



Task-based Activity Cover Sheet

**Task Title:** Listen to a podcast to learn about recent events or topics

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment___ Apprenticeship ___ Secondary School___ Post-Secondary ___ Independence ✓	
<b>Task Description:</b> Listen to a recent CBC broadcast via podcast and show his/her understanding of what was heard.	
<b>Competency:</b> A: Find and Use Information	<b>Task Group(s):</b> A3: Extract Information from films, broadcasts and presentations
<b>Suggested Level Indicators:</b> A3.1: Listens/watches broadcast for one piece of information 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	
<b>Performance Descriptors:</b> The OALCF does not list performance descriptors for this task group, see chart <a href="#">or click here</a>	
<b>Links to skill building activities:</b> see the last pages <a href="#">or click here</a>	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Computer with internet connection; software capable of playing mp3 podcasts; and ability to download from the internet</li><li>• Headphones</li><li>• Pencil</li><li>• Paper</li><li>• Skillbuilding activities could include using the A3 and the Employment Path resource from Project READ Literacy Network</li></ul>	



**ESKARGO:**

**Comprehension**

- Gets the main idea of a broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- 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 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 broadcasts
- Recognizes that information broadcasts may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures

**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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Radio stations will often post podcasts of previously aired shows for a period of time.

Go to [www.cbc.ca](http://www.cbc.ca) and click on **radio**

Click on **podcasts**

1. Review the podcasts currently available and **pick one that interests you**
2. Watch the podcast

**Learner Information and Tasks:**

**Task 1:** What is the main idea of the podcast you listened to?

**Task 2:** What information did the podcast present to support the title of the video?

**Task 3:** Describe the presentation technique used in the podcast you listened to.

**Task 4:** List one (1) or two (2) things you learned from the podcast.



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<b>Suggested Performance Descriptors</b>		<b>Needs Work</b>	<b>Completes task with support from practitioner</b>	<b>Completes task independently</b>
A3	• A3.1: Listens/watches broadcast for one piece of information			
	• 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 \_\_\_

<b>Learner Comments</b>

\_\_\_\_\_  
**Instructor (print)**

\_\_\_\_\_  
**Learner Signature**



## Prepared for: Cementing Integration Project – QUILL Learning Network 2015

### Skill Building Activities

#### Links to online resources:

BBC Skillswise – “Listening for Specifics” - <http://www.bbc.co.uk/skillswise/topic/listening-for-specifics> - learn tips for identifying key details when listening in a variety of situations; play games to practice the skill

ClassZone Media Studies – “Evaluating News Reports” - [http://www.classzone.com/cz/books/ml\\_lit\\_gr12/resources/pdfs/media\\_analysis/HS\\_12\\_Evaluating\\_News.pdf](http://www.classzone.com/cz/books/ml_lit_gr12/resources/pdfs/media_analysis/HS_12_Evaluating_News.pdf) - learn strategies for evaluating the content and delivery of news reports; complete worksheet using sample news reports

Skills You Need – “Note Taking” – <http://www.skillsyouneed.com/write/notes-verbal.html> - learn how note-taking aids comprehension of oral communication in personal, employment, and academic settings, by providing a means to summarize and retain key points

Saddleback College – “How to Find the Main Idea” - <http://www.saddleback.edu/uploads/la/ri/powerpoints/main%20idea.pdf> – presentation slides teach about stated and implied main ideas, topics, and supporting details; learn to find main idea in text passages, in order to apply this skill to visual and auditory presentations

WarnerJordanEducation - “Bias and Point of View” - [https://www.youtube.com/watch?v=5MOQo0j\\_k3c](https://www.youtube.com/watch?v=5MOQo0j_k3c) – video explains why we need to predict and identify a text or presentation’s biases in order to assess its credibility and reliability, and determine if we accept the messages presented

Pearson Education – “Chapter 5: Listening & Critical Thinking” - [http://highered.mheducation.com/sites/dl/free/0073385018/537865/pearson3\\_sample\\_ch05.pdf](http://highered.mheducation.com/sites/dl/free/0073385018/537865/pearson3_sample_ch05.pdf) - read about: the importance of listening in our lives (p. 114), four types of listening (p. 115), barriers to listening (p. 116), listening and thinking critically (p. 119), effective listening in different situations (p. 124)

#### LearningHUB online courses available:

- **Reading & Writing, Independent Study**

- Reading Level 1, Assignment 1
- Reading Level 2, Assignment 1
- Reading Level 3 Assignment
- Ready for College Reading, Assignments 3, 4, & 6

\*all lessons build comprehension and critical thinking skills that can be applied when consuming and evaluating visual and/or auditory content (e.g. Finding the Main Idea, Cause and Effect, Using Prior Knowledge, Fact and Opinion, Making Inferences, Summarizing, Using Graphics, Using Context Clues, Asking and Answering Questions, etc.)

- **Essential Skills, Communication Skills**

- Communications, Assignment 1: Listening for Interpretation



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- Communications, Assignment 3 - learn how speakers generate interest in their topic by using various presentation techniques; learn how to evaluate the credibility of information and arguments presented
- **Essential Skills, Independent Study, Short Courses**
  - Understanding Your Learning Styles
- **Live Classes (SABA)**
  - Reading Comprehension
  - GED Social Studies, Part 1
    - \* classes teach comprehension and critical thinking skills that can be applied when consuming and evaluating visual and/or auditory content
  - Discover Your Learning Style – identify preferred ways of receiving information

**\*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](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>