

Describe That Task!

Activity Summary

- In this activity, students will:
- ♦ Identify a daily task/activity performed by a worker employed in the field of either Health and Personal Services or Construction Technology
 - ♦ Brainstorm a list of steps required to complete the task chosen
 - ♦ Compose a “How To” set of instructions for the task
 - ♦ Create a brochure



Prior Knowledge

- **Essential Skills**
- Basic knowledge of Health and Personal Services and/or Construction Technology
- Brochure Wizard (if chosen as method to display written piece)



Teaching Planning Notes

- Review assignment including prior knowledge required and assessment and evaluation tools
- Arrange students into groups based on career interest and monitor and assist discussions
- Provide chart paper and markers for discussion notes
- Provide students with examples of proper/improper sentences and demonstrate editing techniques
- Arrange for students to work in computer lab
- Provide old magazines, markers, etc. for students to decorate their brochures

FOCUS ON LEARNING

Essential Skills:

Reading Text

Editing

Writing

Creating Brochure

Oral Communication

Brainstorming

Thinking Skills

Creating Brochure

Working with Others

Brainstorming

Computer Use

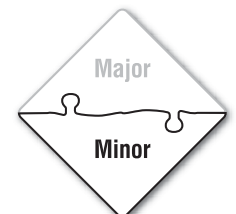
Producing Brochure

Assessment of Student Achievement

Task	Tool / Type
Brainstorming	How Do They Do That? Observation of Discussions (Formative)
Editing and Sentence Structure	How Do They Do That? Teacher Demonstration and Examples (Formative)
Brochure	How Do They Do That? Brochure Rubric (Summative)
Crossword	How Do They Do That? Crossword Puzzle (Formative)

Activity and Assessment Materials

- How Do They Do That? Assignment Sheet
- Brochure Rubric
- Crossword (Student Copy)
- Crossword (Answer Key)



Curriculum Linkages For Ontario Educators

Essential Skills truly are everywhere and as teachers we are always teaching students the **Essential Skills!** As subject teachers and specialists, we know that many of the curriculum expectations we are accountable to teach and assess, also address the **Essential Skills** and while the linkages are not always readily apparent, the linkages exist nonetheless.

While this activity connects to a variety of courses, it is most closely aligned to the following course(s):

- Locally Developed Compulsory Credit Course, English – Grade 10 – ENG 2L
- Health and Personal Services – Grade 10 – TPJ 2O
- Construction Technology – Grade 10 – TCJ 2O

To assist you, the teacher, in making more transparent linkages, we have identified the following curriculum linkages for this activity.

Locally Developed Compulsory Credit Course, English – Grade 10 – ENG 2L

Coded Overall Expectations	Coded Specific Expectations
LAV.02 – use listening techniques and oral communication skills to participate in formal and informal discussions, with an emphasis on active participation and co-operation	LA2.01 – use a variety of listening strategies and oral skills to accomplish tasks in small groups (e.g. listen to instructions; ask questions to clarify the task; listen to the ideas of others; record ideas from discussion; speak respectfully, in turn, using appropriate language);
EWSV.01 – apply the writing process by generating and organizing ideas, writing a draft, revising and editing to produce a variety of short written texts;	EWS1.02 – determine topic, purpose and audience for a piece of writing
EWSV.02 – convey information and ideas with clarity and coherence in a variety of short print and non-print forms	EWS2.01 – convey ideas, opinions, and information by writing in a variety of forms
WRV.05 – use strategies for editing and proofreading with an emphasis on the grammar, usage, spelling and punctuation conventions of standard Canadian English, as appropriate;	WR5.04 – use a variety of strategies to edit and proofread writing, identifying and correcting errors according to the following requirements for grammar, spelling, and punctuation; WR5.04P1 – use punctuation correctly in their writing, including the period, question mark, exclamation mark, comma, colon, quotation marks. WR5.04G2 – use their knowledge of sentence structure to write complete, correct sentences

Health and Personal Services – Grade 10 – TPJ 2O

Coded Overall Expectations	Coded Specific Expectations
ICV.03P – Describe industry standards for the use of materials, tools, and equipment	

Construction Technology – Grade 10 – TCJ 2O

Coded Overall Expectations	Coded Specific Expectations
ICV.05C – identify and describe careers in construction technology and the education and training required for entry into those positions	1C1.07C – apply health and safety standards related to materials, processes, tools and equipment
SPV.01C – demonstrate skill in the use of tools, materials, processes, and systems required to build, maintain and service construction-related projects	SP1.03 – use correctly tools, equipment, and techniques to dress, measure, cut, mill, assemble, sand and finish wood

How Do They Do That?

Looking at career options can often be tough, especially when you are only in Grade 10. As well, you will more than likely change careers more than once in your adult life so it is important to research the tasks that are performed on a daily basis to know what you are getting yourself into! A task such as nailing on shingles may sound simple; however, have you given some thought as to what steps must be taken for you to be successful as a roofer?

Part 1: Choosing the Task

You have been placed in a group with other students who, like you, have an interest in a career in the Health and Personal Services OR Construction Technology fields.

1. Together you need to choose ONE activity that a person working in this field might do on a daily basis. (For example, a hairstylist might wash hair daily).
2. As a group, brainstorm the steps that you must perform and tools needed to complete your chosen activity. Have one or two group members record the suggestions on chart paper.
3. Using a different colour of marker, go back to your brainstormed list, and write down one or more of the nine **Essential Skills** that would apply to each point made in step 2.

Part 2: Writing the Instructions

1. Using the ideas that your group brainstormed, each member of your group is to write his/her own step-by-step instructions for the chosen activity.
 - Be sure to write in proper sentence form.
 - Use language appropriate to the activity/field.
 - You must have a minimum of 5 steps.
 - Pretend that the person reading your instructions has absolutely NO idea how to do your chosen activity. Therefore, you must be specific!



Part 3: Editing

1. Share your written piece with a minimum of 2 of the following:
 - a classmate that is NOT in your group
 - your teacher
 - a parent/guardian
 - a Health and Personal Services or Construction Technology Teacher
2. Be sure that your proofreader signs your rough draft.

How Do They Do That?

Part 4: A Second Rough Draft

1. Using the suggestions from your proofreaders, re-write your instruction list again, making any necessary corrections.
2. Write down the **Essential Skills** that your group identified for the activity.

Part 5: Your Brochure

You will be creating a one-page “How To” brochure about your chosen activity. (Remember to consider your audience.)

1. Use the computer to type your written piece. (You may wish to use Brochure Wizard in Microsoft Word.)
2. Think of a creative title for your brochure and add it.
3. Change the font style and size to make your brochure appealing to the eye. If you are NOT using Brochure Wizard, you may wish to centre your written piece on the page. If you ARE using Brochure Wizard, you may wish to add other information to fill in the template.
4. Add any other information that you think will make your brochure look authentic.
5. Somewhere on your brochure, state the **Essential Skills** that you feel are needed to perform the “How To” activity.
6. Add graphics OR print your “How To” instructions and use magazines or hand-drawn pictures to enhance your brochure.
7. Hand in your brochure, along with your Rough Drafts.



Part 6: A Puzzle

Complete the “How Do They Do That?” Crossword Puzzle

How Do They Do That? Brochure Rubric

CATEGORIES/ CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
Knowledge and Understanding Demonstrates knowledge of sentence structure to write complete, correct sentences Demonstrates correct use of punctuation	Limited Understanding	Some Understanding	Considerable Understanding	Thorough Understanding
	Limited Understanding	Some Understanding	Considerable Understanding	Thorough Understanding
Communication Effectively conveys information and ideas with clarity and coherence in the brochure, keeping appropriate audience in mind Effectively communicates an understanding of appropriate handling and safety techniques for completing the task/activity	Limited Effectiveness	Some Effectiveness	Considerable Effectiveness	High Degree of Effectiveness
	Limited Effectiveness	Some Effectiveness	Considerable Effectiveness	High Degree of Effectiveness
Application Effectively selected appropriate materials, tools and language for the task/activity as it relates to either Health and Personal Services or Construction Technology	Limited Effectiveness	Some Effectiveness	Considerable Effectiveness	High Degree of Effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

How Do They Do That?

Crossword

Use your knowledge of **Essential Skills** and recall the English, Health and Personal Services, and Construction Technology skills used in this activity to complete the following crossword.

Clues

Across

6. Taking workshops and/or courses to learn more about your career is an example of this **Essential Skill**.
8. The first letter of all sentences starts with a _____.
10. A complete sentence has a subject and a _____.
14. An example of using the **Essential Skill** writing was when your group recorded ideas on the _____ paper.
16. When pricing a job, you are using this **Essential Skill**.
17. When working in a group it is important to be a good _____.
18. A successful brochure will be appealing to the _____.
19. Recording measurements for a construction project would use this **Essential Skill**.

Down

1. If you do not understand what a group member is saying, use your oral communication skills and ask _____ to clarify.
2. Consulting a manual to operate a piece of equipment would require you to use this **Essential Skill**.
3. Revising your written work is called this.
4. Many jobs require you to work with others as part of a _____.
5. This comes at the end of a sentence.
6. The **Essential Skill** _____ Use was used most to create the brochure.
7. Each of your steps for the brochure needed to be written using proper _____.
9. When your group did this activity, you were using oral communication skills.
11. Reading instructions for mixing hair dye would use this **Essential Skill**.
12. In the sentence "Tony walked his dog Spot to the store.", the subject is _____.
13. To create an authentic brochure, you had to be creative and use _____ skills.
15. This is most important when handling any equipment.

How Do They Do That? Crossword

