Task-based Activity Cover Sheet

Task Title: Job profile: Police Constable

Learner Name:
Date Started: **Date Completed:**
Successful Completion: Yes___   No___

Goal Path: Employment ✓ Apprenticeship___   Secondary School___   Post Secondary___   Independence___

Task Description:

The learner will watch a job profile video to extract information about different aspects of the job of a police constable.

Competency:	**Task Group(s):**
A: Find and Use Information	A3: Extract Information from films, broadcasts and presentations
B: Communicate Ideas and Information	
D: Use Digital Technology	A1: Read continuous text
	B2: Write continuous text

Level Indicators:

A3.1:   Listens/watches broadcast for one piece of information

A3.2:   Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors

A3.3:   Listens/watches broadcast for more than one piece of information and integrates that information

A1.1:   Read brief texts to locate specific details

B2.1:   Write brief texts to convey simple ideas and factual information

D.2:   Perform well-defined, multi-step digital tasks

Performance Descriptors: see chart on last page

Materials Required:

- Computer with Internet access equipped with Windows Media Player
- http://vector.cfee.org Keyword search: Police Constable
- Logging in will require create a user name and password (you can create a generic one for your LBS agency and have learners use that)

ESKARGO:

Skills and Knowledge Required for Successful Task Performance Comprehension

- Gets the main idea of a film, broadcast or presentation with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)

- Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects
- Understands how presentation techniques are used to affect/influence/persuade an audience
- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

Interpretation:
- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

□ Attitude is not important   □ Attitude is somewhat important   □ Attitude is very important

Task Title: Job profile: Police Constable

Employment Service agencies will often show videos to job seekers about different aspects of different jobs. Watch this video: http://vector.cfee.org

Keyword search: Police Constable

Task 1:   What are two things Jason says he likes about his job?

Task 2:   What was Jason's motivation to be a police officer when he was young?

Task 3:   Why is "burnout" a possibility as an officer?

Task 4:   How many years does an individual have to work as an officer before making a really good wage?

Task 5:   What kind of backgrounds do people who are competing for police jobs have?

Task 6:   What does Jason mean when he says that a police constable is a "jack of all trades"?

Answer Key

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Employment Service agencies will often show videos to job seekers about different aspects of different jobs. Watch this video: http://vector.cfee.org

Keyword search: Police Constable

Task 1: What are two things Jason says he likes about his job?

- ❖ Variety
- ❖ Job security
- ❖ Camaraderie
- ❖ Curiosity

Task 2: What was Jason's motivation to be a police officer when he was young?

- ❖ Curiosity

Task 3: Why is "burnout" a possibility as an officer?

At least one of these:
- ❖ Work 10 hours shifts through the night and have to do court appearances through the day
- ❖ Need to juggle your sleeping schedule or you will burn out

Task 4: How many years does an individual have to work as an officer before making a good wage?

- ❖ 5 years ($70,000+) (the first 5 years $30,000-$40,000)

Task 5: What kind of backgrounds do people who are competing for police jobs have?

At least two of these:
- ❖ Professionals from other fields
- ❖ Doctors
- ❖ Lawyers
- ❖ Psychologists
- ❖ People with degrees
- ❖ People with life experience
- ❖ "Young up-and-comers"

Task 6: What does Jason mean when he says that a police constable is a "jack of all trades"?

❖ There is a lot of variety in the job. You need to have skills in many different areas.

Job Profile: Police Constable

	Suggested *Performance Descriptors*	Needs Work	Completes task with support from practitioner	Completes task independently
A3.1	• Listens/watches broadcast for one piece of information			
A3.2	• Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors			
A3.3	• Listens/watches broadcast for more than one piece of information and integrates that information			

This task: was successfully completed___   needs to be tried again___

Learner Comments

_____   _____

Print Instructor's Name   Learner Signature