



Task-based Activity Cover Sheet

Task Title: Explain how to use a photocopier

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes___ No___	
Goal Path: Employment ✓ Apprenticeship___ Secondary School___ Post Secondary ___ Independence___	
Task Description: Explain to a co-worker how to use a photocopier and answer their questions	
Competency: B: Communicate Ideas and Information. A: Find and Use Information.	Task Group(s): B1: Interact with others A2: Interpret documents
Level Indicators: B1.1: Participate in brief interactions to exchange information with one other person A 2.1: Interpret very simple documents to locate specific details	
Performance Descriptors: see the chart or click here	
Skill Building Activities: see the last page or click here	
Materials Required: <ul style="list-style-type: none">• Recommended skill building activity: Hard copy or Google 'Bridging the Employment Gap' and download Bridging the Employment Gap: Clerical: http://literacynetwork.ca/wp-content/uploads/2014/06/bridgegap_manual_clerical.pdf• If one student is taught how to use your office photocopier, this could be an opportunity for them to teach the next student by showing and talking through the process. Let them know that sometimes we take a trial and error approach with unfamiliar tasks, such as manually producing double-sided copies. Do not ask the student to do this task until they have learned these skills!• Access to a photocopier: If you only have a basic computer printer/photocopier machine in your office, not a commercial machine requiring codes - paper jams would be a level two task, so not included. If you have a commercial machine, collating and stapling would also be level two.• Paper and an original copy to photocopy	



ESKARGO:

Presenting

- Uses familiar vocabulary and oral language structures in conversation
- Uses linking words to connect and organize ideas in speech
- Rephrases to clarify ideas
- Uses appropriate gestures, volume and tone of voice to communicate wishes and needs
- Uses pauses and repetition effectively for emphasis in speech
- Presents information in coherent sequence
- Speaks clearly in a focused and organized
- Gives short, straightforward instructions or directions way
- Repeats or questions to confirm understanding
- Concludes conversations in an appropriate way

Interacting

- Shows awareness of various purposes for interactions including exchanging information, giving instructions, providing directions and stating preferences
- Participates in short, simple exchanges with another person
- Chooses appropriate language in exchanges with clearly defined purposes
- Uses and interprets non-verbal cues (e.g., body language, facial expressions, gestures)
- Allows others to speak and waits for turn in conversation
- Contributes ideas appropriate to the topic

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:

You have been shown how to use the photocopier in your office.

Your fellow learner does not know how to use the office photocopier. You will now teach them how to use the office photocopier for simple tasks.

Task 1: Explain and show how to check to see if the photocopier is awake, and if not, how to turn it on.

Task 2: Explain and show how to load the paper.

Task 3: Explain and show how to photocopy an original document.

Task 4: Explain and show how to make three copies.

Task 5: Explain and show how to make a double-sided copy.



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Answer Key

When one person is teaching another, their conversation will be along these lines, covering the points relevant to the particular machine being used for the tasks. Their conversation, obviously, will not be word for word. If they are successful, their co-worker will be able to produce the requested documents.

Task 1: Is the photocopier turned on? If yes, you will see a light. If no, locate the switch, at the side. Press Copy to wake up the photocopier.

Task 2: Where is it loaded? Is it the right size for our original copy?

Task 3: Where do I place my original copy? Lift up the cover and place your work face down on the glass.

Do you want black and white or colour? Press the button.

Press Copy - it may be the big green button.

Show me where will the copy come out. Your copy comes out below the glass, to the side or towards you. Don't forget to remove your original from the glass.

Task 4: If you want more than one copy, and the first copy looks right, use the number or arrow keys to add copies, so you don't have to keep pressing the big green button.

Remember to set the number back to one when you are done.

Task 5: If you want a two-sided copy, copy one side. Put the copy in the paper tray, print side up, head to the intake, and press copy. Did it work? how would you change it to make it work?



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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
B1.1	<ul style="list-style-type: none">conveys information on familiar topics			
	<ul style="list-style-type: none">chooses appropriate language in exchanges with clearly defined purposes			
	<ul style="list-style-type: none">participates in short, simple exchanges			
	<ul style="list-style-type: none">gives short, straightforward instructions or directions			
	<ul style="list-style-type: none">speaks or signs clearly in a focused and organized way			
	<ul style="list-style-type: none">repeats or questions to confirm understanding			
	<ul style="list-style-type: none">uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)			
A2.1	<ul style="list-style-type: none">scans to locate specific details			

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.bbc.co.uk/skillswise/worksheet/en38pres-e3-w-is-it-relevant> (A printable worksheet on deciding what's relevant when explaining how to use equipment)
- <http://www.bbc.co.uk/skillswise/english/games?page=2> (An online game that involves listening to various questions and choosing the correct type of verbal response to answer each question)
- <http://www.slideshare.net/bungacengkih77/oral-and-written-instructions?related=2> (A helpful Slideshare presentation that focuses on giving oral and written instructions, with emphasis on using imperative verbs to give clear instructions; includes a list of sample activities that a learner can choose from to practice giving specific instructions)
- http://literacynetwork.ca/wp-content/uploads/2014/06/bridggap_manual_clerical.pdf (A job specific manual containing step-by-step learning activities for selected tasks in the clerical job sector. Photocopying is found on Page 132.)

LearningHUB online courses available:

- **Essential Skills Independent Study (assigned by practitioner after assessment)**
 - Communications Assignment 1 (Interpersonal Communication)
- **Independent Study, Short Courses (assigned by practitioner after assessment):**
 - Maintaining Healthy Self-Esteem On & Off The Job Parts 1 & 2
 - Customer Service Essentials

***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%202023,%202014%20revision.pdf>