

Student Applications of Working and Learning (AWAL)

Activity Summary

- In this activity, students will:
- ♦ Research a non-profit organization in their community
 - ♦ Conduct an information interview with an employee and a volunteer
 - ♦ Create a large visual report



Prior Knowledge

- **Essential Skills**
- Information Interview Techniques

Teaching Planning Notes

- Review assignment including prior knowledge required and assessment and evaluation tools
- Provide students with a list of non-profit organizations in the community
- Provide students with a checklist with dates assigned and completion
- Show students the “Grade 9 Community Involvement form”* (Province of Ontario only) and discuss opportunities – this is a great opportunity to get students hooked up with a volunteer organization when they enter Grade 9
- Review sample interview questions listed on the following page (from the *AWAL Guide: Handbook for Facilitators*) and provide samples from this list to assist students with the development of their own questions.

* “As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities...Students, in collaboration with their parents, will decide how they will complete the community involvement requirement...Students will maintain and provide a record of their community involvement activities.”
(Section 3.1.3 - Ontario Secondary School Policy, Program and Diploma Requirements 1999)

Assessment of Student Achievement

Task	Tool / Type
Checklist	Going AWAL for a Day Checklist (Formative)
Research Worksheet	Going AWAL for a Day Research Worksheet (Formative)
Interview	Going AWAL for a Day Interview Template (Formative)
Visual Report	Going AWAL for a Day Visual Report Rubric (Summative)

Activities and Assessment Materials

- Assignment Sheet
- Checklist
- Research Worksheet
- Interview Template Sheet
- Visual Report Rubric

FOCUS ON LEARNING

Essential Skills:

Writing

Research Worksheet

Reading Text

Research Worksheet

Oral Communication

Information Interview

Thinking Skills

Information Interview
Visual Report

Working With Others

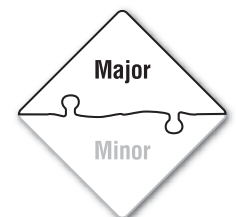
Information Interview

Document Use

Checklist

Computer Use

Research Worksheet
Information Interview
Visual Report



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):

- Grade 7 English Language

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

Grade 7 English Language

Communication and Writing Expectations

- 7e48 • ask questions and discuss different aspects of ideas in order to clarify their thinking;
- 7e52 • demonstrate the ability to concentrate by identifying main points and staying on topic;
- 7e56 • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade.
- 7e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions);
- 7e4 • use a variety of sentence types and sentence structures, and sentences of varying length;
- 7e6 • produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic);
- 7e8 • proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
- 7e9 • use and spell correctly the vocabulary appropriate for this grade level;
- 7e10 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level.

Sample Interview Questions

1. What are your main duties/activities?
2. What tools and equipment do you use in your work?
3. How do you go about finding information? (reports, memos, books, Internet)
4. What type of writing do you do? (reports, memos, fax, forms)
5. Do you use or produce diagrams, drawings, maps, graphs, or blueprints in your work? For what purpose?
6. Do you do any public speaking or training in your work?
Are you involved in interviewing or negotiating?
7. How many people do you work with the majority of the time?
8. What is your most common form of contact with others?
(personal contact, memo, fax, e-mail, telephone)
9. What type of supervision do you receive? How often?
10. How many people do you supervise?
11. Are you responsible for the safety of others? In what way?
12. To what extent do routines and procedures have to be followed and deadlines met?
13. What planning or organizing do you have to do? (predetermined/self-directed)
14. How are decisions made in your company?
15. How are changes implemented in your company?
16. Do you use computers in your work? How do you use them and for what purpose?
17. What mathematical calculations do you have to do in your work?
(money, measurement, budgeting, scheduling, accounting, data analysis, estimation, calculation)
18. What aspects of your work, if any, require you to “be accurate on the first attempt?”
19. What would be the consequence of “not getting it right the first time?”
20. What aspects of your job require physical effort? (carrying/pushing/pulling)
21. What is the most common problem that you face in your daily work? How do you solve it?
22. What are your prospects for future growth and development with this company?
23. What is the most valuable skill a new employee could bring to your position?
24. What prior experience is required for your work?
25. What are the educational qualifications for this job?
26. How does this company advertise job openings?
27. Why would a person leave this company?
28. What do you like most about your job?
29. Which high school classes have been most helpful?
30. Knowing what you know now, what do you wish you had learned more about while you were in high school?
31. What would you tell a high school student about the workplace?
32. Is there any additional information that you would like to tell us?



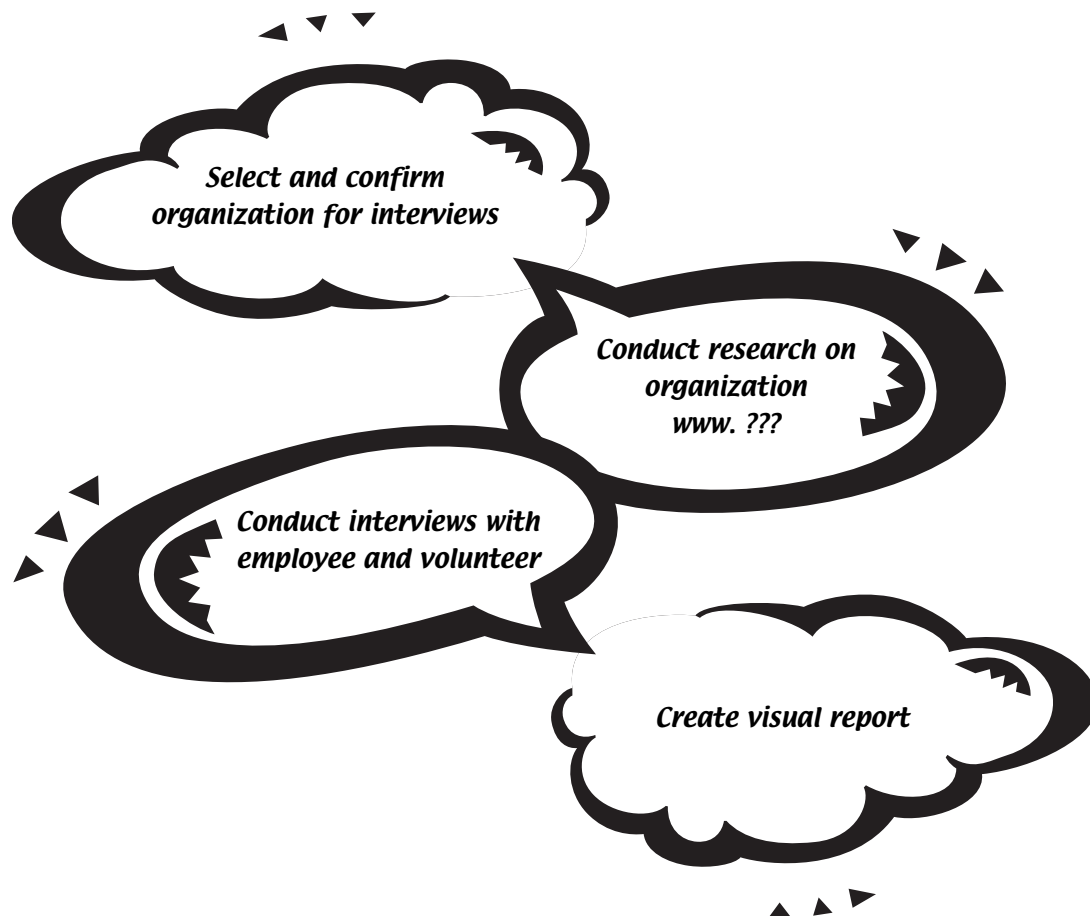
Going AWAL for a Day

Background

AWAL (Applications of Working and Learning) is a big project across Canada! It is an important project because it builds connections between the world of work, our schools and our communities. It helps teachers and students to better understand how the skills and knowledge being taught in school can be used outside of school throughout our careers. We are going to help build these connections by interviewing members of our community in the non-profit sector and find out exactly what their job involves.

In the non-profit sector there are two (2) distinct groups of workers - paid employees and volunteers. Usually paid employees are individuals who run the organization. Jobs in this group range from secretaries to volunteer coordinators to executive directors. However, many of these organizations would not be able to operate without the help of many volunteers. Volunteers can have many different roles depending on what the organization needs to accomplish. In some organizations paid staff and volunteers may do the same work. In this activity, you will be conducting two (2) interviews at your chosen non-profit organization and creating a visual report based on your findings.

Activities Summary



Going AWAL for a Day Checklist

ACTIVITY	THINGS TO DO	DATE DUE	COMPLETED
Select and confirm Interviews: Date(s) and Time(s)	<ul style="list-style-type: none"> • review list of potential places • ask parents/guardian or mentor for assistance • make contact with at least four (4) organizations (phone/e-mail/in person) • select one and confirm interview date & time • reconfirm date and time with both employee and volunteer closer to interview date 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Research	<ul style="list-style-type: none"> • conduct research on the organization through websites, brochures, other literature (ask for materials to be sent to you if you cannot get them any other way) • purpose is to learn about the organization (see Research Worksheet) 		<input type="checkbox"/> <input type="checkbox"/>
Conduct Interviews	<ul style="list-style-type: none"> • prepare interview sheet for both employee and volunteer • review your questions • dress appropriately • don't be late • confirm appointment on interview day if possible • take all necessary materials (interview sheet, pens, etc.) 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Visual Report	<ul style="list-style-type: none"> • review all information from both interviews • compare results • determine how you will visually show the results of your interviews • make a list of materials needed • get the materials • work at school and at home on this segment 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Present Report	<ul style="list-style-type: none"> • bring visual report to school 		<input type="checkbox"/>

Going AWAL for a Day Research Worksheet

NON-PROFIT ORGANIZATION NAME	
Website Address	
Mission Statement	
Brief History	
Programs Offered	
Partners	
Career Opportunities	
Other Interesting Facts	

Contact Information: Local Chapter	
Contact Name	
Title	
Address	
E-mail Address	
Phone Number	

Going AWAL for a Day Interview Template

Develop 10 questions to gather information about the use of all **Essential Skills**. Consider all **Essential Skills** in your questions. In addition, ask both the employee and the volunteer to reflect on how school helps prepare students for future employment. This is a sample format. Make up your own sheets based on this sample. Make two (2) interview sheets – one for the employee interview and one for the volunteer interview.

Sample Format

Question #1: _____

Answer #1: _____

Essential Skills Connection: _____

Sample Format

Question #1:

As a volunteer, do you use computers?
If so, what do you use them for? If not, why not?



Answer #1:

*In my role as a volunteer **I do use computers**. I am required to capture all information on new volunteers when they register with us. As well, once they have registered, I keep track of what types of things they do in their volunteer role. With high school students, we also keep track of the amount of time students volunteer so we can complete the high school volunteer tracking sheet for their guidance department.*

Essential Skills Connection: Computer Use, Document Use, Reading Text

(Same question; different answer)

Question #1:

As a volunteer, do you use computers? If so, what do you use them for? If not, why not?

Answer #2:

*In my role as a volunteer **I don't use computers**. I am responsible for answering the phone and re-routing calls or providing information. In addition, I file volunteer applications.*

Essential Skills Connection: Oral Communication, Reading Text, Document Use

Going AWAL for a Day Visual Report Rubric

Content Of Report:

Your visual report should be thorough and insightful and should represent the findings of both of your interviews. You are not limited in how you present the information so use your creativity.

CATEGORIES/CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
Reasoning Uses reason to connect simple and complex concepts	Inconsistently and with limited understanding	Consistently and with limited understanding	Consistently and with general understanding	Consistently and with thorough understanding
Organization of Ideas Utilizes the poster to present different aspects of the <i>Essential Skills</i> with clarity	Uses a few simple ideas	Uses a variety of simple and related ideas	Uses ideas of some complexity	Uses complex ideas
Application of Language Conventions (spelling, grammar, punctuation and style) Uses correctly the conventions specified for this grade level Produces media text using materials from other media	With several major errors and/or omissions With assistance	With several minor errors and/or omissions With limited assistance	With a few minor errors and/or omissions Independently	With practically no minor errors and/or omissions Independently

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

