

Beyond the Post

Choose technology that makes a message ethical, useful, and accessible.

11.C.3.D “Ethically, purposefully, and strategically incorporate multimodal tools including the Internet and varying technology.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle each multimodal tool in the passage, underline the reason it was chosen, and number each ethical or accessibility safeguard. These marks will show how the council used technology strategically, not just attractively.

A Heat-Safety Campaign

- ① At Central High, a student health council planned a heat-safety campaign before the first week of fall sports. Its goal was not simply to post dramatic images, but to help athletes, families, and coaches recognize warning signs and find cooling locations. The council chose a short captioned video for morning announcements, a bilingual infographic for hallway screens and printed handouts, and a mobile-friendly web page with current links. Each format served a different situation: people could watch, scan, or revisit details later. The group avoided using a single social media post as the whole campaign because not every family uses the same platform.
- ② To make claims trustworthy, two students compared guidance from the county health department and the Centers for Disease Control and Prevention. They recorded the publication date, the organization, and the exact page for every statistic or recommendation. On the web page, they linked to those sources rather than copying long passages. The video credits named the photographer and identified a licensed image, while the infographic used icons made by the team. Before publishing, the council asked the school nurse to review medical wording. That review did not turn the campaign into medical advice, but it helped the students avoid vague or misleading claims.
- ③ Ethical design also meant protecting people who might appear in the campaign. Students did not film teammates without permission, and they left out names, health details, and location-sharing data. Captions helped viewers who could not hear the video, alt text described the infographic for screen-reader users, and high-contrast colors made key information easier to see. The web page included a date stamp and a contact link so visitors could check whether information had changed. After a trial viewing, the council revised a fast-moving chart because viewers missed its main point. Technology was useful only when its choices made the message clearer, fairer, and more dependable.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Why did the council use a video, an infographic, and a web page instead of relying on one social media post?

2 What did the council do to make its health information credible and traceable? Name two actions.

3 Choose two accessibility features from the campaign. Explain which barrier each feature addresses.

4 How did the council protect privacy, and how did it revise the campaign after testing it with viewers?

3 YOUR TURN _____ Your own words

Design a 90 to 120 word multimodal communication plan for a school or community issue. Name your audience and goal, describe two tools and why each fits, identify one credible source you will link or credit, and include one privacy or copyright safeguard plus one accessibility feature.

PART 1 • READ AND MARK

Circle each multimodal tool in the passage, underline the reason it was chosen, and number each ethical or accessibility safeguard. These marks will show how the council used technology strategically, not just attractively. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why did the council use a video, an infographic, and a web page instead of relying on one social media post?	Different formats let people watch, scan, or revisit information in different settings, and not every family uses the same social media platform.
2	What did the council do to make its health information credible and traceable? Name two actions.	It compared guidance from the county health department and the Centers for Disease Control and Prevention, recorded source details, linked to source pages, and had the school nurse review the medical wording.
3	Choose two accessibility features from the campaign. Explain which barrier each feature addresses.	Captions support viewers who cannot hear the video. Alt text supports screen-reader users. High-contrast colors make key information easier to see.
4	How did the council protect privacy, and how did it revise the campaign after testing it with viewers?	It did not film teammates without permission and omitted names, health details, and location-sharing data. It revised a fast-moving chart after viewers missed its main point.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school needs to reduce lunchtime food waste. I would address students who buy full lunches and cafeteria staff. A 30-second captioned video on cafeteria screens would show how unopened items can be shared through the approved table, reaching students while they wait in line. A QR-linked web graphic would list what can be donated and update weekly totals. I would link to the district nutrition department's food-sharing rules and credit any photos from the district media library. I would not photograph students without consent. Alt text, large type, and strong color contrast would make the web graphic usable for more readers.

Accept equivalent explanations that connect each tool to a particular audience, setting, or purpose. For the open task, look for strategic tool choices, a credible and properly attributed source, an ethical safeguard, and a specific accessibility feature.