



## A3 and the Employment Path Project by Project READ, March 2015

### Task Based Activity Cover Sheet

**Task Title:** What it Means to be a Volunteer

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment <input checked="" type="checkbox"/> Apprenticeship___ Secondary School___ Post Secondary ___ Independence___	
<b>Task Description:</b> The learner will watch a video to identify its purpose and intended audience.	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	<b>Task Group(s):</b> A3: Extract Information from films, broadcasts and presentations A1: Read continuous text B2: Write continuous text D: N/A
<b>Level Indicators:</b> 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 A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1 Perform simple digital tasks according to a set procedure	
<b>Performance Descriptors:</b> see chart on last page	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Computer with Internet access capable of playing Adobe Flash video</li><li>• <a href="http://www.redcross.ca/blog/2013/4/video-what-it-means-to-be-a-volunteer">http://www.redcross.ca/blog/2013/4/video-what-it-means-to-be-a-volunteer</a></li></ul>	
<b>ESKARGO:</b> <b>Skills and Knowledge Required for Successful Task Performance Comprehension:</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></ul>	



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- 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



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Many people with employment as their goal path will explore volunteer options in order to gain experience. Watch this video: <http://www.redcross.ca/blog/2013/4/video-what-it-means-to-be-a-volunteer>

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

**Task 2:** What is the purpose of this video?



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### Answer Key

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Many people with employment as their goal path will explore volunteer options in order to gain experience. Watch this video: <http://www.redcross.ca/blog/2013/4/video-what-it-means-to-be-a-volunteer>

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

- ❖ People considering/exploring volunteering opportunities (with the Red Cross)

**Task 2:** What is the purpose of this video?

- ❖ To inform or educate



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<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
<b>A3.1</b>	<ul style="list-style-type: none"><li>Listens/watches broadcast for one piece of information</li></ul>			
<b>A3.2</b>	<ul style="list-style-type: none"><li>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>			

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

### *Learner Comments*

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\_\_\_\_\_  
Print Instructor's Name

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