tried again ___

Learner Comments

Print Instructor’s Name

Learner Signature



Task-based Activity (5) Cover Sheet**Task Title:** Job profile: Nursery Manager

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a job profile video to extract information about different aspects of the job of a nursery manager.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.1: Listens/watches broadcast for one piece of information A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.2: Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet access equipped with Windows Media Player • http://vector.cfee.org Keyword search: Nursery Manager • Logging in will require create a user name and password (you can create a generic one for your LBS agency and have learners use that) 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (5)

Task Title: Job profile: Nursery Manager

Employment Service agencies will often have job seekers watch videos about different aspects of different jobs. Watch this video: <http://vector.cfee.org>

Keyword search: Nursery Manager

Task 1: How many deliveries does the company make each week?

Task 2: What are the “white varieties” of plants usually used for?

Task 3: What does the nursery manager check first thing in the morning?

Task 4: How does this nursery control pests?

Task 5: How can someone begin work in the nursery business?

A3 Task (5) Answers

Task Title: Job profile: Nursery Manager

Employment Service agencies will often have job seekers watch different aspects of different jobs. Watch this video: <http://vector.cfee.org>

Keyword search: Nursery Manager

Task 1: How many deliveries does the company make each week?

- ✓ 1200 deliveries (“door-to-door” stops)

Task 2: What are the “white varieties” of plants usually used for?

- ✓ Wedding work (wedding flower arrangements)

Task 3: What does the nursery manager check first thing in the morning?

- ✓ Climate control computer

Task 4: How does this nursery control pests?

- ✓ Biologically (bugs that eat harmful pests but don’t harm the plants)

Task 5: How can someone begin work in the nursery business?

- ✓ They can start in high school by working part-time

Task (5) Evaluation: Job Profile: Nursery Manager

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.1	<ul style="list-style-type: none"> • Listens/watches broadcast for one piece of information 			

This task: was successfully completed___ needs to be tried again___

Learner Comments

Print Instructor’s Name

Learner Signature



Task-based Activity (6) Cover Sheet**Task Title:** Job profile: Guest Services Attendant

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a job profile video to extract information about different aspects of the job of a guest services attendant.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.1: Listens/watches broadcast for one piece of information A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.2: Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required:	
<ul style="list-style-type: none"> • Computer with Internet access equipped with Windows Media Player • http://vector.cfee.org Keyword search: Guest Services • Logging in will require create a user name and password (you can create a generic one for your LBS agency and have learners use that) 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (6)

Task Title: Job profile: Guest Services Attendant

Employment Service agencies will often have job seekers watch videos about different aspects of different jobs. Watch this video: <http://vector.cfee.org>

Keyword search: Guest Services

Task 1: What was Michael Bodo's first job at a hotel?

Task 2: What level of education is required to get a job as a guest services attendant?

Task 3: What college course is recommended for people hoping to work as a guest services attendant?

Task 4: List 2 of the responsibilities of a guest services attendant.

A3 Task (6) Answers

Task Title: Job profile: Guest Services Attendant

Employment Service agencies will often have job seekers watch videos about different aspects of different jobs. Watch this video: <http://vector.cfee.org>

Keyword search: Guest Services

Task 1: What was Michael Bodo's first job at a hotel?

- ✓ House keeper

Task 2: What level of education is required to get a job as a guest services attendant?

- ✓ Grade 12 diploma

Task 3: What college course is recommended for people hoping to work as a guest services attendant?

- ✓ Hotel and hospitality

Task 4: List 2 of the responsibilities of a guest services attendant:

- ✓ Handle luggage
- ✓ Valet cars
- ✓ Greet customers
- ✓ Make sure people are comfortable
- ✓ Recommend places to eat in the city
- ✓ Offer amenities
- ✓ Wait for guests after they check-in
- ✓ Point out room features
- ✓ Answer any questions
- ✓ Offer to fill their ice bucket

Task (6) Evaluation: Job Profile: Guest Services Attendant

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.1	<ul style="list-style-type: none"> Listens/watches broadcast for one piece of information 			
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed ___ needs to be tried again ___

Learner Comments

Print Instructor's Name

Learner Signature



Task-based Activity (7) Cover Sheet**Task Title:** Job profile: Machinist

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence	
Task Description: The learner will watch a job profile video to extract information about different aspects of the job of a machinist.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.1: Listens/watches broadcast for one piece of information A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.2: Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet access equipped with Windows Media Player • http://vector.cfee.org Keyword search: machinist • Logging in will require create a user name and password (you can create a generic one for your LBS agency and have learners use that) 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (7)

Task Title: Job profile: Machinist

Employment Service agencies will often have job seekers watch videos about different aspects of different jobs. Watch this video: <http://vector.cfee.org>

Keyword search: Machinist

Task 1: What does the worker like about being a machinist?

Task 2: What does CNC stand for?

Task 3: What educational level is required to become a machinist?

Task 4: List at least three disadvantages of working as a machinist.

A3 Task (7) Answers**Task Title:** Job profile: Machinist

Employment Service agencies will often have job seekers watch videos about different aspects of different jobs. Watch this video: <http://vector.cfee.org>

Keyword search: Machinist**Task 1:** What does the worker like about being a machinist?

(At least one of)

- ✓ Dealing with numbers
- ✓ Diversity/variety of work
- ✓ Always learning

Task 2: What does CNC stand for?

- ✓ Computerized Numerical Control

Task 3: What educational level is required to become a machinist?

- ✓ Grade 12 is necessary

Task 4: List at least three disadvantages of working as a machinist.

- ✓ Loud
- ✓ Dirty
- ✓ Sometimes the machines do not run right
- ✓ Having to sharpen drills

Task (7) Evaluation: Job Profile: Machinist

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.1	<ul style="list-style-type: none"> Listens/watches broadcast for one piece of information 			
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed ___ needs to be tried again ___

Learner Comments

Print Instructor's Name

Learner Signature



Task-based Activity (8) Cover Sheet**Task Title:** Job profile: Radio Announcer

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a job profile video to extract information about different aspects of the job of a radio announcer.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.3: Listens/watches broadcast for more than one piece of information and integrates that information A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.2: Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet access equipped with Windows Media Player • http://vector.cfee.org Keyword search: Radio Announcer • Logging in will require create a user name and password (you can create a generic one for your LBS agency and have learners use that) 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (8)

Task Title: Job profile: Radio Announcer

Employment Service agencies will often show videos to job seekers about different aspects of different jobs. Watch this video: <http://vector.cfee.org>

Keyword search: Announcer

Task 1: What surprised Marty about the job of an announcer?

Task 2: What is the full name of the radio station where Marty works?

Task 3: What skills or personal traits does a radio announcer need?

Task 4: List 3 things an individual would need to do to start a career in radio announcing?

A3 Task (8) Answers

Task Title: Job profile: Radio Announcer

Employment Service agencies will often show videos to job seekers about different aspects of different jobs. Watch this video: <http://vector.cfee.org>

Keyword search: Announcer

Task 1: What surprised Marty about the job of an announcer?

- ✓ The number of people who call in during the show

Task 2: What is the full name of the radio station where Marty works?

- ✓ The Wolf 101.5FM

Task 3: What skills or personal traits does a radio announcer need?

- ✓ Be knowledgeable about music
- ✓ Likes to talk and make people laugh
- ✓ Have the right attitude (not self-centred or arrogant)

Task 4: List 3 things an individual would need to do to start a career in radio announcing?

- ✓ College recommended because you learn the components of being an announcer
- ✓ Present a demo tape to the program manager
- ✓ Be willing to cover the “unglamorous” shifts (early morning, evenings, weekends etc...)
- ✓ Work during holidays
- ✓ Often start as part-time
- ✓ Willing to fill-in for others – work when you can
- ✓ Understand that it can take a long time to build yourself up and get to where you want to be

Task (8) Evaluation: Job Profile: Radio Announcer

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			
A3.3	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information and integrates that information 			

This task: was successfully completed___ needs to be tried again___

Learner Comments

Print Instructor’s Name

Learner Signature



Task-based Activity (9) Cover Sheet**Task Title:** Body Language During a Job Interview

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence	
Task Description: The learner will watch a video about job interview body language to extract information about job interview skills.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet connection capable of playing Adobe Flash video • http://video.about.com/jobsearch/Job-Interview-Body-Language.htm 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (9)

Task Title: Body Language During a Job Interview

There are many videos available online that help people looking for work to be successful in their job search. Watch this video: <http://video.about.com/jobsearch/Job-Interview-Body-Language.htm>

Task 1: List 5 things an interviewee should do in an interview.

Task 2: Why would an interviewee lean forward in their chair during an interview?

Task 3: What does an individual have to do to be given a second interview or job offer?

A3 Task (9) Answers**Task Title:** Body Language During a Job Interview

There are many videos available online that help people looking for work to be successful in their job search. Watch this video: <http://video.about.com/jobsearch/Job-Interview-Body-Language.htm>

Task 1: List 5 things an interviewee should do in an interview.

Any of the following:

- ✓ Turn off cell phones
- ✓ Do not interrupt
- ✓ Come prepared (prepare answers to common interview questions)
- ✓ Maintain eye contact with interviewer
- ✓ Maintain good body language
- ✓ Stay relaxed
- ✓ Lean forward to show interest
- ✓ Feet on floor
- ✓ Focus on interviewer
- ✓ Show personality
- ✓ Pay attention
- ✓ Be attentive
- ✓ Keep back against lower back of chair/Don't slouch
- ✓ Look interested

Task 2: Why would an interviewee lean forward in their chair during an interview?

- ✓ To appear interested and engaged

Task 3: What does an individual have to do to be given a second interview or job offer?

- ✓ Present a polished and professional image

Task (9) Evaluation: Body Language During a Job Interview

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Print Instructor's Name

Learner Signature



Task-based (10) Activity Cover Sheet**Task Title:** Illegal Deductions from Wages: Ministry of Labour

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a video presented by the Ministry of Labour to extract information about the rights of employees.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous texts B2: Write continuous texts D: N/A
Level Indicators: A3.1: Listens/watches broadcast for one piece of information A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A3.3: Listens/watches broadcast for more than one piece of information and integrates that information A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • http://www.labour.gov.on.ca/english/gallery/es/v_deductions.php 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (10)

Task Title: Illegal Deductions from Wages: Ministry of Labour

Many Government agencies post information videos about the rights of employees. Watch this video:

http://www.labour.gov.on.ca/english/gallery/es/v_deductions.php

Task 1: List two types of deductions that an employer cannot make from an employee's wages.

Task 2: What should an employee do if a customer leaves without paying?

Task 3: What is the rule about deducting wages for bad workmanship?

Task 4: When can an employer deduct wages from an employee?

A3 Task (10) Answers**Task Title:** Illegal Deductions from Wages: Ministry of Labour

Many Government agencies post information videos about the rights of employees. Watch this video:

http://www.labour.gov.on.ca/english/gallery/es/v_deductions.php

Task 1: List two types of deductions that an employer cannot make from an employee's wages.

- ✓ Damage to items
- ✓ Merchandise stolen by a customer
- ✓ “dine and dash”
- ✓ Gas theft
- ✓ When cash count is short (if someone else had access to the cash till)
- ✓ Faulty workmanship
- ✓ Poor work that costs the company

Task 2: What should an employee not do if a customer leaves without paying?

- ✓ Chase the customer

Task 3: What is the rule about deducting wages for bad workmanship?

- ✓ Even if an employee agrees to pay for it or the employer has to reimburse the customer the employer cannot deduct this from an employee's wages

Task 4: When can an employer deduct wages from an employee?

- ✓ When the employee's till is short and the employee is the only one with access to the till

Task (10) Evaluation: Illegal Deductions from Wages: Ministry of Labour

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.1	<ul style="list-style-type: none"> Listens/watches broadcast for one piece of information 			
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			
A3.3	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information and integrates that information 			

This task: was successfully completed___ needs to be tried again___

Learner Comments

Print Instructor’s Name

Learner Signature



Task-based (11) Activity Cover Sheet**Task Title:** Identifying Figurative Language

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a job profile video to identify figurative language used by the presenters.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous texts B2: Write continuous texts D: N/A
Level Indicators: A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A3.3: Listens/watches broadcast for more than one piece of information and integrates that information A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required:	
<ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • http://www.media.gov.on.ca/3cb0dd8ea53d1822/en/pages/text.html 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (11):**Task title:** Identifying Figurative Language

Employment Service agencies will often have job seekers watch videos about aspects of different jobs. Many of the speakers in these videos will use figurative language. Watch the following video:

<http://www.media.gov.on.ca/3cb0dd8ea53d1822/en/pages/text.html>

Task 1: One of the speakers, Jennifer Podernski, makes a statement that combines both hyperbole and metaphor. What is that statement and what does it actually mean?

Task 2: What is an example of a figure of speech used in the video?
At least one of:

A3 Task (11) Answers

Task title: Identifying Figurative Language

Employment Service agencies have job seekers watch videos about aspects of different jobs. Many of the speakers in these videos will use figurative language. Watch the following video:

<http://www.media.gov.on.ca/3cb0dd8ea53d1822/en/pages/text.html>

Task 1: One of the speakers, Jennifer Podernski, makes a statement that combines both hyperbole and metaphor. What is that statement and what does it actually mean?

- ✓ “Every day I put out several fires”
- ✓ Actually means: there are often challenges that need to be taken care of right away

Task 2: What is an example of a figure of speech used in the video?

At least one of:

- ✓ Open heart and open mind
- ✓ All the minds coming together

Task (11) Evaluation: Identifying Figurative Language

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			
A3.3	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information and integrates that information 			

This task: was successfully completed___ needs to be tried again___

Learner Comments

Print Instructor’s Name

Learner Signature



Task-based Activity (12) Cover Sheet**Task Title:** Using Social Media to Find a Job

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a video to extract information about using social media to find employment.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • www.skillszone.ca/social_media Click on introduction video 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (12)

Task title: Using Social Media to Find a Job

There are many videos available online that help people looking for work to be successful in their job search. Watch this video: www.skillszone.ca/social_media Click on: introduction video

Task 1: What does the speaker mean when she says that with social media everyone can be an “Ace detective”?

Task 2: What are two reasons why a company/agency/post-secondary school would view a potential employee/volunteer/student’s Facebook page or Twitter account?

Task 3: What are three ways social media can help an individual looking for a job?

A3 Task (12) Answers**Task title:** Using Social Media to Find a Job

There are many videos available online that help people looking for work to be successful in their job search. Watch this video: www.skillszone.ca/social_media Click on: introduction video

Task 1: What does the speaker mean when she says that with social media everyone can be an “Ace detective”?

- ✓ You can find out a lot about people through their social media accounts

Task 2: What are two reasons why a company/agency/post-secondary school would view a potential employee/volunteer/student’s Facebook page or Twitter account?

- ✓ To learn more about the person they might hire
- ✓ Is the person wanting to volunteer as passionate about a cause as they are and is he/she respectful online
- ✓ Can the student responsibly balance school, work and social life

Task 3: What are three ways social media can help an individual looking for a job?

- ✓ Building your brand (make a good impression)
- ✓ Using the power of social media research (to research potential post-sec options, volunteer organizations or employers)
- ✓ Creating your marketing materials (market your skills)
- ✓ Build your network

Task (12) Evaluation: Using Social Media to Find a Job

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Print Instructor's Name

Learner Signature



Task-based Activity (13) Cover Sheet**Task Title:** Job profile: Police Constable

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a job profile video to extract information about different aspects of the job of a police constable.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text
Level Indicators: A3.1: Listens/watches broadcast for one piece of information A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A3.3: Listens/watches broadcast for more than one piece of information and integrates that information A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.2: Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet access equipped with Windows Media Player • http://vector.cfee.org Keyword search: Police Constable • Logging in will require create a user name and password (you can create a generic one for your LBS agency and have learners use that) 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (13)

Task Title: Job profile: Police Constable

Employment Service agencies will often show videos to job seekers about different aspects of different jobs. Watch this video: <http://vector.cfee.org>

Keyword search: Police Constable

Task 1: What are two things Jason says he likes about his job?

Task 2: What was Jason’s motivation to be a police officer when he was young?

Task 3: Why is “burnout” a possibility as an officer?

Task 4: How many years does an individual have to work as an officer before making a good wage?

Task 5: What kind of backgrounds do people who are competing for police jobs have?

Task 6: What does Jason mean when he says that a police constable is a “jack of all trades”?

A3 Task (13) Answers**Task Title:** Job profile: Police Constable

Employment Service agencies will often show videos to job seekers about different aspects of different jobs. Watch this video: <http://vector.cfee.org>

Keyword search: Police Constable**Task 1:** What are two things Jason says he likes about his job?

- ✓ Variety
- ✓ Job security
- ✓ Camaraderie
- ✓ Curiosity

Task 2: What was Jason’s motivation to be a police officer when he was young?

- ✓ Curiosity

Task 3: Why is “burnout” a possibility as an officer?

At least one of these:

- ✓ Work 10 hours shifts through the night and have to do court appearances through the day
- ✓ Need to juggle your sleeping schedule or you will burn out

Task 4: How many years does an individual have to work as an officer before making a good wage?

- ✓ 5 years (\$70,000+) (the first 5 years \$30,000-\$40,000)

Task 5: What kind of backgrounds do people who are competing for police jobs have?

At least two of these:

- ✓ Professionals from other fields
- ✓ Doctors
- ✓ Lawyers
- ✓ Psychologists
- ✓ People with degrees
- ✓ People with life experience
- ✓ “Young up-and-comers”

Task 6: What does Jason mean when he says that a police constable is a “jack of all trades”?

- ✓ There is a lot of variety in the job. You need to have skills in many different areas.

Task (13) Evaluation: Job Profile: Police Constable

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.1	<ul style="list-style-type: none"> Listens/watches broadcast for one piece of information 			
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			
A3.3	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information and integrates that information 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Print Instructor’s Name

Learner Signature



Task-based Activity (14) Cover Sheet**Task Title:** Fact vs. Opinion

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a video and extract facts and opinions from the presentation.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.1: Listens/watches broadcast for one piece of information A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required:	
<ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • http://www.media.gov.on.ca/a2f238794a6c7e14/en/pages/text.html 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Unit Task (14)**Task title:** Fact vs. Opinion

Employment Service agencies will often have job seekers watch videos about aspects of different jobs. Watch the following video:

<http://www.media.gov.on.ca/a2f238794a6c7e14/en/pages/text.html>

Task 1: List two facts that are presented.

Task 2: List one opinion that is presented.

A3 Task (14) Answers**Task title:** Fact vs. Opinion

Employment Service agencies will often have job seekers watch videos about the different aspects of various jobs. Watch the following video:

<http://www.media.gov.on.ca/a2f238794a6c7e14/en/pages/text.html>

Task 1: List two facts that are presented:

- ✓ Paramedic: Document Use is a very important skill
- ✓ Automotive Service Apprentice: A big part of this job is working independently and being reliable
- ✓ Medical Lab Technologist: As a medical lab technologist, data analysis is a skill that is used every day

Task 2: List one opinion that is presented:

- ✓ Executive Producer states: “I would say that throughout my career—I started as an actor—I think I had inkling that I had certain skills that gave me an up”

Task (14) Evaluation: Fact vs. Opinion

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.1	<ul style="list-style-type: none"> Listens/watches broadcast for one piece of information 			
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Print Instructor’s Name

Learner Signature



Task-based Activity (15) Cover Sheet**Task Title:** Job Profile: Retail

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes___ No___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship___ Secondary School___ Post Secondary___ Independence___	
Task Description: The learner will watch a job profile video to extract information about different aspects of the working in the retail sector.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1 Performs simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • http://www.bbc.co.uk/skillswise/topic/retail 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (15)**Task Title:** Job Profile: Retail

Employment Service agencies will often show videos to job seekers about different aspects of different jobs. Watch this video: <http://www.bbc.co.uk/skillswise/topic/retail>

Task 1: What is the Main Idea of this video?

Task 2: What are two details that support the Main Idea?

Task 3: What is one opinion that is mentioned in this video?

A3 Task (15) Answers**Task Title:** Job Profile: Retail

Employment Service agencies will often show videos to job seekers about different aspects of different jobs. Watch this video: <http://www.bbc.co.uk/skillswise/topic/retail>

Task 1: What is the Main Idea of this video?

- ✓ English, math and computer skills are important for people working in the retail sector

Task 2: What are two details that support the Main Idea?

- ✓ Balancing the till
- ✓ Calculating % off
- ✓ Totalling item costs
- ✓ Using a computer to check stock
- ✓ Communicating with customers to find out what they want

Task 3: What is one opinion that is mentioned in this video?

- ✓ “I wouldn’t have gotten as far as I have without literacy skills”

Task (15) Evaluation: Job Profile: Retail

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Print Instructor's Name

Learner Signature



Task-based Activity (16) Cover Sheet**Task Title:** Taking Notes and Summarizing

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes___ No___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship___ Secondary School___ Post Secondary___ Independence___	
Task Description: The learner will watch a video and take notes in order to write a summary of the presentation.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text B3: Create documents D: N/A
Level Indicators: A3.3: Listens/watches broadcast for more than one piece of information and integrates that information A1.1: Read brief texts to locate specific details B2.3: Write longer texts to present information, ideas and opinions B3.2b: Create simple documents to sort, display and organize information D.2: Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required:	
<ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash • http://www.ted.com/playlists/4/what_makes_you_happy - and click on: <i>Choice Happiness and Spaghetti Sauce</i> with Malcolm Gladwell • Loose-leaf paper and pen/pencil 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (16): Taking Notes

Task title: Taking Notes and Summarizing

There are many presentations available online about interesting topics. One of the most popular platforms for these presentations is *TEDTalks*. Note taking is an excellent way to keep track of what is being said in a presentation. Watch this information video:

Go to: http://www.ted.com/playlists/4/what_makes_you_happy - and click on: *Choice Happiness and Spaghetti Sauce* with Malcolm Gladwell. Three note-taking templates are included, or you can use your own method of note taking.

Task 1: Write a 2-3 paragraph summary of “Choice, Happiness and Spaghetti Sauce” by Malcolm Gladwell.

A3 Task (16): Taking Notes Answer

Task title: Taking Notes and Summarizing

There are many longer presentations available online about interesting topics. One of the most popular platforms for these presentations is *TEDTalks*. Note taking is an excellent way to keep track of what is being said in a presentation. Watch this information video:

Go to: http://www.ted.com/playlists/4/what_makes_you_happy - and click on: *Choice Happiness and Spaghetti Sauce* with Malcolm Gladwell

Task 1: Write a summary of “Choice, Happiness and Spaghetti Sauce” by Malcolm Gladwell.

Here is an exemplar summary for this video:

Journalist Malcolm Gladwell talks about Howard Moskowitz, an American market researcher and psychophysicist. Howard is famous for creating new spaghetti sauces for Prego, and his research for finding the best spaghetti sauce that makes consumers happy. In his research, he found out that providing a large number of options and variety of food for the consumers allows them to find their favorite one, which seems obvious, but back in the 70s and 80s, people believed that spaghetti sauce had to be like the original Italian tomato sauce. Gladwell says that Howard “changed what the food industry thinks makes everyone happy”.

Gladwell, through his talk expresses his feelings about the nature of choices and happiness. He says that nobody knows what they really want deep down. He uses examples from Howard’s research, of testing 45 different spaghetti sauce on Americans from many different states, grouping the sauces into three big groups. Howard finds that a third of Americans like extra chunky spaghetti sauce, but no one, after a long period of research, told him that they actually like extra chunky spaghetti sauce. From this example, Gladwell describes how we cannot always explain our desires. Another thing that he portrayed through his talk is that there is no one way of doing things. For example, he said that food industries thought that there was this one perfect way of making a dish. But in reality, there isn’t. People in the food industry were looking for cooking universals, to find one way to treat all of the customers. But now, it is more about looking for the variability than the universal. The last thing Gladwell said was that everything is on a horizontal plane. He gave mustard as an example here, saying that there is no good mustard or bad mustard. Just because something is more expensive or has cultural background to it, it doesn’t mean it’s better. There are just different kinds of mustard that suit different kinds of people. Happiness can come from having variety in our choices.

Task (16) Evaluation: Taking Notes and Summarizing

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.3	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information and integrates that information 			

This task: was successfully completed ___ needs to be tried again ___

Learner Comments

Print Instructor's Name

Learner Signature



Task-based Activity (17) Cover Sheet**Task Title:** Career Planning

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a video to extract information about career planning.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Using Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • http://www.tcu.gov.on.ca/eng/postsecondary/careerplanning/ 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (17)**Task Title:** Career Planning

There are many videos available online that help people looking for work to be successful in their job search. Watch this video:

<http://www.tcu.gov.on.ca/eng/postsecondary/careerplanning/>

Task 1: List 3 steps you should take to plan your career path

Task 2: How many jobs in Ontario require a degree, certificate or diploma?

Task 3: What information is available at the Ontario Job Futures website?

A3 Task (17) Answers**Task Title:** Career Planning

There are many videos available online that help people looking for work to be successful in their job search. Watch this video:

<http://www.tcu.gov.on.ca/eng/postsecondary/careerplanning/>

Task 1: List three steps you should take to plan your career path

- ✓ Narrow down your strengths/interests
- ✓ Focus research on the employment picture of the field you are exploring
- ✓ Review job/education requirements

Task 2: How many jobs in Ontario require a degree, certificate or diploma?

- ✓ 7 out of 10

Task 3: What information is available at the Ontario Job Futures website?

- ✓ Labour market trends about 190 jobs

Task (17) Evaluation: Career Planning

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Print Instructor's Name

Learner Signature



Task-based Activity (18) Cover Sheet**Task Title:** Preparing for a Job Interview

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a video and extract information about preparing for a job interview	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash • http://video.about.com/jobsearch/Preparing-for-a-Job-Interview.htm 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (18)

Task Title: Preparing for a Job Interview

There are many videos available online that help people looking for work to be successful in their job search. Watch this video about preparing for a job interview and answer the following questions:

<http://video.about.com/jobsearch/Preparing-for-a-Job-Interview.htm>

Task 1: List two reasons to be prepared for an interview

Task 2: List and explain two tips the video presents about preparing for an interview

Task 3: Why is it a good idea to have questions ready for the interviewer?

A3 Task (18) Answers

Task Title: Preparing for a Job Interview

There are many videos available online that help people looking for work to be successful in their job search. Watch this video about preparing for a job interview and answer the following questions:

<http://video.about.com/jobsearch/Preparing-for-a-Job-Interview.htm>

Task 1: List two reasons to be prepared for an interview

- ✓ Manage the stress of answering questions
- ✓ Helps make a positive impression

Task 2: List and explain two tips the video presents about preparing for an interview

- ✓ Have a dependable outfit (suit): try everything on ahead of time so no last minute fashion disasters
- ✓ Pay attention to details: hair, nails and shoes should look polished and professional
- ✓ Know your stuff: research the company
- ✓ Plan for the day ahead of time: ask for time off work if you are employed; check out the logistics of getting to the interview with time to spare: print extra copies of resume and a list of references
- ✓ Practice interviewing: ask a friend or family member to ask you common interview questions

Task 3: Why is it a good idea to have questions ready for the interviewer?

- ✓ Shows interest in the position
- ✓ Shows that you have researched the company (done your homework)

Task (18) Evaluation: Preparing for a Job Interview

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Print Instructor's Name

Learner Signature



Task-based Activity (19) Cover Sheet**Task Title:** Watching a WHMIS Training Video

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a WHMIS training video to extract information about workplace health and safety.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A3.3: Listens/watches broadcast for more than one piece of information and integrates that information A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • http://aixsafety.com/wp-content/uploads/2011/11/IntroWHMISaix.htm “The WHMIS review” watch modules 1 and 2 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (19)**Task Title:** Watching a WHMIS Training Video

Employment service providers will often have job seekers watch WHMIS training videos to prepare to re-enter the workforce. Watch this video:

<http://aixsafety.com/wp-content/uploads/2011/11/IntroWHMISaix.htm> “The WHMIS review” watch modules 1-2

Task 1: Why do workers need to participate in WHMIS training?

Task 2: List 3 chemicals that cause health hazards

Task 3: List 3 effects chemicals can have on the body

Task 4: List and explain the health terms that will help an individual to understand labels on material data sheets

Task 5: List 3 ways chemicals enter the body.

Task 6: How can injection occur on the job?

Task 7: How can individuals protect themselves from chemical hazards in the workplace?

A3 Task (19) Answers

Task Title: Watching a WHMIS Training Video

Employment service providers will often have job seekers watch WHMIS training videos to prepare to re-enter the workforce. Watch this video:

<http://aixsafety.com/wp-content/uploads/2011/11/IntroWHMISaix.htm> “The WHMIS review” watch modules 1-2

Task 1: Why do workers need to participate in WHMIS training?

- ✓ They have to understand about chemicals that result in over 60% of the deaths in workplaces in Canada

Task 2: List 3 chemicals that cause health hazards

- ✓ Acids/Alkalis
- ✓ Gasoline
- ✓ Silica
- ✓ Solvents (mineral spirits)
- ✓ Trichloroethylene

Task 3: List 3 effects chemicals can have on the body

- ✓ Irritation
- ✓ Headache/nausea/drowsiness
- ✓ Difficulty breathing
- ✓ Rashes
- ✓ Burns
- ✓ Cancer
- ✓ Death

Task 4: List and explain the health terms that will help an individual to understand labels on material data sheets

- ✓ Acute means brief and intense
- ✓ Chronic means prolonged and long term
- ✓ Latent period means the time between exposure and disease

Task 5: List 3 ways chemicals enter the body

- ✓ Inhalation
- ✓ Ingestion
- ✓ Absorption
- ✓ Injection

Task 6: How can injection occur on the job?

- ✓ Be stepping on a nail or through high pressure paint guns

Task 7: How can individuals protect themselves from chemical hazards in the workplace?

- ✓ Recognize chemical hazards
- ✓ Assess chemical hazards
- ✓ Control chemical hazards

Task (19) Evaluation: Watching a WHMIS Training Video

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			
A3.3	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information and integrates that information 			

This task: was successfully completed___ needs to be tried again___

Learner Comments

Print Instructor’s Name

Learner Signature



Task-based Activity (20) Cover Sheet**Task Title:** Apprenticeship Information

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship <input checked="" type="checkbox"/> Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a video to extract information about apprenticeship.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required:	
<ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • http://www.tcu.gov.on.ca/eng/apprentices/video.html 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

Attitude is not important Attitude is somewhat important Attitude is very important

Links to skill building activities:

Leave for the Learning HUB to fill in.

A3 Task (20)**Task Title:** Apprenticeship Information

Many people with employment as their goal will explore the option of Apprenticeship. Watch this video:

<http://www.tcu.gov.on.ca/eng/apprentices/video.html>

Task 1: How much does it cost to register as an apprentice?

Task 2: List two trades that are in high demand

Task 3: Who would you contact to apply to be an apprentice?

A3 Task (20) Answers**Task Title:** Apprenticeship Information

Many people with employment as their goal will explore the option of Apprenticeship. Watch this video:

<http://www.tcu.gov.on.ca/eng/apprentices/video.html>

Task 1: How much does it cost to register as an apprentice?

- ✓ \$40 or free if you are in an OYAP (Ontario Youth Apprenticeship) program (learner needs to list both components)

Task 2: List two trades that are in high demand

- ✓ Tool and die maker
- ✓ Millwright
- ✓ Refrigeration and A/C systems mechanic
- ✓ Electrician
- ✓ Gas Technician

Task 3: Who would you contact to apply to be an apprentice?

- ✓ Employer, union or local committee (learner needs to list all three)

Task (20) Evaluation: Apprenticeship Information

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Print Instructor's Name

Learner Signature



Task-based Activity (21) Cover Sheet**Task Title:** Know your Rights as an Employee

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a video to extract information about workers' rights.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required:	
<ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • http://www.labour.gov.on.ca/english/gallery/es/v_knowyourrights.php 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (21)

Task Title: Know your Rights as an Employee

Many Government agencies post information videos about the rights of employees. Watch this video:

http://www.labour.gov.on.ca/english/gallery/es/v_knowyourrights.php

Employment standards: know your rights Ministry of Labour

Task 1: Who is protected by the Ontario Employment Standards Act?

Task 2: List three things an employer cannot do if a worker exercises their rights

Task 3: For what reason are some employees not covered by the Ontario Employment Standards Act?

Task 4: If an employer does not comply with the Act, what are all the items that an Employment Standards Officer can issue?

A3 Task (21) Answers

Task Title: Know your rights as an employee

Many Government agencies post information videos about the rights of employees. Watch this video:

http://www.labour.gov.on.ca/english/gallery/es/v_knowyourrights.php

Task 1: Who is protected by the Ontario Employment standards act?

- ✓ Most employees working in Ontario

Task 2: List two things an employer cannot do if a worker exercises his or her rights.

- ✓ Intimidate
- ✓ Penalize
- ✓ Fire
- ✓ Suspend
- ✓ Reduce pay
- ✓ Threaten any of these actions

Task 3: For what reason are some employees not covered by the Ontario Employment Standards Act?

- ✓ They work in a federally regulated job such as an airline, a bank or a post office

Task 4: If an employer does not comply with the Act, what are all the items that an Employment Standards Officer can issue?

- ✓ Order to pay wages
- ✓ A notice of contravention
- ✓ A compliance order
- ✓ (may also add) The Ministry may choose to prosecute the employer

Task (21) Evaluation: Know your Rights as an Employee

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Print Instructor's Name

Learner Signature



Task-based Activity (22) Cover Sheet**Task Title:** Workplace Violence Ministry of Labour

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment ✓ Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a video to extract information about Workplace Violence regulations.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required:	
<ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • http://www.labour.gov.on.ca/english/gallery/v_workplaceviolence_hs.php 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (22)

Task Title: Workplace Violence: Ministry of Labour

Employees will often be instructed by their employers to watch information videos presented by different Government Ministries. Watch this video about Workplace Violence and answer the following questions:

http://www.labour.gov.on.ca/english/gallery/v_workplaceviolence_hs.php

Workplace Violence Ministry of Labour

Task 1: List two types of workplace jobs that would be considered higher risk

Task 2: List two responsibilities of the employer regarding workplace violence and harassment

Task 3: What should an employee do if he or she witnesses an incident of workplace violence or harassment?

Task 4: What is an employee able to do if there is a reason to believe he or she will be physically injured by violence in the workplace?

Task 5: Who is the first responder to acts of violence in the workplace and what is their responsibility?

A3 Task (22) Answers**Task Title:** Workplace Violence: Ministry of Labour

Employees will often be instructed by their employers to watch information videos presented by different Government Ministries. Watch this video about Workplace Violence and answer the following questions:

http://www.labour.gov.on.ca/english/gallery/v_workplaceviolence_hs.php

Workplace Violence Ministry of Labour

Task 1: List two types of workplaces that would be considered higher risk

- ✓ Handling cash
- ✓ Working alone
- ✓ Working with the public
- ✓ Working with unstable clients
- ✓ Working the night shift

Task 2: List two responsibilities of the employer regarding workplace violence and harassment

- ✓ Provide training
- ✓ Risk assessment
- ✓ Ensure workers are reporting incidences of workplace violence and harassment
- ✓ Have mechanism in place that would summon immediate assistance
- ✓ Investigate and deal with incidents

Task 3: What should an employee do if he or she witnesses an incident of workplace violence or harassment?

- ✓ Report it to the employer

Task 4: What is an employee able to do if there is a reason to believe he or she will be physically injured by violence in the workplace?

- ✓ Refuse to work

Task 5: Who is the first responder to acts of violence in the workplace and what is their responsibility?

- ✓ Police are the first responder and will investigate and deal with instances of violence in the workplace.

Task (22) Evaluation: Workplace Violence: Ministry of Labour

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Print Instructor's Name

Learner Signature



Task-based Activity (23) Cover Sheet**Task Title:** Filing a Complaint against an Employer

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a video to extract information about filing a complaint against an employer.	
Competency: A: Find and Use Information B: Communicate Ideas and Information	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text
Level Indicators: A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A3.3: Listens/watches broadcast for more than one piece of information and integrates that information A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • http://www.labour.gov.on.ca/english/gallery/es/v_filescomplaint.php 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (23)

Task Title: Filing a Complaint against an Employer

Many government agencies post information videos about the rights of employees. Watch this video:

http://www.labour.gov.on.ca/english/gallery/es/v_filescomplaint.php

Task 1: Who reviews the complaint after it has been submitted?

Task 2: What are the standards regulated by the Employment Standards Act?

Task 3: What are the circumstances where it may not be appropriate for an employee to contact the employer directly about a complaint?

Task 4: Under what circumstance would an employee make a complaint against an employer?

Task 5: When is an employee unable to make a complaint against an employer?

Task 6: What can cause a complaint to take longer than necessary?

A3 Task (23) Answers

Task Title: Filing a Complaint against an Employer

Many government agencies post information videos about the rights of employees. Watch this video:

http://www.labour.gov.on.ca/english/gallery/es/v_fileescomplaint.php

Task 1: Who reviews the complaint after it has been submitted?

- ✓ Employment Standards Officer

Task 2: What are the standards regulated by the Employment Standards Act?

- ✓ Minimum wage
- ✓ Vacation pay
- ✓ Public holidays
- ✓ Overtime
- ✓ Termination pay
- ✓ Severance

Task 3: What are the circumstances where it may not be appropriate for an employee to contact the employer directly about the complaint.

- ✓ Fear of employer
- ✓ Language barrier
- ✓ Money owed more than 5 months overdue
- ✓ Young worker
- ✓ Employer's business closed

Task 4: Under what circumstance would an employee make a complaint against an employer?

- ✓ If an employee believes an employer is not compliant with the Employment Standards Act

Task 5: When is an employee unable to make a complaint against an employer?

- ✓ When the employee has already started a court complaint for the same matter

Task 6: What can cause a complaint to take longer than necessary?

- ✓ Missing or inaccurate information on claim form

Task (23) Evaluation: Filing a Complaint against an Employer

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3:2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			
A3.3	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information and integrates that information 			

This task: was successfully completed___ needs to be tried again___

Learner Comments

Print Instructor’s Name

Learner Signature



Task-based Activity (24) Cover Sheet**Task Title:** Job Search Strategies

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The learner will watch a video to extract information about looking for work in the changing job market.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.3: Listens/watches broadcast for more than one piece of information and integrates that information A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.2: Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash files • http://www.thewclc.ca/edge • Click on “Issue 5” • <i>Watch both the “Introduction” and “Networking” sections</i> 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (24)**Task title:** Job Search Strategies

There are many videos available online that help people looking for work to be successful in their job search. Watch this video: <http://www.thewclc.ca/edge>

Click on “Issue 5”

Watch both the “Introduction” and “Networking” sections

Task 1: What is an example of a metaphor used in the introduction section?

Task 2: List the traditional job search methods

Task 3: What are the active approaches to job searching?

Task 4: What should an individual do after networking?

Task 5: How should an individual start networking?

A3 Task (24) Answers

Task title: Job Search Strategies

There are many videos available online that help people looking for work to be successful in their job search. Watch this video: <http://www.thewclc.ca/edge>

Click on “Issue 5”

Watch both the “Introduction” and “Networking” sections

Task 1: What is an example of a metaphor used in the introduction?

- ✓ Rear view mirror = past
- ✓ Blue sky = future
- ✓ Dice = luck

Task 2: List the traditional job search methods

- ✓ Mailing out resumes
- ✓ Responding to newspaper ads
- ✓ Using the Government of Canada Job bank website
- ✓ Private employment agencies

Task 3: What are the active approaches to job searching?

- ✓ Networking
- ✓ Cold calling

Task 4: What should an individual do after networking?

- ✓ Send a thank you note
- ✓ Keep people updated about your job search
- ✓ Return the favour when someone you know is looking for work

Task 5: How should an individual start networking?

- ✓ Let as many people as you can know that you are looking for work

Task (24) Evaluation: Job Search Strategies

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			
A3.3	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information and integrates that information 			

This task: was successfully completed___ needs to be tried again___

Learner Comments

Print Instructor’s Name

Learner Signature



Task-based Activity (25) Cover Sheet**Task Title:** What Makes us Feel Good about our Work?

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: The video will watch a TedTalk presentation to extract information about what makes us feel good about our work.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A3.3: Listens/watches broadcast for more than one piece of information and integrates that information A1.1: Read brief texts to locate specific details B2.2: Write texts to explain and describe information and ideas D.2: Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer with Internet access capable of playing Adobe Flash video • http://www.ted.com/talks Find the video: Dan Ariely: What makes us feel good about our work? 	

ESKARGO:**Skills and Knowledge Required for Successful Task Performance Comprehension:**

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important Attitude is somewhat important Attitude is very important

A3 Task (25)

Task Title: What Makes us Feel Good about our Work?

There are many longer presentations available online about interesting topics. One of the most popular platforms for these presentations is *TEDTalks*. Note taking is an excellent way to keep track of what is being said in a presentation. Watch this information video about “What makes us feel good about work” to complete the following tasks:

<http://www.ted.com/talks> Find Dan Ariely: What makes us feel good about our work?

Task 1: What are three ways that work is like mountain climbing?

Task 2: Summarize the Lego Experiment

Task 3: Summarize how the “IKEA” effect was used to make cake mix a better experience

Task 4: Why would the builders pay more for a piece of origami than the observers would pay?

A3 Task (25) Answers

Task Title: What Makes us Feel Good about our Work?

There are many longer presentations available online about interesting topics. One of the most popular platforms for these presentations is *TEDTalks*. Note taking is an excellent way to keep track of what is being said in a presentation. Watch this information video about “What makes us feel good about work” to complete the following tasks:

<http://www.ted.com/talks> Find Dan Ariely: What makes us feel good about our work?

Task 1: What are three ways that work is like mountain climbing?

- ✓ We care about reaching the end, the peak
- ✓ We care about the fight, about the challenge
- ✓ There are all kinds of other things that motivate us (other than money) to work or behave

Task 2: Summarize the Lego Experiment

- ✓ One group of people given the chance to build a Bionicle for money
- ✓ Another group of people were given the chance to build a Bionicle for money - but the Bionicle they built was taken apart right in front of them after it was built
- ✓ The people in the first group made more Bionicles because they found it more meaningful – the second group got no joy from building and built less because the process held no meaning

Task 3: Summarize how the “IKEA” effect was used to make cake mix a better experience.

- ✓ Makers removed the eggs and milk from the cake mix powder
- ✓ Having to add the eggs and milk actually enhanced the experience for the baker

Task 4: Why would the builders pay more for a piece of origami than the observers would pay?

- ✓ The builders thought that their pieces of origami were beautiful (because they put so much work into making it)

Task (25) Evaluation: What Makes us Feel Good about our Work

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors 			
A3.3	<ul style="list-style-type: none"> Listens/watches broadcast for more than one piece of information and integrates that information 			

This task: was successfully completed___ needs to be tried again___

Learner Comments

Print Instructor’s Name

Learner Signature

