

# Autumn Watch

## Overview

### Task Context

Students need to be able to communicate ideas and information for a variety of purposes. They must be able to organize and present information clearly for a specific audience. In this unit, students create brochures to present safety information in a clear and interesting way. Their chosen audience may be younger students, peers, or adults in the community.

### Links to Prior Knowledge

Prior to beginning, students in Grades 4, 5 and 6 need to be able to:

1. work in groups and independently;
2. read a variety of materials;
3. use the internet (optional: required only for completion of Subtask Two B);
4. communicate messages;
5. apply the rules of working with others;
6. contribute ideas appropriate to the topic and listen to the ideas of others;
7. identify basic elements of text and basic techniques that help convey the message in print and media materials.
8. conduct research.

## Subtask One: Let's Look at Brochures

### Description

Students examine a variety of brochures to brainstorm important elements that help to feature and promote the material. After a class discussion, the teacher explains what is expected as a final product.

### Expectations

Grade 4	Grade 5	Grade 6
4a32 • identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;	5a27 • define the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;	6a26 • identify the elements of design (colour, line, shape, form, space, texture) and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;

## **Groupings**

Students Working As Whole Class  
Working in Small Groups

## **Teaching / Learning Strategies**

Brainstorming

## **Assessment**

The teacher will observe the brainstorming during class discussion.

## **Assessment Strategies**

Observation

## **Assessment Recording Devices**

Anecdotal Record

## **Teaching / Learning**

### **Part One: Examining Brochures**

1. In small groups, students examine a variety of brochures. ( Sample brochures are available from places such as the local health unit, local museums, car dealerships, the Red Cross, safety organizations, your local fire prevention officer, etc. )
2. One student, acting as recorder, lists the necessary elements of a brochure as an effective method to promote a product or an activity (e.g., healthy eating). Students should consider design elements as well as content material.
3. A second student from the group, acting as a reporter, explains their list to the class, using examples from specific brochures.

### **Part Two: Establishing Criteria**

1. The class looks at the compiled class list and comes to a consensus regarding eight key features of a good brochure.

Possible key elements are:

- eye-catching cover page;
  - concise language;
  - sketches or photographs/pictures;
  - bold titles;
  - appealing colour;
  - effective use of white space;
  - font size;
  - readability;
  - correct grammar and punctuation.
2. Together the students and the teacher design a Peer Feedback Checklist to direct peer assessment of the completed brochure. (Sample checklist is included). The teacher may also wish to include written comments and feedback using the same form.

## **Adaptations**

Consult individual student I.E.P.s

## **Resources**

Sample Peer Feedback Checklist

## Peer Feedback Checklist for Brochure (sample)

My name: \_\_\_\_\_ Name of Brochure Developer: \_\_\_\_\_

Criteria	Y	N	Comments
• Eye-catching cover page (colourful, interesting)			
• Safety information presented creatively			
• Effective use of colour and white space			
• Effective illustrations			
• Easy to read and understand			
• Accurate spelling, punctuation, and grammar			
• Neat and well organized work			

## **Subtask Two: Say it Through Art**

### **Description**

Fact sheets provide safety information. A jigsaw will be used to provide opportunities for students to gain a variety of information by participating in a specialized group and then by sharing and integrating what they learned in their "home" group. The jigsaw is used to help students acquire an overview of a range of safety material. A worksheet will be provided to help students record 5 or 6 key points in each safety area. Turning some of these facts into messages of prevention develops student awareness and understanding. Students will develop safety brochures targeting a specific audience (i.e., younger students, peers, or adults).

### **Expectations**

<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
4e27 • read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;	5e22 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;	6e23 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, myths, articles) for different purposes;
4e29 • read independently, using a variety of reading strategies;	5e24 • read independently, selecting appropriate reading strategies;	6e25 • read independently, selecting appropriate reading strategies;
4a31 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;	5a26 • produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;	6a25 • produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;
4a42 • solve artistic problems in their art work, using the elements of design specified for this grade (e.g., create a self-portrait and defend their colour choices);	5a38 • organize their art works to create a specific effect, using the elements of design (e.g., create a still life depicting their favourite foods, and explain how they used colour, texture, and shape to appeal to the viewer's senses);	6a37 • solve artistic problems in their work, using the elements of design and at least one of the principles of design specified for this grade (e.g., create a work depicting a local historical event, using line and colour
4a43 • produce two- and three-dimensional works of art (i.e., works involving	5a39 • produce two- and	

media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., create a poster for display in the school library to commemorate a personal literary hero, using an additive form of printmaking);	three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., using electronic media, design an eye-catching title page for their science notebook that clearly communicates the topic for a specific unit of study);	as means of emphasis to highlight the most important aspect of the picture);
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## Groupings

Students Working Individually  
 Students Working As Whole Class  
 Working in Small Groups

## Teaching / Learning Strategies

Jigsaw  
 Advance Organizer  
 Note-Making  
 Discussion

## Assessment

Peer Assessment

## Assessment Strategies

Checklist

### Notes to Teacher

The following items need to be photocopied:  
 Safety Chart (one per student)  
 Safety Information Cards (6 copies of # 1 to 5)  
 Peer Feedback Checklist -developed in Subtask One (one per student)

## Teaching / Learning

### Part One: Safety Information Jigsaw

1. Teachers organize students into groups of five and assign a number from 1 to 5 to each member. The numbers will correspond to one of the safety information cards.

2. Each "topic" group will go off and use the appropriate information card to garner the information required to complete the appropriate section of their safety chart.
3. Students will return to their original group of six to share information. Students will make jot notes to complete their Safety chart.(provided)
4. Students record any questions that they have on the topics discussed.

### **Part Two: Class Discussion**

1. Teachers lead a class discussion of the material reviewed and any remaining questions that students may have.

### **Part Three: Planning Safety Brochures**

1. Students and teacher review the qualities/characteristics of effective brochures established in Subtask One.
2. Students decide whether to design a brochure intended to inform younger students, peers, or adults of their safety tips.
3. Students choose facts from their Safety Chart and use them to plan a six panel brochure. (cover and five pages for messages and illustrations). Encourage creativity. Remind students to:
  - a) choose messages they feel are especially important and to highlight these in their brochures.
  - b) refer to the criteria of effective brochures while planning.
4. Teachers circulate to assess what students record to check for understanding before beginning the final brochures.

### **Part Four: Creating Brochures**

1. Students complete their brochures.
2. Students complete a peer assessment of one other brochure, using the checklist developed in Subtask One, Part Two, #2. The teacher may also wish to include written comments and feedback using the same form.
3. All brochures are displayed throughout the room. Students who wish to share their brochures may present them to their classmates or to younger students in the school.
4. Arrange to have the brochures on display in a public space within the school. This allows messages to be communicated and presented beyond the classroom.

## **Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Teachers might read and scribe or allow students to work with a buddy who could read and scribe for them. Giving students extra time or seating the student away from distractions may assist learning.

## **Resources**

Safety Information Cards

Safety Chart

Peer Feedback Checklist(developed in Subtask One)

### **Notes to Teacher**

Before beginning the unit, the teacher should gather sample brochures.

The brochure for the subtask can be constructed by orienting an 8 1/2 x 11" piece of paper in a 'landscape' format and folding it in thirds. This will result in a six panel brochure.

## **Safety Information Card #1**

### **Kitchen Safety Tips**

- Look while you cook! Stay in the kitchen while cooking. If you must leave, turn down the heat on appliances and return quickly.
- Keep anything that can catch fire, such as dishtowels, paper or plastic bags, curtains, etc., at least one metre away from the stove top.
- Every kitchen should be protected by Ground-Fault Circuit Interrupters (GFCIs). If you don't have them, hire an electrician to install them.
- Avoid wearing loose-fitting clothing when cooking (such as long open sleeves) which can be ignited by hot burners.
- If your clothes catch fire, stop, drop and roll to extinguish the flames.
- Remove mats or runners in the kitchen and dining areas that could cause someone to slip or trip while carrying hot dishes.
- Always turn pot handles inward to prevent small children from reaching up and pulling down a hot pan.
- Keep hot items, such as hot beverages and trays that have just come out of the oven away from the edge of counters, so that children are not able to reach them.
- Hot liquid and food burns often occur when children pull hanging tablecloths or place mats. Use table cloths and decorations with care.
- Food cooked in a microwave can be dangerously hot. Remove the lids or other coverings from microwaved food carefully to prevent steam burns.
- Keep children and pets away from the stove when anyone is cooking and never leave children in the kitchen unsupervised when food is being prepared.
- Store knives and other sharp objects out of the reach of children and make sure children are a safe distance away when you are using knives to avoid injuries.
- Roll up electrical cords. Never leave them dangling over the counter where children can grab them.
- Extinguish a grease fire by putting a lid on the pan.
- To extinguish an oven fire, turn off the oven and keep the oven door closed.
- To extinguish a microwave oven fire, hit the OFF switch and keep the microwave door closed.
- If you burn your hand, cool the burn and seek medical attention.

## **Safety Information Card #2**

### **Fire Drills: The Great Escape**

Would your family know how to escape if there was a fire in your home? A home escape plan is a plan to get out of your home safely in case of a fire. Every household member should know two ways out of each room in case one is blocked by fire or smoke.

Here are some easy steps to follow in helping your child with this plan.

1. Get your family together and use the blank Floor Plan Grid provided with this letter to draw a simple floor plan of each level of your home.
2. Plan two ways out of each room. The first way out should be a door and the second way out could be another door or window.
3. Make sure doors and windows can be opened easily. In a two-story building, plan your escape through a window onto a roof or porch. If you must use an escape ladder, be sure everyone knows where it is and how to use it.
4. Choose a special meeting place outside the home and mark it on the floor plan. A meeting place should be something that stays in the same place, such as a tree, telephone pole, or a neighbour's house.
5. Make sure everyone understands the planned escape routes.
6. Install smoke alarms on each level of your home and outside each sleeping area. Test them weekly and change the batteries once a year.
7. Have a home fire drill at least twice a year. Have family member practise using their second way out as well as their primary one.
8. If you live in an apartment, use the stairs. **Never use an elevator** in case of a fire. The elevator could take you to the floor where the fire is burning. If fire blocks your exit, close the apartment door and cover all cracks where smoke could enter. Telephone the fire department even if firefighters are already at the building. Tell them where you are. Wave a towel or sheet at the window to help the firefighters find you.
9. If you live in a mobile home, follow the same steps. Keep all exits clear and install smoke alarms on interior walls.

## **Safety Information Card #3**

### **Working Smoke Alarms Save Lives**

All seasoned firefighters have heard the explanation, “The smoke alarm woke me up. I was able to wake the rest of the family and get them out just ahead of the fire.” A smoke alarm is the best early fire detection device available to the average homeowner. Here are some answers to questions commonly asked about smoke alarms.

#### ***Why are smoke alarms needed?***

Fire spreads very quickly. A fire which burns for one minute in a house will grow to three times original size; eleven times its original size in four minutes; and fifty times its size in only six minutes.

90-95% of people who die in fires are killed by the smoke. Smoke is full of carbon monoxide. Carbon monoxide replaces the oxygen in our bodies and suffocates us. Many people think they will smell smoke and wake up. Actually, smoke puts you into a deeper sleep. People who are awakened by a fire have inhaled enough smoke that they can't think clearly. In their stupor, they make wrong decisions as they try to escape and are killed.

#### ***What kind of smoke alarm should I buy?***

Both battery-powered and house current-powered smoke alarms do a good job. Make sure the one you choose has been tested by a nationally-recognized testing laboratory such as CSA (Canadian Standards Association).

#### ***How many smoke alarms do I need?***

There should be at least one alarm on every floor of the house except attics, unless the attic space is used for sleeping. Additional alarms will increase the chance of early detection.

#### ***Where should I place an alarm?***

Smoke alarms should be placed near bedrooms either on the ceiling—at least 15 to 30 centimetres away from the wall—or on the wall, 15 to 30 centimetres down from the ceiling. This allows the alarm to sense the smoke as it approaches the sleeping area.

#### ***What maintenance do smoke alarms require?***

Test the alarm at least monthly by pushing the test button. Once a year vacuum the dust from alarm air vents. Battery operated alarms should have the battery replaced each year or when the low-battery warning sounds. Perhaps the best reminder to change your battery is when you change your clock in the fall: “Change Your Clock.....Change Your Battery”

#### ***Is there anything else I should do to make my home or cottage safer?***

Yes! Hold practice drills with your whole family so they will know what to do if your alarm ever alerts you of an emergency.

Install a carbon monoxide alarm as well and keep a fire extinguisher handy.

## **Safety Information Card #4**

### **Electrical Safety**

There are dozens of small electrical appliances used in our home everyday. It is important that these are kept in good repair and used properly to prevent fires and burn injuries.

#### **Safety Testing Organization**

All appliances should bear the label of a recognized testing and certification organization such as CSA (Canadian Standards Association). This insures that the item has been constructed in accordance with nationally accepted safety standards.

#### **Hazards**

- Replace broken or frayed cords.
- Do not use electrical appliances in or near water.
- Do not plug too many appliances into the same outlet.
- Replace cords that feel warm or hot.
- Appliances that give off smoke or a burning odour should be repaired by a technician.
- Unplug appliances when they are not in use.
- Keep appliances clean and free from dust and grease.
- Electrical appliances should be repaired only by certified service personnel.
- Electrical problems within the home should be repaired by an electrician.
- Use extension cords of the proper weight and size.
- Cords intended for indoor use should never be used outdoors.
- Children should have adult supervision when using an appliance.
- When a fuse blows, locate the source of the problem and correct it before replacing the fuse.
- Never touch appliance cords, extension cords, electrical equipment, or light switches with wet hands or feet.
- Never touch appliance cords, extension cords, electrical equipment, or light switches while standing in water, or while in contact with a metallic object.

Remember: Water and electricity do not mix!!

## **Safety Information Card #5**

### **Carbon Monoxide**

Carbon monoxide (CO) is a poisonous gas that you cannot see, smell or taste. It is produced by the incomplete burning of fuels such as natural gas, propane, heating oil, kerosene, coal, charcoal or wood. Improperly installed or poorly maintained appliances that run on these fuels may create unsafe levels of CO. Therefore, it is important that such appliances are installed and regularly maintained by trained service technician. In enclosed spaces such as your home, cottage or recreational vehicle, even a small amount of CO is dangerous.

#### **Symptoms**

Exposure to CO can cause flu-like symptoms such as headaches, nausea, dizziness, burning eyes, confusion, drowsiness and even loss of consciousness. In very severe cases, CO poisoning can cause death. Older people, people with heart or breathing problems, children and pets may experience the effects earlier than others.

At any time, if you or anyone else in your home is experiencing the symptoms of CO poisoning, get everyone out of the house and seek medical help. Call 911 or your local fire department.

#### **Working Carbon Monoxide Alarms Save Lives**

All carbon monoxide alarms should bear the seal of approval of a recognized testing and certification organization like CSA (Canadian Standards Association). At least one alarm should be installed at knee-height, near the sleeping area of your home, cottage and recreational vehicle. You may need more than one alarm if sleeping areas are on more than one level. Refer to the manufacturer's instructions for more information about proper use and maintenance of your alarms

If a CO alarm sounds in your home, cottage or recreational vehicle, open all doors and windows to ventilate. If you cannot find the problem and the alarm continues, leave the building and contact a qualified service technician to check your fuel-burning equipment.

#### **Danger Signs**

- Symptoms of CO poisoning
- Stale or stuffy air
- Smell of gas when the fuel-burning appliance turns on
- Pilot light on your fuel-burning appliance goes out
- Chalky white powder forms on the chimney or exhaust vent pipe
- Excessive moisture forms on windows and walls
- CO alarm sounds

### Safety Chart

List 5 or 6 important points for each safety topic.

Kitchen Safety	Electrical Safety
Home Escape Plans	Smoke Alarms
Carbon Monoxide	My Questions: