Task-based Activity Cover Sheet

Task Title: Job Search Strategies

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 looking for work in the changing job market.

Competency:	**Task Group(s):**
A: Find and Use Information	A3: Extract Information from films, broadcasts and presentations
B: Communicate Ideas and Information	A1: Read continuous text
D: Use Digital Technology	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:

- Computer with Internet access capable of playing Adobe Flash files
- http://www.thewclc.ca/edge
- Click on "Issue 5"
- *Watch both the "Introduction" and "Networking" sections*

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

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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?

Answer Key

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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

	Suggested Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
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			

This task: was successfully completed___   needs to be tried again___

Learner Comments

_____   _____

Print Instructor's Name   Learner Signature