

Task Sheet: 3 What do they need to know about us ?...

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Introduction here

General information of task for teacher

Title of the task sheet	What do they need to know about us ?
Targeted 21st Century Skill	Information literacy
Brief description of the competences the students will learn (Including, for example what scientific theory this is based on)	<ul style="list-style-type: none"> - To provide an opportunity for learners to reflect on important elements of information about themselves. - To enable learners to prioritize important information about themselves that other people would benefit from knowing
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 designed to help you identify some of the ways in which you can handle information.
License information (if we have a general one on the website, it is not necessary separately for each educational material)	None

Lesson plan of the task



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	<p>The student who is the employer asks questions about :</p> <p>Read each of the following pairs of descriptions.</p> <ol style="list-style-type: none"> 1. Background 2. Society 3. Traditions and customs 4. Daily life 5. Business etiquette <p>After 20 minutes the students change roles.</p>
Additional activities for the students	<p>Where you have identified important differences in information given by the applicants, consider...</p> <ul style="list-style-type: none"> • Are these differences important? • How might these differences become apparent in the working environment? • How might new candidates perceive certain questions? • What challenge do these differences present?
Extra resources for learners	Booklet Intercultural Communication Resource Pack.pdf
Self-reflection for students	Let the students write about their experiences after this exercise
Feedback on the solution (if applicable) / Possibility to check	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.
Suggested more comprehensive methodical guide for doing/carrying out the task (for the teacher or student)	None

Additional information

'What do they need to know about us?' handout

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