



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

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: Learners will interview a partner and then introduce them to their class or instructor.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.1
- Communicate Ideas and Information/Interact with others/B1.1
- Communicate Ideas and Information/Write continuous text/B2.1

Materials Required:

- Pen/pencil and paper and/or digital device
- Conversation partner (learner or instructor)

Notes for Instructors/Practitioners

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.

Learner Information

We are always meeting new people at work, in class, or in places like the grocery store or library. Meeting and sharing with people allows us to make new friends, and learn to work together in a classroom or workplace.

Read the “Interview Questions”.

Interview Questions

Your Partner's Name:

Question 1: Where and when were you born?

Question 2: What are your hobbies or interests?

Question 3: What jobs have you had in your life? Which was your favourite job and why?

Question 4: What is your dream job and why?

Question 5: What would you do if you won a million dollars?

Question 6:

Question 7:

Question 8:

Work Sheet

Task 1: Create three additional interview questions. Write them beside Question 6, Question 7, and Question 8 on the Interview Sheet.

Answer: No written response required here.

Task completed: Yes:

Task 2: Working with a partner, ask the questions on the interview sheet. Record your partner's answers.

Answer: No written response required here.

Task completed: Yes:

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

Answer:

Task 4: List at least two things you learned about your partner that you think would make that person a good friend or team member.

Answer:

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Task 5: Read over the answers you have recorded on the Interview Sheet. Practise reading them out loud. When you are ready, introduce your partner to the class or to your instructor.

Answer: No written response required here.

Task completed: Yes:

Answers

Answers will vary.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	follows simple, straightforward instructional texts			
B1.1	conveys information on familiar topics			
	shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others			
	participates in short, simple exchanges			
	speaks or signs clearly in a focused and organized way			
	repeats or questions to confirm understanding			
	uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)			

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Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B2.1	writes simple texts to request, remind or inform			
	conveys simple ideas and factual information			
	demonstrates a limited understanding of sequence			
	uses sentence structure, upper and lower case and basic punctuation			
	uses highly familiar vocabulary			

This task: Was successfully completed Needs to be tried again

Instructor (print):

Learner (print):
