

Spring into Summer...Spring into 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 posters 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: True/False Quiz to Assess Knowledge

Description

Students answer a true/false questionnaire to assess their knowledge about summer safety tips regarding BBQs, flammable fuel, cottage living, and camping. This introduces the unit by examining prior knowledge and determines learning needs.

Following the quiz, information sheets are used to help correct the quizzes and provide students with background information. Students look over their quizzes and put a "K" beside items they knew previously and an "NK" beside items they consider "New Knowledge."

Expectations

Grade 4	Grade 5	Grade 6
<p>4e29 • read independently, using a variety of reading strategies;</p> <p>4e62 • use some vocabulary learned in other subject areas in simple contexts;</p> <p>4p3 • use living skills to address personal safety and injury prevention;</p>	<p>5e22 • read a variety of fiction and non-fiction materials (novels, short stories, biographies, editorials) for different purposes;</p> <p>5e55 • use vocabulary learned in other subject areas in a variety of contexts;</p>	<p>6e23 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, myths, articles) for different purposes;</p>

Groupings

Students Working Individually
 Students Working As Whole Class

Teaching / Learning Strategies

Worksheets
 Review

Assessment

A true/false quiz is given to determine what students know and what they need to learn about. The quiz is intended to introduce the activities. This is a diagnostic assessment.

Assessment Strategies

Quizzes, Tests, Examinations

<p>Notes to Teacher The following items need to be photocopied (a class set): What Do You Know About Summer Safety? Quiz Information Sheet on Summer Safety</p>

Teaching / Learning

1. The teacher introduces the summer safety topics to the class in order to prepare students for the following quiz to access their prior knowledge.

2. Teachers review the format for completing a true/false quiz. Students should read each question more than once until they are certain they understand it and choose one answer only. Encourage students to use a best guess if they're not sure of the correct answer.
3. Tell the class they will be doing the quiz on their own and will have five to ten minutes to complete it.
4. To discuss the quiz, students should exchange quizzes with other students or keep their own quiz.
5. The Information Sheet provides correct answers and more information. Once the quizzes have been discussed, students indicate which items in the quiz are "K" for items they already knew and "NK" for things they now know and have as new knowledge or information.
6. Students take items that are "false" on the quiz and rewrite them so they are "true" statements.

Adaptations

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

Allow for accommodations for exceptional students and for reteaching so that students have opportunities to successfully demonstrate prior knowledge and learning. The quiz is influenced by the student's ability to read and understand the vocabulary. 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.

Resources

True/False Quiz: What Do You Know About Summer Safety?
Information Sheets (Answer Sheet with additional information)

What Do You Know About Summer Safety?

Answer True or False to each statement (T or F)

1. ___ If the electricity goes off, you could bring your barbecue into the house and use it to cook dinner.
2. ___ Safety equipment in your home or cottage should include a carbon monoxide alarm and a fire extinguisher.
3. ___ Never leave a barbecue unattended when food is being cooked.
4. ___ Put the propane tank in the trunk of the car when you go to get it refilled.
5. ___ Pour lots of water on your campfire to make sure it is completely out.
6. ___ Smoke alarms are not necessary at the cottage.
7. ___ Have the match ready to light the barbecue before you turn on the fuel.
8. ___ Children should stay away from the barbecue when it is in use.
9. ___ There should be a smoke alarms on every floor of your house and in or near sleeping areas.
10. ___ Gasoline may be stored in the house if the container is tightly sealed with a cap.
11. ___ Your emergency kit should include a flashlight and spare batteries.
12. ___ Clear the brush from an area of 2 to 3.5 metres around your campfire.
13. ___ If a carbon monoxide alarm sounds in your house, open all the doors and windows. Leave the house if the alarm continues to sound.

Rewrite the false” statements so that they are now “true”.

Information Sheets on Summer Safety

1. False

Barbecues are designed to be operated outside only. A burning barbecue uses oxygen and may give off carbon monoxide. Carbon monoxide is a poisonous gas that you cannot see, smell, or taste.

2. True

Every home and cottage should have CSA approved smoke alarms, a carbon monoxide alarm, and an approved fire extinguisher. Install new batteries in the smoke alarms at least once a year. Never borrow a battery from a smoke alarm. Clean the alarms regularly following the manufacturer's instructions.

Carbon monoxide alarms warn of the presence of this poisonous gas which you cannot see, taste, or smell. The gas may be given off by the incomplete burning of fuels such as propane, natural gas, heating oil, kerosene, wood, coal, or charcoal. Unless your house is ALL electric, you should install a carbon monoxide alarm and have all heating sources and gas appliances serviced regularly.

Most home fire extinguishers discharge completely in a very short time (8 to 10 seconds) and have a range of only 2 to 3.5 metres. It is better to leave fire fighting to the professionals unless the fire is very small and confined and even then, an adult should use the fire extinguisher.

3. True

Look while you cook! Leaving a lit barbecue unattended can be a safety hazard for people in the surrounding area, especially children who may touch the appliance or the grill.

4. False

Always transport the propane cylinder in an upright position. Secure it in the car and put it in a well-ventilated area (i.e., in the car with the windows open). Never transport the tank in an unventilated area such as the trunk of the car. The trunk is also dangerous because if your car is hit from the rear by another car, there can be a fatal explosion. On hot days, never leave the tank in the car for a prolonged period.

5. True

Drown your campfire with water when you leave it. Make sure all embers, coals and sticks are wet. If no water is available, use dirt or sand. Mix with embers by stirring until all material is cold enough to feel with your bare hand.

6. False

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. You need to install them in every home, cottage, and trailer.

7. True
StartSmart Your Barbecue...It's as easy as 1, 2, 3!
 1. Open lid
 2. Light match
 3. Open fuel valve
8. True
The surfaces of the barbecue are hot and can cause severe burns. Children should always be kept a safe distance away from the barbecue when it is in use.
9. True
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. All smoke alarms should carry a CSA approval sticker.
10. False
Gasoline containers must be tightly sealed with a cap. Store flammables (such as gasoline) in a well-ventilated area, separate from the living portion of the home—preferably in a storage building apart from the house. Keep all hazardous products locked up and out of the reach of children.
Remember that many flammable liquid vapors can be ignited by a distant flame or spark. When the vapors of a flammable liquid do ignite, they often do so with explosive force. This can lead to serious injury of a victim's face and eyes and often results in clothing catching fire.
11. True
In the event of a power outage, a flashlight and extra batteries will provide a safer source of light than candles.
12. True
Prepare your campfire site by clearing the area around your campfire by 2 to 3.5 metres. This will keep a small campfire from spreading.
13. True
If a CO alarm sounds in your home, open all doors and windows to ventilate. If the alarm continues, leave your home and contact your local gas utility company or a qualified heating contractor to check your fuel-burning equipment.

Note to Teachers:

At this point, teachers may choose to continue with either Subtask Two A or Subtask Two B.

In Subtask Two A, students create summer safety posters.

In Subtask Two B, students create summer safety infomercials.

Subtask Two A: Say It Through Art

Description

Fact sheets give information on summer safety. Turning some of these facts into messages of prevention develops student awareness and understanding. Making and displaying posters 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>4e6 • produce media texts using writing and materials from other media (e.g., a cartoon);</p> <p>4e22 • choose words that are most effective for their purpose (e.g., to describe vividly);</p> <p>4e65 • present information to their peers in a focused and organized form on a topic of mutual interest;</p> <p>4a31 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;</p> <p>4a43 • produce two- and three-dimensional works of art (i.e., works involving 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);</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>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;</p> <p>5a39 • produce two- and 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);</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>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;</p> <p>6a38 – produce two- and 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., create a sculpture out of clay that shows a figure engaged in a typical pioneer activity);</p>

Groupings

Students Working Individually
Students Working As Whole Class

Teaching / Learning Strategies

Review
Directed Reading-thinking Activity

Notes to Teacher

Sample posters will be needed.
Each student will require a copy of the Checklist for Poster provided.

Assessment

Students complete a Poster Plan. Teachers assess what has been recorded to check for understanding before beginning the posters. Guidelines for poster development are listed in Teaching/Learning Part One #4.

Students assess their own poster, using the criteria.
Teachers may also assess posters using same criteria.

Assessment Strategies

Checklist
Self Assessment
Anecdotal Record

Assessment Recording Device

Checklist

Teaching / Learning

Part One: Establishing Criteria

1. Review the Information Sheets on summer safety.
2. Discuss each true and false answer. Allow students to share examples of their rewritten “true” statements.
3. Students are informed that they will be creating a poster. Students and teacher discuss the qualities/characteristics of an effective poster while examining several exemplary posters.

The following ideas are provided as a sample of possible criteria for an effective poster.

Message: A successful poster has information that is clear and convincing.
Simplicity: Keep it easy to look at. This means use fewer visual elements as opposed to many.
Unity: The poster should hold together. A border or background colour conveys unity.

- Balance:** For a poster to have balance, the elements in one part should not overpower those in another. Consideration should be given to size, colour, and shape of the different elements of the poster.
- Attention-Getter:** Many posters deliver their message by using an element of surprise to get the viewer's attention.
- Workmanship:** The quality of the painting or colouring technique, lettering, and other items should be high.
- Audience Appeal:** For whom is the poster intended? The message and the words used should appeal to the intended audience.

4. The poster criteria are recorded on chart paper or chalkboard for future reference.

Possible Poster Content:

- StartSmart your barbecue
- List the safety equipment required to make your house or cottage fire safe (smoke alarm, carbon monoxide alarm, fire extinguisher)
- Barbecuing safety tips
- Camping safety tips
- Safe storage and/or transportation of flammable liquids

Part Two: Designing Posters

1. Students decide whether to design a poster intended to inform younger students or adults of their safety tips.
2. Students choose facts from the Information Sheets and use them to make a poster plan. Encourage creativity. Ask students to choose messages they feel are especially important and to highlight these in their posters. The poster uses a caption along with drawings or pictures from magazines. Students define messages from the Information Sheets and, in doing so, demonstrate understanding.
3. Teachers circulate to assess what has been recorded to check for understanding before beginning the posters.

Part Three: Creating Posters

1. The teacher and students prepare for the poster-making art class. Materials (paper, paint, newspapers, brushes, cans of water, paper towels, etc.) are made available/accessible to the class.
2. Students complete their posters.
3. Students complete a self-assessment of their poster, using the criteria identified (Part One #4). A sample checklist is provided or one may be established with student input. The teacher may also wish to include written comments and feedback using the same form.
4. All posters are displayed throughout the room. Students who wish to share their posters may present them to their classmates.
5. Teachers arrange to have the posters 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:

The teacher may use a buddy to help read, give extra time to complete work, and use magazine pictures instead of drawing. For students who are having difficulty getting started, the teacher might use sentence starters for the poster.

Resources

Checklist for Poster

Checklist for Poster

Give a checkmark if you feel that you have met the criteria.
Provide comments to explain your checkmarks.

Student's name: _____

Criteria	Y	N	Comments
Good Use of Time: Did I use my time well?			
Poster Techniques: Did I use several effective poster techniques?			
Appropriate: Did I communicate an appropriate message via my poster?			
Creative/Original: Did I use original, creative ideas?			
Communication of Ideas: Did I target a specific Audience appropriately?			

Subtask Two B: Get The Word Out

Description

Fact sheets give information on summer safety. 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

4. Revisit the Information Sheets on summer safety.
5. Discuss each true and false answer. Allow students to share examples of their rewritten "true" statements.
6. Teachers teach a lesson on the difference between "facts presented" and "exaggerated claims" using advertisements available.
7. 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.
8. 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.

9. The techniques are recorded on chart paper or chalkboard for future reference.
10. 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:

- StartSmart your barbecue
- Make your house or cottage fire safe (smoke alarm, carbon monoxide alarm, fire extinguisher)
- Barbecuing safety tips
- Camping safety tips
- Safe storage and/or transportation of flammable liquids

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:

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

Briefly describe the scenario.