



Task-based Activity Cover Sheet

Task Title: Describe a routine task

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes___ No___	
Goal Path: Employment ✓ Apprenticeship___ Secondary School___ Post Secondary ___ Independence ✓	
Task Description: Describe a routine task at work or home to another individual	
Competency: B: Communicate Ideas and Information	Task Group(s): B1: Interact with others
Level Indicators: B1.1: Participate in brief interactions to exchange information with one other person	
Performance Descriptors: see the chart or click here	
Skill Building Activities: see the last page or click here	
Materials Required: <ul style="list-style-type: none">• This can be done with two learners or the instructor or tutor becomes the other individual.• For skill building the learners could try drawing a simple picture through the description of another learner....first with not being able to ask questions and second with being able to ask questions	
ESKARGO: Presenting <ul style="list-style-type: none">• Uses familiar vocabulary and oral language structures in conversation• Uses linking words to connect and organize ideas in speech• Rephrases to clarify ideas• Conveys information on familiar topics; i.e., retells accounts of personal experiences• Uses pauses and repetition effectively for emphasis in speech• Presents information in coherent sequence• Speaks clearly in a focused and organized way• Gives short, straightforward instructions or directions	



Prepared for: Cementing Integration Project – QUILL Learning Network 2015

- Repeats or questions to confirm understanding
- Concludes conversations in an appropriate way

Interacting

- Shows awareness of various purposes for interactions including exchanging information, giving instructions, providing directions and stating preferences
- Chooses appropriate language in exchanges with clearly defined purposes
- Uses and interprets non-verbal cues (e.g., body language, facial expressions, gestures)

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



Task Title: Describe a routine task

Learner Information and Tasks:

At work or in life people will explain how to complete a routine task that is new to one of them. Review the list below of work or independent tasks and choose one you feel you could describe to another individual.

Routine Tasks at work or home:

- | | |
|--|--------------------------------------|
| Clean car windows | Use the oven to bake |
| Answer the phone | Use the home alarm |
| File customer files | Use the blender |
| Greet customers | Use the remote control for the tv |
| Book an appointment | Use the DVD player |
| Price check for a cashier | Use the microwave to re-heat |
| Sort dishes in the dishwashing station | Change the attachments on the vacuum |

Task 1: Explain, step by step, how to do the task you have chosen to your fellow learner or instructor.



Prepared for: Cementing Integration Project – QUILL Learning Network 2015

Task Title: Describe a routine task

Answer Key

Answers will vary depending on the chosen activity. The explanation does not have to be extremely detailed, but the instructor should feel they could follow the steps to complete the task.



Task Title: Describe a routine task

Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
B1.1	<ul style="list-style-type: none">conveys information on familiar topics			
	<ul style="list-style-type: none">chooses appropriate language in exchanges with clearly defined purposes			
	<ul style="list-style-type: none">participates in short, simple exchanges			
	<ul style="list-style-type: none">gives short, straightforward instructions or directions			
	<ul style="list-style-type: none">speaks or signs clearly in a focused and organized way			
	<ul style="list-style-type: none">repeats or questions to confirm understanding			
	<ul style="list-style-type: none">uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)			

This task: was successfully completed____ needs to be tried again____

Learner Comments

Instructor (print)

Learner Signature



Skill Building Activities

Links to online resources:

BBC Skillswise – Communication Skills - <http://www.bbc.co.uk/skillswise/topic/communication-skills> - practise expressing and responding to opinion, joining in on conversations, and discussing current events

BBC Skillswise – Formal and Informal Speaking - <http://www.bbc.co.uk/skillswise/topic/formal-and-informal-speaking> - learn to adjust language when interacting with others depending on the context of the situation (formal or informal)

NWT Literacy Council – Soft Skills for Work Workbook - http://www.nwtliteracy.ca/resources/adultlit/career_life_work/soft_skills_for_work_workbook.pdf - “Communication” section begins on page 17; complete a self-assessment of skills, learn about non-verbal cues

Alabama Cooperative – “Communication Skills for Daily Use at Work” - <http://www.aces.edu/pubs/docs/H/HE-0764/HE-0764.pdf> - document summarizes key tips for successful interactions with individuals at work

Tasmanian Polytechnic – “Communication 1: Keep it Short and Simple” AND “Communication 5: Avoid Jargon and Slang”- <https://www.youtube.com/watch?v=Ok6BcNEWp-0>https://www.youtube.com/watch?v=FJYqSn_vhAI – videos explain the importance of speaking clearly when giving instructions at work

LearningHUB online courses available:

- **Essential Skills, Independent Study (assigned by practitioner after assessment)**
 - Communications, Assignment 1 & 3 – learn strategies for communicating and presenting ideas clearly (understanding context, speaking for comprehension, making and answering requests, being prepared, appropriate attitude, etc.)
 - Basic Skills for the Real World, Assignment 1 (interacting with customers at work)
 - Job Skills for the Real World, The Job Hunt (communication during an interview)
- **Essential Skills, Independent Study, Short Courses**
 - Conflict Resolution Skills & Strategies
 - Customer Service Essentials
 - Improving Your Job Skills
 - Preparing for Employment: It’s Your Job
- **Live Classes (SABA)**
 - Essential Skills 101



Prepared for: Cementing Integration Project – QUILL Learning Network 2015

***To access LearningHUB courses**, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): https://www.learninghub.ca/get_registered.aspx

***To Access LearningHUB Course Catalogue:**

<http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%202023,%202014%20revision.pdf>