

Surfing for Safety

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 infomercials to present safety information in a clear and interesting way for younger students 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. follow directions;
4. communicate messages;
5. listen to discussions;
6. apply the rules of working with others;
7. contribute ideas appropriate to the topic and listen to the ideas of others;
8. identify basic elements of text and basic techniques that help convey the message in print and media materials.

Subtask One: Surfing the Net for Safety Info

Description

Students will use the Internet to access information on a safety topic. 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.

Expectations

Grade 4	Grade 5	Grade 6
4e29 • read independently, using a variety of reading strategies;	5e22 • read a variety of fiction and non-fiction materials (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;
4e62 • use some vocabulary learned in other subject areas in simple contexts;	5e55 • use vocabulary learned in other subject areas in a variety of contexts;	
4p3 • use living skills to address personal safety and injury prevention;		

Groupings

Students Working As a Whole Class
Working in Small Groups

Teaching / Learning Strategies

Discussion
Internet
Research Process

Teaching / Learning

Part One: Formulating Questions

1. Teachers list five safety topics on the board:
 1. kitchen safety,
 2. electrical safety,
 3. smoke alarms,
 4. home escape plans,
 5. carbon monoxide.
2. Teachers assign students a number from 1 to 5. Numbers will correspond to the topics listed above. Each "topic" group will go off and discuss what they want to know or have clarified on the topic of safety in their assigned area. Each group must choose a "recorder" and a "reporter". Each group brainstorms five or six questions and the recorder puts them on chart paper.
3. In a whole class grouping, each reporter shares the questions generated by the group.
4. Students have an opportunity to add additional questions where appropriate.

Part Two: Internet Research

This task requires students to use the Internet. Teachers must ensure that students know and follow board and school policies related to Internet use.

1. Teachers lead the class in a discussion of possible Internet sites where students can find information to answer their questions. A list of possible sites is included for student reference.
Arrangements to use computer facilities should have been prearranged. Research skills must be taught or reviewed before the assignment is given.
2. Students with the same topic number (assigned in Part One #2) work in pairs to complete Internet research in order to answer questions recorded on the chart paper for their group.

Part Two: Class Discussion

1. Teachers lead a class discussion of answers to the questions previously posted on chart paper.

Adaptations

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

In pairing students for Internet research, teachers might consider pairing some students work with a buddy who could read and scribe for them. Giving students extra time or seating students away from distractions may assist learning.

Resources

Suggested Internet Sites

Suggested Internet Sites

National Fire Protection Association

www.nfpa.org

www.sparky.org

www.riskwatch.org

Technical Standards & Safety Authority (TSSA)

www.public-safety-first.com

www.tssa.org

State Farm Insurance

statefarm.com/kidstuf/smoke/index.html

Ontario Fire Marshal's Public Fire Safety Council

www.firesafetycouncil.com

Energizer

www.energizer.com/learning/default.asp

Staying Alive in Cooperation with the Firefighters' Burn Fund Inc.

www.stayingalive.ca

Kidde

www.abclocal.go.com/promotions/kidde/wpvi/savelife03_commitment.html

Subtask Two: Get The Word Out

Description

Now that students have the safety information, turning some of these facts into messages of prevention develops student awareness and understanding. Developing and presenting infomercials helps pass messages of prevention to younger students in the school or to adults in the community.

Expectations

Grade 4	Grade 5	Grade 6
<p>4e22 • choose words that are most effective for their purpose (e.g., to describe vividly);</p> <p>4e52 • communicate various types of messages, explain some ideas and procedures, and follow the teacher’s instructions;</p> <p>4e64 • use appropriate tone of voice and gestures in social and classroom activities;</p> <p>4e65 • present information to their peers in a focused and organized form on a topic of mutual interest;</p>	<p>5e1 • communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);</p> <p>5e20 • select and use words to create specific effects (e.g., to create a mood);</p> <p>5e45 • communicate information, explain a variety of ideas and procedures, and follow the teacher’s instructions;</p> <p>5e59 • use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, reading aloud, making presentations, stating opinions, etc.;</p>	<p>6e1 • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);</p> <p>6e18 • select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);</p> <p>6e60 • use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;</p>

Groupings

Students Working As Whole Class

Students Working in Small Groups

Teaching / Learning Strategies

Review

Directed Reading-Thinking

Discussion

Assessment

Students complete an Infomercial Planing Sheet. Teachers assess what has been recorded to check for understanding before beginning the infomercials. Guidelines for infomercial development are listed in Teaching/Learning Part Two #2.

Students assess their own infomercial using the checklist developed.

Teachers may also assess infomercials using same criteria.

Assessment Strategies

Checklist

Self Assessment

Anecdotal Record

Part One: A Look at Infomercials

1. Revisit the safety information gathered from the internet.
2. Teachers teach a lesson on the difference between "facts presented" and "exaggerated claims" using advertisements available.
3. Teachers divide the class into groups of five. In their groups, students brainstorm how they are persuaded to buy products or change their behaviour through techniques used in television, radio, and print ads. Allow opportunity for students to share this with the class and receive feedback from their peers and the teacher.
4. Elicit information from students and categorize the various advertising approaches. The following ideas are provided as a sample list of techniques advertisers use to convince consumers.

Name Dropping	A popular personality recommends a product
Testimonials	A "satisfied customer" explains how the information/product made a difference in their lives
Numbers	"Four out of five doctors recommend"
Comparison Test	"Just feel the difference"
Slogans	"SmartStart Your Barbecue"
Catchy Phrases	"Look while you cook."
Beautiful people selling products or promoting a behaviour	

Include in this discussion how sound effects, familiar music, and dramatic tone of voice draw and maintain a consumer's attention. Also discuss what approaches are used to appeal to various target audiences.

5. The techniques are recorded on chart paper or chalkboard for future reference.
6. Students are informed that they will be working in groups to develop and present an infomercial, which must convince the audience to change their behaviour.

Possible Infomercial Content:

- Make your house or cottage fire safe (smoke alarm, carbon monoxide alarm, fire extinguisher)
- Kitchen safety tips
- Electrical safety tips
- Home escape planning
-

Part Two: Developing Infomercials

Following the lesson on advertising techniques used to influence an audience, students use the knowledge they have gained to develop an infomercial.

1. Teachers list the features of infomercials, with student input before students participate in this activity. Remind students that these infomercials must be based on accurate information and be respectful and appropriate for audiences of diverse backgrounds.
2. Teachers create a checklist with student input (sample included) based on the above features and grade specific oral communication expectations to assess the infomercials. Students may bring in any materials that might complement the sound effects they want. Remind students that no hazardous materials are to be brought into class. **Students need to keep in mind to whom they are presenting as they create their infomercial,) e.g., if presenting to a Grade 1 class, the pace of the presentation would be different than if presenting to a Grade 6 group of students).**
3. Using facts from the Information Sheets provided, each group is responsible for developing an action plan using the Planning Sheet provided. Encourage creativity. Ask students to choose messages they feel are especially important and to highlight these in their infomercials. Students define messages from the Information Sheets and, in doing so, demonstrate understanding.
4. Teachers circulate to assess what has been recorded to check for understanding before beginning the infomercials.

Part Three: Creating Infomercials

1. Teachers provide opportunities for groups to practice their infomercials.
2. Each group completes a self –assessment of their infomercial using the checklist developed with student input (Part Two #2). A sample checklist is provided. The teacher may also wish to include written comments and feedback using the same form.
3. Students present their infomercials to their classmates.
4. Arrange to present the infomercials 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.

The teacher may use a buddy to help read and give extra time to complete work.

Resources

Sample Infomercial Checklist

Infomercial Planning Sheet

Sample Infomercial Checklist

Give a checkmark if you feel that you have met the criteria.

Provide comments to explain your checkmarks.

Criteria	Y	N	Comments
Accurate and complete information is provided.			
Tone of voice and gestures reinforce the message.			
We speak clearly and loudly.			
Our arguments are persuasive.			
Our choice of words is appropriate for the intended audience.			
We have included elements to interest the audience. Props Lighting Sound effects Costumes			

Infomercial Planning Sheet

Intended Audience:

Safety Tip(s)	Persuasive Argument
Get their Attention (props, lighting, sound effects, costumes, etc.)	Characters Required (roles)

Briefly describe the scenario.