



Task prepared for the project “Using Technology to Facilitate Connections between Literacy and the Broader Community” (2014)

This task set was vetted by this project and was not reviewed by the QUILL team.

### OALCF Task Cover Sheet

**Task Title:** Introducing a Classmate, Co-worker or Friend

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes ___ No ___	
<b>Goal Path:</b> Employment ✓ Apprenticeship Secondary School ✓ Post Secondary Independence ✓	
<b>Task Description:</b> In this activity learners will find a partner and interview them. Afterwards they will introduce their classmate, co-worker or friend to the rest of the group.	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information	<b>Task Group(s):</b> A1: Read continuous text B1: Interact with others B2: Write continuous text
<b>Level Indicators:</b> A1.1: Read brief texts to locate specific details B1.1: Participate in brief interactions to exchange information with one other person B2.1: Write brief texts to convey simple ideas and factual information	
<b>Performance Descriptors:</b> see chart on last page	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Practitioner Notes</li><li>• Learner information and task sheet</li><li>• Interview Question Sheets</li><li>• Pen or pencil</li></ul>	



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### **Practitioner Notes:**

The interview activity could be utilized in the early stages of a learner plan, especially in a group setting, functioning as a fantastic ice breaker. Additionally, it could also be used loosely as an early assessment tool to gauge your learner’s capabilities (written/verbal as well as social).

The learner’s creation of interview questions should be stressed as this will employ higher cognitive skills and improve interaction amongst the group.

The designations in the activity title (classmate, co-worker, or a friend) were chosen to incorporate the Secondary School, Employment, and Independence goal paths. This activity could service multiple goal paths or learner plans if the interview questions were tailored appropriately by the practitioner or learner.

If this is being utilized in a one-on-one session then the practitioner could be a proxy classmate/co-worker/friend. Where role-playing might decrease authenticity; the activity could be supplemented with field trips (homework) to appropriate goal path-related sites. Previous learners who are further down a similar goal path to those of your immediate learners could be interviewed to increase authenticity. For example, learners who have chosen Post-Secondary as their goal path could benefit from performing this activity/interview with current or post-grad students.



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**Learner Information and Tasks:**

Whether at work, in class, or at the grocery store; we never know when we are going to meet someone new. Meeting and sharing with people allows us to make new friends, improve our productivity in the workplace, and work together in the classroom to learn cooperatively. In this activity you will find a partner and interview them. Afterwards you will introduce your classmate, co-worker or friend to the rest of the group.

**Task 1:** Look at the Interview Question Sheets. Create 3 additional questions.

**Task 2:** Find a partner. Interview your partner using the Interview Question Sheets. Record your partner's answers.

**Task 3:** What did you find most interesting about your partner?

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**Task 4:** What are some things that you learned about your partner that you think will make you good team members, co-workers, classmates, or friends?

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**Task 5:** Read over your partner’s answers. Practice your presentation. When you are ready, introduce your partner to the class.



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### Interview Question Sheets

Your partner’s name: \_\_\_\_\_

Interview Questions:

1. Where and when you born?

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2. What are your hobbies or interests?

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3. What jobs have you had in your life? Which was your favourite job? Why?

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4. What is your dream job? Why?

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5. What would you do if you won a million dollars?

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6. Question: \_\_\_\_\_

Response:

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7. Question: \_\_\_\_\_

Response:

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8. Question: \_\_\_\_\_

Response:

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Task Title: Introducing a Classmate, Co-worker or Friend

Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> <li>identifies the main idea in brief texts</li> </ul>			
	<ul style="list-style-type: none"> <li>follow simple, straightforward instructional texts</li> </ul>			
B1.1	<ul style="list-style-type: none"> <li>conveys information on familiar topics</li> </ul>			
	<ul style="list-style-type: none"> <li>shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others</li> </ul>			
	<ul style="list-style-type: none"> <li>participates in short, simple exchanges</li> </ul>			
	<ul style="list-style-type: none"> <li>speaks or signs clearly in a focused and organized way</li> </ul>			
	<ul style="list-style-type: none"> <li>repeats or questions to confirm understanding</li> </ul>			
	<ul style="list-style-type: none"> <li>uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)</li> </ul>			
B2.1	<ul style="list-style-type: none"> <li>writes simple texts to request, remind or inform</li> </ul>			
	<ul style="list-style-type: none"> <li>conveys simple ideas and factual information</li> </ul>			
	<ul style="list-style-type: none"> <li>demonstrates a limited understanding of sequence</li> </ul>			
	<ul style="list-style-type: none"> <li>uses sentence structure, upper and lower case and basic punctuation</li> </ul>			
	<ul style="list-style-type: none"> <li>uses highly familiar vocabulary</li> </ul>			



