



### Task-based Activity Cover Sheet

**Task Title:** Watch a safety video to learn about the potential hazards in a workplace

<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> The learner will watch and respond to an employer safety video.	
<b>Competency:</b> A: Find and Use Information	<b>Task Group(s):</b> A3: Extract Information from films, broadcasts and presentations
<b>Suggested Level Indicators:</b> 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	
<b>Performance Descriptors:</b> The OALCF does not list performance descriptors for this task group, see chart <a href="#">or click here</a>	
<b>Links to skill building activities:</b> see the last pages <a href="#">or click here</a>	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Computer with internet connection and software capable of playing mp4 videos</li><li>• Headphones</li><li>• Pencil</li><li>• Paper</li><li>• Skill building activities could include using the A3 and the Employment Path resource from Project READ Literacy Network</li></ul>	



**ESKARGO:**

**Comprehension**

- Gets the main idea of a video with familiar subject matter
- Uses basic strategies to check and increase understanding (i.e., asks for clarification)
- 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 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 videos
- Recognizes that information videos may be objective or biased

**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:** Watch a safety video to learn about the potential hazards in a workplace

Employees are often asked to watch safety videos to learn about hazards at the workplace. Watch the following video to extract information about workplace safety:

- Go to <http://www2.worksafebc.com/Publications/Multimedia/Videos.asp?ReportID=37469>

**Learner Information and Tasks:**

**Task 1:** Who is the intended audience for this safety video?

**Task 2:** What is the main idea of the safety video you watched?

**Task 3:** What information did the safety video present to support the title of the video “Safety is Personal”?

**Task 4:** Briefly describe the presentation technique used in the video you watched.

**Task 5:** What is the main “lesson” Mike Honeyman learned from his employee’s accident?



**Task Title:** Watch a safety video to learn about the potential hazards in a workplace

**Answer Key**

**Task 1:** The intended audience is mainly employers/managers

**Task 2:** Employers learn hard lessons when an employee is injured on the job; you can't just have a book on safety you have to make sure that employees know the importance of safety and what the book contains

**Task 3:** Answers will vary but can include:

- safety investigations are a difficult process and can be very stressful
- a company can lose everything when an employee is injured
- when an employee is injured people start looking at the company differently and assume that the owners don't care about safety

**Task 4:** Answers will vary, but should reflect that the video uses a narrative (story-telling) presentation technique.

**Task 5:** Answers will vary – but will reflect the following message:

It doesn't matter what you have written down in the book – the safety message has to translate into something meaningful to the people you work with – let people know you really want them to be safe and to do what they need to do to ensure that everyone is safe on the job



**Task Title:** Watch a safety video to learn about the potential hazards in a workplace

<b>Suggested Performance Descriptors</b>		<b>Needs Work</b>	<b>Completes task with support from practitioner</b>	<b>Completes task independently</b>
A3	<ul style="list-style-type: none"> <li>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</li> </ul>			
	<ul style="list-style-type: none"> <li>A3.3: Listens/watches broadcast for more than one piece of information and integrates that 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:

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)

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

Saddleback College – “How to Find the Main Idea” -

<http://www.saddleback.edu/uploads/la/ri/powerpoints/main%20idea.pdf> – presentation slides teach about stated and implied main ideas, topics, and supporting details; practise finding the main idea in text passages, in order to apply this skill to visual and auditory presentations

WarnerJordanEducation - “Bias and Point of View” - [https://www.youtube.com/watch?v=5MOQo0j\\_k3c](https://www.youtube.com/watch?v=5MOQo0j_k3c) – video explains why we need to predict and identify a text’s biases in order to assess its credibility and reliability, and determine if we accept the messages presented

### LearningHUB online courses available:

- **Reading & Writing, Independent Study**

- 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**

- Communications, Assignment 1: Listening for Interpretation
- Communications, Assignment 3 - learn how speakers generate interest in their topic by using various presentation techniques; learn how to evaluate the credibility of information and arguments presented

- **Essential Skills, Independent Study, Short Courses**

- Understanding Your Learning Styles



## Prepared for: Cementing Integration Project – QUILL Learning Network 2015

- **Live Classes (SABA)**

- Reading Comprehension
- GED Social Studies, Part 1
  - \* 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>