

OALCF Task Cover Sheet

Task Title: Reporting an Emergency

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| Learner Name: | |
| Date Started: | Date Completed: |
| Successful Completion: Yes ___ No ___ | |
| Goal Path: Employment ___ Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence v | |
| Task Description: In this task, the learner is required to make decisions about the correct telephone number to use in an emergency and to support his/her reasoning. | |
| Competency: A: Find and Use Information B: Communicate Ideas and Information | Task Group(s): A1: Read continuous text B1: Interact with others |
| Level Indicators: A1.1: Read brief texts to locate specific details B1.1: Participate in brief interactions to exchange information with one other person | |
| Performance Descriptors: see chart on last page | |
| Materials Required: <ul style="list-style-type: none">A Bell telephone book (skill building activities would require a review of the layout of the telephone book. You may also wish to make this into an internet search which would add in D1. (Use Digital Technology) | |

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Task: Emergencies can happen in everyday life. Look at the following six situations and find the emergency number to call for help in a telephone book.

Learner Information and Instructions:

1. You will be given a Bell telephone book. Locate the page for emergency numbers.
2. Look it over carefully.
3. Listen carefully as your tutor reads the following situations to you. You must decide what kind of help is necessary. You can ask the tutor to read the situation over again or to explain words that you do not understand.
4. Show the tutor the telephone number you would call and explain why you would choose that number.

Situation # 1: You are looking out of your living room window and see your elderly neighbour walk out to collect his mail. All of a sudden he collapses on the sidewalk. He is not moving.

Situation # 2: Your two year old nephew gets into the cupboard where you store your cleaning supplies. He has taken the caps off some of the bottles, but you don't know if he has swallowed anything. However, he looks very pale and is crying.

Situation # 3: It is late at night and you hear the sound of glass breaking. You know your neighbours are away for the weekend. When you look out you see a strange car parked in front of their house on the street.

Situation # 4: It is 2:00 am and you notice light coming through your bedroom window. When you look out, you see flames in the second story window of your neighbours' house.

Situation # 5: You left an aspirin on the kitchen counter by mistake. Your four year old claims she didn't take it but you are still worried.

Situation # 6: It is a hot day in the middle of July. Your cousin calls from camp. She says she sees a lot of smoke on one of the larger islands in the lake. There are no camps on the island, but it is a popular spot for boaters. She wants to know what she should do. What do you tell her?

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| Performance Descriptors | | Needs Work | Completes task with support from practitioner | Completes task independently |
|-------------------------|---|------------|---|------------------------------|
| A1.1 | <ul style="list-style-type: none"> Decodes words and makes meaning of sentences in a single text | | | |
| | <ul style="list-style-type: none"> Follows the sequence of events in straightforward chronological texts | | | |
| | <ul style="list-style-type: none"> Requires support to identify sources and evaluate and integrate information | | | |
| B1.1 | <ul style="list-style-type: none"> Conveys information on familiar topics | | | |
| | <ul style="list-style-type: none"> Participates in short, simple exchanges | | | |
| | <ul style="list-style-type: none"> Gives short, straightforward instructions or directions | | | |
| | <ul style="list-style-type: none"> Repeats or questions to confirm understanding | | | |

This task: was successfully completed ___ needs to be tried again ___

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| Learner Comments |
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Instructor (print)

Learner Signature