

Task Title: Make a Suggestion

# OALCF Cover Sheet – Practitioner Copy

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Started: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School | Post Secondary | Independence |

**Successful Completion:**  Yes No

**Task Description:** The learner will make a suggestion to improve the learning environment and provide rationale for their suggestion.

**Main Competency/Task Group/Level Indicator:**

* Communicate Ideas and Information/Interact with others/B1.2

**Materials Required:**

* None

# Learner Information

When making a suggestion, it is important to be able to explain why something is important, what problem might be solved, or how it can improve something. Being persuasive and able to defend one’s perspective is important when communicating with someone else.

# Work Sheet

**Task 1: There is a blank wall in the kitchen of the Adult Learning Centre. There is money in the budget (up to $150.00) to buy something to hang there. Think of something that could go on the wall in the kitchen to improve the learning centre. Explain to your tutor your idea for the space and why it would be a good purchase. Give at least two reasons.**

Answer: This question requires an oral response.

Task completed: Yes:

# Answers

Answers will vary.

Performance Descriptors

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| B1.2 | shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences |  |  |  |
|  | demonstrates some ability to use tone appropriately |  |  |  |
|  | uses strategies to maintain communication, such as encouraging responses from others and asking questions |  |  |  |
|  | speaks or signs clearly in a focused and organized way |  |  |  |
|  | rephrases to confirm or increase understanding |  |  |  |
|  | uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures) |  |  |  |

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner (print):

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**