



Task prepared for the project “Using Technology to Facilitate Connections between Literacy and the Broader Community” (2014)

This task set was vetted by this project and was not reviewed by the QUILL team.

OALCF Task Cover Sheet

Task Title: Technology – Risking and Saving Lives

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment ___ Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ✓	
Task Description: Learners will access the Internet to watch two videos and listen to a podcast and then discuss the advantages and disadvantages of each in communicating the dangers of distracted driving.	
Competency: A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology F: Engage with Others	Task Group(s): A3: Extract info from films, broadcasts and presentations B2: Write continuous text D: Use Digital Technology F: Engage with Others
Level Indicators: A3: n/a B2.1: Write brief texts to convey simple ideas and factual information D.2: Perform well-defined, multi-step digital tasks F: n/a	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Access to the internet (with sound) • Learner instruction and task sheet • Paper and pencil or pen 	



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Technology can be both a blessing and a curse, depending on how and where it is being used. Here is an opportunity to explore this issue.

Learner Information and Tasks:

Task 1: Go to the following addresses on the Internet and watch and/or listen to the presentations:

<http://www.discovery.com/tv-shows/mythbusters/videos/cell-phone-vs-drunk-driving-minimyth.htm>

<http://www2c.cdc.gov/podcasts/player.asp?f=8627653>

<https://youtu.be/R22WNkYKeo8>

Task 2: With the other learners in your class, discuss the strengths and weaknesses of each of the three presentations in showing the dangers of distracted driving. Write all of these down (not just your own).

Task 3: As a group, come to a decision as to which presentation would be most likely to change someone’s driving habits.



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Answer Key

Task 1: Demonstrates digital competency by succeeding in accessing the websites

Task 2: Demonstrates extracting information from presentations, engaging with others and writing brief texts

Task 3: Demonstrates engaging with others

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A3:	<ul style="list-style-type: none"> the tasks in this task group are not rated for complexity 			
B2.1:	<ul style="list-style-type: none"> writes simple texts to request, remind or inform 			
	<ul style="list-style-type: none"> conveys simple ideas and factual information 			
	<ul style="list-style-type: none"> uses sentence structure, upper and lower case and basic punctuation 			
	<ul style="list-style-type: none"> uses highly familiar vocabulary 			
D.2:	<ul style="list-style-type: none"> selects and follows appropriate steps to complete tasks 			
	<ul style="list-style-type: none"> locates and recognizes functions and commands 			
	<ul style="list-style-type: none"> makes low-level inferences to interpret icons and text 			
F:	<ul style="list-style-type: none"> understands one’s role; seeks clarification as required 			
	<ul style="list-style-type: none"> recognizes roles of others 			
	<ul style="list-style-type: none"> acknowledges/identifies responsibilities 			
	<ul style="list-style-type: none"> accepts one’s share of responsibilities 			
	<ul style="list-style-type: none"> acknowledges and accepts others’ perspectives 			
	<ul style="list-style-type: none"> adapts behaviour to the demands of the situation 			



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	<ul style="list-style-type: none"> • shows an awareness of group dynamics 			
	<ul style="list-style-type: none"> • meets group expectations (e.g. is prepared to participate, meets deadlines) 			
	<ul style="list-style-type: none"> • demonstrates tolerance and flexibility 			
	<ul style="list-style-type: none"> • demonstrates a willingness to help others 			
	<ul style="list-style-type: none"> • makes contributions that take into account one’s strengths and limitations 			
	<ul style="list-style-type: none"> • recognizes areas of agreement and disagreement 			
	<ul style="list-style-type: none"> • identifies options for resolving disagreements 			
	<ul style="list-style-type: none"> • contributes to finding a mutually agreeable resolution 			
	<ul style="list-style-type: none"> • takes actions to resolve the conflict 			

This task: was successfully completed___ needs to be tried again___

Learner Comments

Instructor (print)

Learner Signature