

GAME OVER:

What is the cost of our obsession with digital devices

FINAL TASK: Digital Detox

Task: *Design a program aimed at driving teenagers away from their smart phones, or their obsessive video gaming disorder. This program could be anything from an application (yes!), a self-imposed method, a retreat in a closed facility cutting the patient off the world, or any method that will guarantee complete rehabilitation from the addiction.*

Guideline: You need to present your program inside a brochure that must contain everything there is to know about your program, such as:

- Name of the program;
- Who is it intended to;
- What it is, how does it work, how will it change the patient;
- How long does the cure last;
- How much does it cost;
- Where this can be done...

The brochure also needs to name and explain the specific problematic being cured, how big of a problem it is, how it affects people, and the consequences for people who suffer from such an addiction.

It should therefore drive a potential addicted person to realize that he or she has a problem, and want to seek help.

DOING:

1. You **can** use Microsoft Word or Publisher templates..



2. Your brochure should attract the reader, so put colour, include charts, pictures, etc (if applicable).

C2 - Reinvests understanding of texts and C3 - Writes and produces texts Evaluation Rubric

C2 Reinvests understanding of texts		Evaluation Criteria and Task Requirements:
Student's text combines ideas and uses language from two texts in the <i>Student Magazine</i> , with examples from own life.	Use of knowledge from texts in a reinvestment task	
10	<ul style="list-style-type: none"> • Student text clearly and coherently combines ideas from the <i>readings</i> with pertinent examples from own life that go beyond the obvious • Student text includes well-chosen language from the readings. • The Brochure presentation is neat and clear. The Program is well described and clear. 	A Beyond Expectation
9 _____	<ul style="list-style-type: none"> • Student text coherently combines ideas from the <i>readings</i> with pertinent examples from own life • Student text includes language from the reading • The Brochure presentation is good. The Program is described. 	B Meets Expectations
7 _____	<ul style="list-style-type: none"> • Student text loosely combines ideas from the <i>readings</i> with some pertinent examples from own life • Student text includes some language from the <i>readings</i>. • The Brochure presentation is confusing. The information provided is confusing. 	C Partially Meets Expectation
5 _____	<ul style="list-style-type: none"> • Student text incoherently or insufficiently combines ideas from the <i>readings</i> with superficial examples • Student text includes little language from the <i>readings</i> • Some parts of student's text may be copied directly from the <i>readings</i> • The Brochure presentation is neglected. The information provided is incoherent or absent. 	D Below Expectations
3 _____	<ul style="list-style-type: none"> • Student brochure does not include ideas/language from the <i>readings</i> <p style="text-align: center;">OR</p>	E Well Below Expectations
0 _____	<ul style="list-style-type: none"> • Almost all of student text is copied directly from the <i>texts</i>. 	