Task Title: Brainstorm to Generate Solutions to a Problem

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:

Brainstorm to generate solutions to a problem.

Main Competency/Task Group/Level Indicator

- Communicate Ideas and Information/Interact with others/B1.2

Materials Required:

- Group (at least three people) to brainstorm with

Learner Information

A brainstorm is a discussion used to produce ideas and solve problems. It is used most often for group work on the job or in school. Talking with others about a problem can lead to many ideas or solutions. It is important to listen to every idea, even if some seem faulty. In a brainstorm every idea is valuable, because an idea that seems like it won't work might lead to an idea that will work.

The problem: Cars don't often stop at the crosswalk near the adult learning centre.

Work Sheet

Task 1: Explain the details of the problem to your group, and why it needs attention.

Answer: No written response required here.

Task completed face-to-face: Yes ☐   No ☐

_____

Task 2: Ask your group to think of solutions to the problem.

Answer: No written response required here.

Task completed face-to-face: Yes ☐   No ☐

_____

Task 3: Decide together which ideas might be the best way to solve the problem.

Answer: No written response required here.

Task completed face-to-face: Yes ☐   No ☐

_____

Answers

Task 1: Explain the details of the problem to your group, and why it needs attention.

Answer: There is a problem with cars often not stopping at the crosswalk near our classroom. Someone could get hurt. We need to make the crosswalk safer.

Task 2: Ask your group to think of solutions to the problem.

Answer: Answers will vary. Some ideas include:

- everyone needs to pay more attention to safety when crossing the street
- hire a crossing guard for the times when we arrive at and leave the class
- someone could volunteer to be a crossing guard at the times when we arrive at and leave the class (but they would need training)
- take turns being the crossing guard during those times
- put up a sign
- write to the town council to ask for a sign or light at the crosswalk

Task 3: Decide together which ideas might be the best way to solve the problem.

Answer: Answers will vary.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B1.2	shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences			
	demonstrates some ability to use tone appropriately			
	uses strategies to maintain communication, such as encouraging responses from others and asking questions			
	speaks or signs clearly in a focused and organized way			
	rephrases to confirm or increase understanding			
	uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)			

Practitioner Copy

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

Learner Comments:

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Instructor (print):   Learner (print):

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