



Practitioner submitted task: Prepared for the Project, Teaching to Fish (Build Tasks) Integrating OALCF Task Development within Ontario's Literacy Programs (2014)

OALCF Task Cover Sheet

Task Title: Taking Point Form Notes from Written Material

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| Learner Name: | |
| Date Started: _____ Date Completed: _____ | |
| Successful Completion: Yes ___ No ___ | |
| Goal Path: Employment__ Apprenticeship __ Secondary School ✓ Post Secondary ✓ Independence ___ | |
| Task Description: The learner will read an article and take point form notes. | |
| Competency: A. Find and Use Information B. Communicate Ideas and Information | Task Group(s): A1. Read continuous text A2. Interpret documents B2. Write continuous text B3. Complete and create documents |
| Level Indicators: A1.1: Read brief texts to locate specific details A1.2: Read texts to locate and connect ideas and information A1.3: Read longer texts to connect, evaluate and integrate ideas and information B2.2: Writes texts to explain and describe information and ideas B3.2a: Use layout to determine where to make entries in simple documents B3.2b: Create simple documents to sort, display and organize information B3.3b: Create more complex documents to sort, display, and organize information | |
| Performance Descriptors: see chart on last page | |
| Materials Required: <ul style="list-style-type: none">• Attached Article, "Antibacterial wipes spread nasty germs"• Pen/Pencil• Paper Skill Building Activities: the learner should understand what "indenting" means; the difference between major and minor points when taking notes | |



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Learner Information and Tasks:

A learner on the Post Secondary goal path will need to:

- read material to locate specific information,
- take point form notes from that material
- understand the meaning of words as they are used in the context of that material
- identify the main idea of written material

Read the article, "Antibacterial wipes spread nasty germs," and complete the following tasks.

Task 1: Write point form notes from the article and, using indenting, differentiate between major and minor points.

Task 2: What would be the title of your notes?

Task 3: From the article identify the meanings for the following words:

- consecutive
- proximity
- inoculated
- estimation

Task 4: What is the main idea of this article?



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“Antibacterial wipes spread nasty germs”

Antibacterial wipes used in hospitals may not be having the intended effect, a new study from Wales suggests. The work, done by researchers from Cardiff University's School of Pharmacy, shows that the wipes do not kill high numbers of *Staphylococcus aureus* bacteria. So, if they are used on more than one surface, rather than cleaning they may just be spreading germs around.

The researchers studied three types of wipes – one containing detergent, another containing disinfectants and a third containing a natural anti-microbial product. “We found all three wipes suffered from the same problem, in that they transferred high numbers (of bacteria) and in fact in most cases uncountable numbers to consecutive surfaces,” said Gareth Williams a microbiologist who presented the study this week at an American Society for Microbiology conference in Boston. Dr. Williams wouldn't name the products and it is unclear if they would be used in Canadian hospitals. But he said the work shows there is a risk in using similar products if a single wipe is used to clean more than one surface.

Andrew Simor, head of microbiology at Toronto's Sunnybrook Health Sciences Centre, said he wasn't surprised by the findings. “These disinfectants don't kill all the bugs. That's not how they work,” said Dr. Simor, who was not involved in the research. “You're physically removing a layer of organisms. But that doesn't necessarily kill them. And so it's easy to pick them up and transfer them to another area. Dr. Simor said that in North America, infection control recommendations would specify that a wipe should be used to clean a single area and then should be discarded.

Dr. Williams and his colleagues started their work by watching how cleaners in an intensive-care unit used the products. “There was a tendency for the staff in the intensive-care to...move on to consecutive surfaces in close proximity to the initial surface. So from a bed rail to a table, for instance...with the same wipe...That set the alarm bells ringing.”

They tested whether the three types of wipes could transfer either methicillin-resistant *Staph aureus* – MRSA – or the antibiotic-sensitive form of the bacteria from a surface inoculated with the bugs and whether the germs died if they were directly applied to the wipes. All three types transferred MRSA, though in differing amounts. And none killed sufficient quantities of the bacteria to make reuse of a wipe safe. Dr. Williams said his group is writing guidelines to make clear these products should be used on a single surface only.

The researchers did not study whether the same effect would be seen in a household if a single wipe was used to clean multiple surfaces. But Dr. Simor said in his estimation these types of products aren't needed in homes. “Our households are not settings where you've got the same risk of spread of infection from the environment to individuals (as hospitals)” he said. “Standard good household practices are really all that's required.”

Helen Branswell

The Canadian Press, November 4, 2008



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Answer Key – Answers may vary

Task 1: point form notes - indentations should show relationship between points
- abbreviations, symbols, etc., accepted

Sample notes:

- wipes spread rather than kill germs
- study @ Wales Cardiff University School of Pharmacy under Dr Gareth Williams
 - included 3 kinds of wipes
 - detergent based
 - containing disinfectant
 - containing natural anti-microbial product
 - found they don't kill high levels of Staphylococcus aureus bacteria
 - all 3 types transferred high (uncountable) amounts of bacteria to consecutive surfaces
 - similar products have same risk of used on more than 1 surface
- Dr Simor-microbiology head @ Toronto's Sunnybrook not surprised
 - products don't kill bugs – not how they work
 - products designed to remove layer of organism; then be discarded
 - in North America, infection control recommendations would specify that wipe be used to clean a single area and then discarded
- Dr Williams & colleagues watched how cleaners in intensive-care used products
 - used wipes on multiple surfaces near 1st surface – bed rail to table
 - all 3 wipes could transfer methicillin-resistant Staph aureas (MRSA) or antibiotic-sensitive form of the bacteria to make reusing unsafe
 - writing guidelines to ensure products used on single surface only
- not studied whether single wipe used to clean multiple surfaces in household would have same effect
- Dr Simor's opinion
 - these products not needed in homes
 - not the same risk of infection spread from environment to individuals as in hospitals
 - only need standard good house cleaning



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Task 2: title – Answers may vary

Antibacterial Wipes Spread Rather Than Kill Germs

Task 3: word meanings

consecutive – something immediately following something else

proximity – something nearby or close

inoculated – exposed to or infected with

estimation – in his opinion, his belief

Task 4: main idea – Answers may vary

Antibacterial wipes, used in hospitals to kill germs, spread many germs instead of killing them.



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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"> identifies the main idea in brief texts | | | |
| A1.2 | <ul style="list-style-type: none"> scans text to locate information | | | |
| | <ul style="list-style-type: none"> locates multiple pieces of information in simple texts | | | |
| | <ul style="list-style-type: none"> reads more complex texts to locate a single piece of information | | | |
| | <ul style="list-style-type: none"> obtains information from detailed reading | | | |
| A1.3 | <ul style="list-style-type: none"> manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks | | | |
| | <ul style="list-style-type: none"> identifies the purpose and relevance of texts | | | |
| | <ul style="list-style-type: none"> begins to recognize bias and points of view in texts | | | |
| | <ul style="list-style-type: none"> infers meaning which is not explicit in texts | | | |
| B2.2 | <ul style="list-style-type: none"> begins to sequence writing with some attention to organizing principles (e.g. time, importance) | | | |
| | <ul style="list-style-type: none"> Uses limited range of vocabulary and punctuation appropriate to the task | | | |
| B3.2a | <ul style="list-style-type: none"> Uses layout to determine where to make entries | | | |
| B3.2b | <ul style="list-style-type: none"> Follows conventions to display information in simple documents (e.g. use of font, colour, shading, bulleted lists) | | | |
| B3.3b | <ul style="list-style-type: none"> Follows conventions to display information in more complex documents (e.g. use of abbreviations, symbols) | | | |



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

Learner Comments

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Instructor (print)

Learner Signature