

### Task sheet 3 – What do they need to know about us ?

Name of the creator of the material	Gert Hurkmans
Title of the lesson plan / task sheet	What do they need to know about us ?
Targeted 21 <sup>st</sup> century skill	Information literacy
Brief description of the competences the students will learn (including, for example, which scientific theory is based on)	<ul style="list-style-type: none"> <li>- To provide an opportunity for learners to reflect on important elements of information about themselves.</li> <li>- To enable learners to prioritize important information about themselves that other people would benefit from knowing</li> </ul>
Specialty/target group (if applicable)	Students with a different background who have to work on a mutual task during a vocational training.
Learning outcome(s) for the vocational profession	Information literacy is the ability to find, evaluate, use, and communicate information effectively and ethically. Teachers play a vital role in helping learners develop this essential skill. With this exercise a teacher can help the students in using the most adequate and innovative tools available for different contexts and audiences.
Tools needed for this lesson plan/ task sheet (if applicable)	‘What do they need to know about us?’ handout
Approximate time to complete the task	60 min
Suggested more comprehensive methodical guide for doing / carrying out the task (for the teacher or student)	Research suggests that the way in which each of us thinks and acts at work can be influenced by the way we handle information effectively and ethically. We can describe the term "information literacy" as a set of abilities that enables an individual to acquire, evaluate, and use information. One can think of information literacy as having five components: identify, find, evaluate, apply, and acknowledge sources of information. The ‘What do they need to know about us?’ handout is been designed to help you identify some of the ways in which you can handle information.
- Warming up	Provide each pair with a copy of the 'What do they need to know about us' handout
- Explanation for the students at the start	Each pair has to prepare an interview where one student is an applicant and the other an employer. The applicant is someone who wants to work with you. Use the table below as a guide to the content.
- Task description for the students	The student who is the employer asks questions about :

	<p>Read each of the following pairs of descriptions.</p> <ol style="list-style-type: none"> <li>1. Background</li> <li>2. Society</li> <li>3. Traditions and customs</li> <li>4. Daily life</li> <li>5. Business etiquette</li> </ol> <p>After 20 minutes the students change roles.</p>
- Additional activities for the students	<p>Where you have identified important differences in information give by the applicants, consider...</p> <ul style="list-style-type: none"> <li>· Are these differences important?</li> <li>· How might these differences become apparent in the working environment?</li> <li>· How might new candidates perceive certain questions?</li> <li>· What challenge do these differences present?</li> </ul>
- Extra resources for learners	<p><a href="https://www.salto-youth.net/downloads/4-17-1789/Booklet%20Intercultural%20Communication%20Resource%20Pack.pdf">https://www.salto-youth.net/downloads/4-17-1789/Booklet%20Intercultural%20Communication%20Resource%20Pack.pdf</a></p>
- Self-reflection for students	<p>Let the students write about their experiences after this exercise</p>
- Feedback on the solution (if applicable) / Possibility to check	<p>The teachers survey how the students use the educational tools and coaches the group if necessary. The students subsequently rate (on a scale of 1=none to 5=excellent) how often they used these tools.</p>
License information (if we have a general one on the website, it is not necessary separately for each educational material)	None

**‘What do they need to know about us?’ handout**

1	Background of the applicant	<p>Geography and topography  History  Economic system  Business and commerce  Political structures  Media and broadcasting  Language(s)</p>
2	View on society of the applicant	<p>Current political situation  Legal system  Religious influences  Regional differences  Social and community life  Ethnic minorities  Gender issues  Education system  Heroes and myths</p>

		Private / work life overlap
3	Traditions and customs of the applicant	Communication styles Greetings Gestures Levels of formality Holidays and festivals Taboos Gift-giving
4	Daily life of the applicant	Shopping Entertaining Food and Eating out Getting around Climate Healthcare Housing Security
5	Business etiquette of the applicant	Business relationships Approaches to work Approaches to leadership and teams Management styles Formal and informal meetings and discussions Negotiations and presentations

Learning and Innovation "The 4 C's"	Digital Literacy	Career and Life
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity and innovation	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & cross-cultural interaction
Collaboration		Productivity & Accountability
		Leadership & responsibility

Table 1 - P21 Skills