



A3 and the Employment Path Project by Project READ, March 2015

Task-based Activity Cover Sheet

Task Title: Job Profile: Retail

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 job profile video to extract information about different aspects of the working in the retail sector.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	Task Group(s): A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
Level Indicators: 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 A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1 Performs simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none">• Computer with Internet access capable of playing Adobe Flash video• http://www.bbc.co.uk/skillswise/topic/retail	
ESKARGO: Skills and Knowledge Required for Successful Task Performance Comprehension <ul style="list-style-type: none">• 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)	



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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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Employment Service agencies will often show videos to job seekers about different aspects of different jobs. Watch this video: <http://www.bbc.co.uk/skillswise/topic/retail>

Task 1: What is the Main Idea of this video?

Task 2: What are two details that support the Main Idea?

Task 3: What is one opinion that is mentioned in this video?



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Answer Key

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Employment Service agencies will often show videos to job seekers about different aspects of different jobs.

Watch this video: <http://www.bbc.co.uk/skillswise/topic/retail>

Task 1: What is the Main Idea of this video?

- ❖ English, math and computer skills are important for people working in the retail sector

Task 2: What are two details that support the Main Idea?

- ❖ Balancing the till
- ❖ Calculating % off
- ❖ Totalling item costs
- ❖ Using a computer to check stock
- ❖ Communicating with customers to find out what they want

Task 3: What is one opinion that is mentioned in this video?

- ❖ “I wouldn’t have gotten as far as I have without literacy skills”



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<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
A3.2	<ul style="list-style-type: none">Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors			

This task: was successfully completed____ needs to be tried again____

<i>Learner Comments</i>

Print Instructor's Name

Learner Signature