



Task Title: Responding to an Academic Article

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

Task Description: The learner will read and answer questions about an academic article on an Ontario Basic Income pilot project.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.3
- Communicate Ideas and Information/Write continuous text/B2.3

Materials Required:

- Pen/pencil and paper and/or digital device
- Computer

Learner Information

College and university students read, analyze, and write about academic articles on different subjects, depending on their field of study.

Read the article "Structural Violence and the Social Determinants of Mental Health: Exploring the Experiences of Participants on the Ontario Basic Income Pilot in Ontario, Canada".

<https://onlinelibrary.wiley.com/doi/10.1155/hsc/7816069>

Work Sheet

Task 1: Why was it difficult to find participants for the Ontario Basic Income Pilot (OBIP)?

Answer:

Task 2: Write an opinion paragraph discussing whether or not you believe the government's decision to prematurely end the OBIP was justified. Support your opinion with information from the article.

Answer:

Task 3: What were the primary research questions in this study?

Answer:

Task 4: Write a short essay describing the effects of the cancellation of the OBIP on people's lives. Use evidence and first-hand quotations from the article to support your position.

Answer:

Answers

Task 1: Why was it difficult to find participants for the Ontario Basic Income Pilot (OBIP)?

Answer: The letter that was sent to potential participants was “long, legal and impenetrable” resulting in speculation that many people may have thought this was a scam. Others may have had difficulty understanding or interpreting the information that was sent.

Task 2: Write an opinion paragraph discussing whether or not you believe the government’s decision to prematurely end the OBIP was justified. Support your opinion with information from the article.

Answers will vary.

Opinions in support of the government’s decision may include

- The government’s belief that OBIP was not helping people become workers (“independent contributors to the economy”)
- The program was too expensive and not sustainable

Opinions opposed to the government’s decision may include

- Since this decision was made and announced without warning, 60% of surveyed OBIP participants had to change or cancel plans including pursuing educational programs, starting businesses and improving housing. 82% were worried about future expenses, as they had counted on 3 years of funding through this pilot.

Task 3: What were the primary research questions in this study?

Answer:

- how do participants of the OBIP describe their mental health during their receipt of a basic income under the OBIP?
- how do participants’ experiences of mental (ill-)health on the Pilot differ from those experienced before and after OBIP participation?

Task 4: Write a short essay describing the effects of the cancellation of the OBIP on people's lives. Use evidence and first-hand quotations from the article to support your position.

Answers will vary. Key topics from the article include

- loss of potential opportunities to pursue school and employment
- inability to pay bills and meet basic needs (e.g. return to housing and food insecurity)
- loss of confidence, poorer mental health
- discrimination related to low income
- social isolation and exclusion related to low income
- return to cheaper, less healthy food

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	integrates several pieces of information from texts			
	manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			
	identifies the purpose and relevance of texts			
	skims to get the gist of longer texts			
	begins to recognize bias and points of view in texts			
	uses organizational features, such as headings, to locate information			
	follows the main events of descriptive, narrative, informational and persuasive texts			
	obtains information from detailed reading			
B2.3	writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade			
	manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			

Task Title: RespondingToAnAcademicArticle_P_A1.3_B2.3

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B2.3 cont.	selects and uses vocabulary, tone and structure appropriate to the task			
	organizes and sequences writing to communicate effectively			
	uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details			

This task: Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

Instructor (print):

Learner (print):