



**Task-based Activity Cover Sheet**

**Task Title:** Watch a webinar to learn about Computer Protection

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes ___ No ___	
<b>Goal Path:</b> Employment ___ Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ✓	
<b>Task Description</b> Watch a webinar to learn about how to protect the computer from hackers and viruses	
<b>Competency:</b> A: Find and Use Information D: Use Digital Technology	<b>Task Group(s):</b> A3: Extract info from films, broadcasts and presentations D1: Perform simple digital tasks according to a set procedure
<b>Level Indicators:</b> A3: Tasks are not rated for complexity D1: N/A	
<b>Performance Descriptors:</b> see the chart <a href="#">or click here</a>	
<b>Skill Building Activities:</b> see the last page <a href="#">or click here</a>	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Computer with Internet access, ear or head phones</li><li>• Pencil/pen</li><li>• For Skill building activities use the A3 and the Employment Path curriculum developed by Project READ and available spring 2015</li></ul>	
<b>ESKARGO:</b> <ul style="list-style-type: none"><li>• Gets the main idea of a film, broadcast or presentation with familiar subject matter</li><li>• Uses basic strategies to check and increase understanding (i.e., asks for clarification)</li><li>• Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects</li><li>• Understands how presentation techniques are used to affect/influence/persuade an audience</li><li>• 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)</li><li>• Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary</li></ul>	



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- 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)
- 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



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Websites about computer protection often share the information through webinars. Watch the webinar “3 Quick Ways to make your computer safer”: <https://www.youtube.com/watch?v=hoPmrEY57dM>

**Learner Information and Tasks:**

**Task 1:** Identify the three ways to protect a computer from hackers that you learned from the webinar

**Task 2:** What are two components of a strong password?

**Task 3:** What is the most popular password?

**Task 4:** What is “the length of your haystack”?



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**Task 5:** List 3 ways to check for phishing.

**Task 6:** What is grayware?



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**Answer Key**

Some answers will vary but should have the key points as noted in each of the answers for the tasks.

**Task 1:** Identify the three ways to protect a computer from hackers that you learned from the webinar

- 1. Have strong passwords**
- 2. be aware of phishing; mouse over hyperlink**
- 3. be aware of grayware; go to reputable sites**

**Task 2:** What are two components of a strong password?

- 8 characters or more
- Use phrases for passwords, not just single words
- Complex – using a mix of characters/punctuation/letters

**Task 3:** What is the most popular password?

**123456**

**Task 4:** What is “the length of your haystack”?

**It is the length of your password, the longer it is the less likely someone can hack it. For example: 12 characters will take centuries to hack**

**Task 5:** List 3 ways to check for phishing.

- **Hover over hyperlink in emails and check if the web address matches where the email is supposedly from, for example, "cbic" instead of "cibc" is a clue that the source is not legitimate; many times the links do not even slightly match**
- **The email requests personal information**
- **Too good to be true – you’ve won the lottery**
- **Spelling errors and grammatical errors in the “business” email**
- **There is a “threat” involved – “Your account will be suspended”, etc.**

**Task 6:** What is grayware?

**When downloading updates or programs to your computer, many sites will download other “stuff” to your computer (ads, toolbars, etc.)....this is grayware. When we click on the “I agree” to the terms and conditions, we have agreed to have this grayware added to our computers.**



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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A3	<ul style="list-style-type: none"> <li>Tasks are not rated for complexity</li> </ul>			
D1	<ul style="list-style-type: none"> <li>follows simple prompts</li> </ul>			
	<ul style="list-style-type: none"> <li>follows apparent steps to complete tasks</li> </ul>			
	<ul style="list-style-type: none"> <li>interprets brief text and icons</li> </ul>			
	<ul style="list-style-type: none"> <li>locates specific functions and information</li> </ul>			
	<ul style="list-style-type: none"> <li>requires support to identify sources and to evaluate and integrate information</li> </ul>			

**This task:** was successfully completed \_\_\_ needs to be tried again \_\_\_

<b>Learner Comments</b>

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature



## Skill Building Activities

### Links to online resources:

BBC Skillswise – “Listening for Specifics” - <http://www.bbc.co.uk/skillswise/topic/listening-for-specifics> - learn tips for identifying key details when listening in a variety of situations; play games to practise the skill

Skills You Need – “Note Taking” – <http://www.skillsyouneed.com/write/notes-verbal.html> - learn how note-taking aids comprehension of oral communication in personal, employment, and academic settings, by providing a means to summarize and retain key points

Pearson Education – “Chapter 5: Listening & Critical Thinking” - [http://highered.mheducation.com/sites/dl/free/0073385018/537865/pearson3\\_sample\\_ch05.pdf](http://highered.mheducation.com/sites/dl/free/0073385018/537865/pearson3_sample_ch05.pdf) - read about: the importance of listening in our lives (p. 114), four types of listening (p. 115), barriers to listening (p. 116), listening and thinking critically (p. 119), effective listening in different situations (p. 124)

Saddleback College – “How to Find the Main Idea” - <http://www.saddleback.edu/uploads/la/rl/powerpoints/main%20idea.pdf> – presentation slides teach about stated and implied main ideas, topics, and supporting details; learn to find main idea and supporting details in text passages, in order to apply this skill to visual and auditory presentations

### LearningHUB online courses available:

- **Reading & Writing, Independent Study (assigned by practitioner after assessment)**
  - Reading Level 1, Assignment 1
  - Reading Level 2, Assignment 1
  - Reading Level 3 Assignment
  - Ready for College Reading, Assignments 3, 4, & 6
    - \*all lessons build comprehension and critical thinking skills that can be applied when consuming and evaluating visual and/or auditory content (e.g. Finding the Main Idea, Cause and Effect, Using Prior Knowledge, Fact and Opinion, Making Inferences, Summarizing, Using Graphics, Using Context Clues, Asking and Answering Questions, etc.)
- **Essential Skills, Independent Study (assigned by practitioner after assessment)**
  - Communications, Assignment 1: Listening for Interpretation
  - Communications, Assignment 3 - learn how speakers generate interest in their topic by using various presentation techniques
- **Essential Skills, Independent Study, Short Courses (assigned by practitioner after assessment)**
  - Understanding Your Learning Style
- **Live Classes (SABA)**
  - Reading Comprehension
  - GED Social Studies, Part 1



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- \* classes teach comprehension and critical thinking skills that can be applied when consuming and evaluating visual and/or auditory content
- Discover Your Learning Style – identify preferred ways of receiving information

**\*To access LearningHUB courses**, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): [https://www.learninghub.ca/get\\_registered.aspx](https://www.learninghub.ca/get_registered.aspx)

**\*To Access LearningHUB Course Catalogue:**

<http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%202023,%202014%20revision.pdf>