



Task-based Activity Cover Sheet

Task Title: Brainstorm

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	
Competency: B Communicate Ideas and Information F Engage with Others	Task Group(s): B1 Interact with others
Level Indicators: B1.2 Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions	
Performance Descriptors: see chart or click here.	
Skill Building Activities: see last page or click here.	
Materials Required: <ul style="list-style-type: none">• Group (at least 3 people) to brainstorm with	
ESKARGO: B1.2: Skills and Knowledge Required for Successful Task Performance Presenting <ul style="list-style-type: none">• Demonstrates ability to use tone appropriately• Speaks or signs clearly in a focused and organized way• Makes a case to a familiar person (e.g., teacher, friend, family) Interacting <ul style="list-style-type: none">• Shows awareness of various types of interactions including sharing ideas and information, exchanging opinions and explaining and discussing ideas• Shows awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic, and cultural differences• Uses and interprets non-verbal cues (e.g., body language, facial expressions, gestures)• Listens to others and stays on topic in conversations on familiar and unfamiliar topics, responding with feedback to the ideas of others• Uses interaction strategies to maintain communication, such as encouraging responses from others,	



asking questions, and turn-taking

F: Skills and Knowledge Required for Successful Task Performance

Interpersonal Skills –

Communicates effectively

- Demonstrates interest and attentive listening through body language and facial expression
- Lets people finish the point they are making without interruption
- Checks for meaning; asks questions to check for correct understanding
- Shares own thoughts and ideas
- Leave silences so other people can enter the dialogue or work out their own position

Demonstrates respect for others

- Understands that people are different, have different strengths and abilities, different perspectives, different ways of doing things
- Demonstrates tolerance, patience and flexibility

Understands the need for different roles and responsibilities in working together

- Understands own role; seeks clarification of role if necessary

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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Learner Information and Tasks:

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.

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

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

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



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Answer Key

Task 1: 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: What are some ideas for making the crossing safer?

Some ideas might include:

- Everyone 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:

The best ideas would be

- Someone could volunteer to be a crossing guard while people are arriving at and leaving the class (they would need to get training)
- Write to the town council to ask for a sign or light at the crosswalk



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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
B1.2	<ul style="list-style-type: none"> shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences 			
	<ul style="list-style-type: none"> demonstrates some ability to use tone appropriately 			
	<ul style="list-style-type: none"> uses strategies to maintain communication, such as encouraging responses from others and asking questions 			
	<ul style="list-style-type: none"> speaks or signs clearly in a focused and organized way 			
	<ul style="list-style-type: none"> rephrases to confirm or increase understanding 			
	<ul style="list-style-type: none"> uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures) 			
F	<ul style="list-style-type: none"> understands one's role; seeks clarification as required 			
	<ul style="list-style-type: none"> acknowledges and accepts others' perspectives 			
	<ul style="list-style-type: none"> adapts behaviour to the demands of the situation 			
	<ul style="list-style-type: none"> demonstrates tolerance and flexibility 			
	<ul style="list-style-type: none"> recognizes areas of agreement and disagreement 			

This task: was successfully completed ____ needs to be tried again ____

Learner Comments

Instructor (print)

Learner Signature



Skill Building Activities

Links to Online Resources:

<http://www.skillsyouneed.com/write/notes-reading.html> - information on how to take notes on the information you are reading

<http://www.mindtools.com/brainstm.html> - information and a video on how to effectively brainstorm

<https://www.youtube.com/watch?v=yAidvTKX6xM> – Youtube video on 6 creative ways to brainstorm

LearningHUB online courses available:

- **Reading & Writing, Independent Study (assigned by practitioner after assessment)**
 - PLATO: Vocabulary & Reading Comprehension: Assignment 1
 - PLATO: Expanded Writing
 - PLATO: Writing Level 1
 - PLATO: Ready for College Reading 1
- **Essential Skills, Independent Study (assigned by practitioner after assessment)**
 - PLATO: Basic Skills for the Real World: Version 2, Assignment 1
- **Independent Study, Short Courses (assigned by practitioner after assessment):**
 - Memory and Study Tips for Students
 - Understanding Your Learning Style
 - Writing the GED Essay (Module 2 on Brainstorming)

***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%2023,%202014%20revision.pdf>