

Content:

A. Curriculum Vitae

- Personal information
- My qualities
- Who am I ?
- The story of my life as an ambassador

B. Think about learning

- With which activities I start
- Evaluation form

C. Form of results ambassador

- Overview certificates
- Certificates
- Form of results

D. Form of results mentor

Personal information

Name: _____

Maiden surname: _____

First name: _____

Address: _____

Postcode: _____

City: _____

Phone: _____

E-mail: _____

Man/ women

Birthdate: _____

Birthplace : _____

Nationality: _____

Childeren:

- yes
- no

age: _____

Who am I?

I am

- 0 friendly
- 0 patient
- 0 ceative
- 0 independant
- 0 calm
- 0 busy, lively
- 0 spontaneous
- 0 critical/serious

I have

- 0 sense of humour
- 0 self confidence
- 0 an interest in new things/other people
- 0 self-knowledge

I can

- 0 speak clearly
- 0 put myself in someone else's position
- 0 be to the point in my speech
- 0 listen well
- 0 answer questions
- 0 make agreements
- 0 organize
- 0 associate well with people
- 0 remember things
- 0 concentrate well
- 0 choose
- 0 work together
- 0 take initiative

The story of my life as an ambassador

What is the THREAD in MY story:

1. My name is
2. I am an ambassador: I tell other people what it is like to have difficulties with reading and writing. I know this from personal experience.
3. What I wanted to learn, was
4. Because I couldn't very well. This became clear to me especially when I
5. I felt- about that.
6. I am certainly not the only one. In the Netherlands there are 1,5 million people who cannot read or write properly.
7. The moment that I decided to do something about it was when I
8. Somebody told me that I could follow a reading- and writing course at the ROC. He/She was my
9. Now I follow this ROC Dutch course (in))
10. I think the course is ...
11. I have improved my / is not so difficult for me anymore.
12. I feel now.
13. Are there any questions?

Activities for ambassadors
 What would you like to do first?

Assignment:

Give the number 1 to the activity you would like to do first as an ambassador. Then give the number 2 to the activity you would like to do next. And so on until 12, ranging from easy to hard.

Activities for ambassadors.

Accompany another ambassador and observe how he or she gives information.	
Visit other language courses to tell something about partial illiteracy or ambassadors.	
Talk to students, who are still having doubts (do this by yourself)	
Speak during an informative meeting of people who refer students to adult education (such as schools, councils, social workers, trade unions, etc.)	
Leave pamphlets at a certain institute and tell them something about it (do this by yourself).	
Use ambassadors to train new ambassadors.	
Meet ambassadors of other educational institutions.	
Come along to new year receptions or conferences.	
Cooperate in making pamphlets or flyers with photos.	
Tell something about partial illiteracy in other groups of your school.	
Cooperate in designing "easy reading sections" in libraries.	
Give an interview for radio, television or for a DVD.	

(Terminology: Students with educational disadvantages - Partial illiteracy)

Evaluation form

Date: _____

Where have I been? _____

Am I satisfied about my presentation? 0 yes 0 no

What went well? _____

What didnt go well? _____

What am I going to do about that? _____

What have I learned? _____

What tips did I get? _____

What compliments did I get? _____

PORTFOLIO Form of results

Skill	Writing	
Level	Level 1	
Subskill	Your life story / The story of your own experience	
<i>Aim for the future</i>	Educational	
	Social	
	Professional	

Description of the task	The student can talk about his experience and write about it.	
	He can put his thoughts into clear words so that it can be written down	
	He improves his self confidence in telling his story	
	He can collect his experiences for himself and sort them out	
<i>Assessment model</i> (where applicable 80 % score)	The student can write the most important things down in keywords in order not to forget anything	
	If necessary he can and will ask help from others in writing down his story	

Name tutor
Date
Comments/ supplements

SignatureTeacher

PORTFOLIO Form of results

Skill	Writing	
Level	Level 2	
Subskill	Your life story / The story of your own experience	
<i>Aim for the future</i>	Educational	
	Social	
	Professional	

Description of the task	The student can can put his experience into words and write it down.	
	He knows how to use a strategy: first tell your story, then write down keywords, then order the words and finally formulate sentences.	
	He improves his self-confidence in speaking and writing	
	He is aware of the fact that the content of the story is the most important aspect.	
Assessment <i>model</i> (where applicable 80 % score)	The student is not afraid to write down his life story and to make mistakes	
	He can be objective about the text and correct the sentences (with help)	

Name tutor
Date
Comments/ supplements

Signature

Teacher

PORTFOLIO Form of results

Skill	Speaking and listening	
Level	Level 2	
Subskill	Speaking	
<i>Aim for the future</i>	Educational	
	Social	
	Professional	

Description of the task	The student can express his personal experience before an audience.	
	He describes his personal experience.	
	He gives his personal opinion on this subject.	
<i>Assessment model</i> (where applicable 80 % score)	He adjusts his style of speech to a particular situation	
	He can answer questions adequately.	
	He speaks clearly.	
	He addresses his audience when he speaks.	

Name tutor
Date
Comments/ supplements

Signature Teacher

PORTFOLIO Form of results

Skill	Speaking and listening	
Level	Level 3	
Subskill	Speaking	
<i>Aim for the future</i>	Educational	
	Social	
	Professional	

Description of the task	The student can express himself orally in such a way that his intentions are clear and understandable. He knows how to tell about his experiences.	
	He knows that there are different kinds of speaking situations with different purposes. He knows how to adjust his style of speech.	
<i>Assessment model</i> (where applicable 80 % score)	He can put into words what he wants to say	
	He speaks calmly and clearly and articulates well.	
	He can put the elements of his story in the right order.	

Name tutor
Date
Comments/ supplements

Signature

Teacher

PORTFOLIO Form of results

Skill	Speaking and listening	
Level	Level 4	
Subskill	Monologue	
<i>Aim for the future</i>	Educational	
	Social	
	Professional	

Description of the task	The student can give oral information before a familiar as well as an unfamiliar or unknown audience. The student can make a speech.	
	He can use strategies, prepare himself, collect information, give information and look back on his own participation.	
<i>Assessment model</i> (where applicable 80 % score)	He can describe the purpose of speaking and listening in a particular situation, he can give information, convince people and incite them to action.	
	He can adjust his speech and manner to different kinds of audience (language, choice of words, attitude)	
	He can order information and put it in a good structure.	
	He can make a speech (perform a monologue) and keep the attention of the audience, repeat and/or summarize phrases, and make a good presentation.	

Name tutor
Date
Comments/ supplements

Signature Teacher

PORTFOLIO Form of results mentor

skill	Speaking and listening	
Level	Level 3	
Sub skill	Conversations	
Aim for the future	educational	
	social	
	professional	

Description of the task	The student holds a conversation in which he obtains and understands information and communicates his own intentions clearly and understandably.	
Assessment model (where applicable 80% score)	The student uses open and closed questions.	
	The student will ask more questions if needed.	
	The student identifies the main points of a conversation.	
	The student adjusts his strategies for speaking and listening.	

Name:
Date:
Comments/supplements

Signature:

Teacher

PORTFOLIO Form of results mentor

skill	Speaking and listening	
Level	Level 3	
Sub skill	Strategies for speaking en listening	
Aim for the future	educational	
	social	
	professional	

Description of the task	The students holds a conversation in which the adjusts his manner of speaking and listening to his partner and the aim of the conversation.	
Assessment model (where applicable 80% score)	The student uses verbal and non verbal communication.	
	The student uses different ways of listening: informative, global, intensive.	
	The student listens actively.	

Name:
Date:
Comments/supplements

Signature:

Teacher

PORTFOLIO Form of results mentor

skill	Speaking and listening	
Level	Level 3	
Sub skill	Strategies for speaking and listening	
Aim for the future	educational	
	social	
	professional	

Description of the task	The student holds a conversation in which he adjusts his manner of speaking and listening to the context, to his partners and to the aim of the conversation.	
Assessment model (where applicable 80% score)	The student knows and uses the various aims of speaking and listening, such as: to inform, to form or to give an opinion, to convince, to make a decision.	
	The student listens actively.	
	The student prepares the conversation, paying attention to the things he wants to say and how he is going to say them.	
	The student gives and receives feed back during a dialogue.	

Name:
Date:
Comments/supplements

Signature:

Teacher

PORTFOLIO Form of results mentor

skill	Speaking and listening	
Level	Level 3	
Sub skill	Speaking – telephone conversations	
Aim for the future	educational	
	social	
	professional	

Description of the task	The student has a conversation by telephone in which he obtains and understands information and communicates his own intentions clearly and understandably.	
Assessment model (where applicable 80% score)	The student uses formal or informal language and register when appropriate.	
	The student knows and uses the standards of telephone calls (register, available time, report).	
	The student prepares the conversation, paying attention to the things he wants to say and how he is going to say it.	
	The student knows and uses de general standards for conversation. He can ask permission to say a few words, agree with or address himself to someone and come back to something.	

Name:
Date:
Comments/supplements

Signature:

Teacher

PORTFOLIO Form of results mentor

Skill	Writing	
Level	Level 3	
Subskill	Taking notes	
<i>Aim for the future</i>	Active citizenship	

Description of the task	The mentor takes notes while supervising the new student	
<i>Assessment model</i> (where applicable 80 % score)	The mentor uses keywords	
	Makes a short report using these keywords	
	Checks his report with the help of the 5 W's: (who, what, where, when, why)	

Name mentor
Date
Comments/ supplements

Signature

Teacher