

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 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 7 and 8 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 safety tips in the following areas:

- Working Smoke Alarms & Carbon Monoxide Alarms - The Save of a Lifetime
- Fire Drills- The Great Escape
- Electrical Safety - Be Safe to a Fault
- Holiday Happenings- Look While You Cook

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 7	Grade 8
7e25 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes;	8e24 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, essays, articles) for different purposes;
7e48 • ask questions and discuss different aspects of ideas in order to clarify their thinking;	8e49• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;

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

Notes to Teacher

The following items need to be photocopied (a class set):
Autumn Watch: What Do You Know About Safety? Quiz
Information Sheets on Safety

Teaching / Learning

1. The teacher introduces the 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: Autumn Watch: What Do You Know About Safety?

Information Sheets (Answer Sheet with additional information)

Background Information for Teachers

Autumn Watch: What Do You Know About Safety?

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

1. ___ If there is a fire in the microwave, open the door and throw in some water.
2. ___ Safety equipment in your home or cottage should include both carbon monoxide and smoke alarms.
3. ___ Never leave a stove unattended when food is being cooked.
4. ___ If you burn your hand, rub butter on it.
5. ___ If you have a grease fire, put a lid on the pan.
6. ___ Smoke alarms are not necessary at the cottage.
7. ___ Appliances equipped with three-prong plugs should be used in a compatible outlet.
8. ___ Turn pot handles in when cooking on the stove.
9. ___ There should be a smoke alarm on every floor of your house and in or near sleeping areas.
10. ___ Every family should have a home escape plan and practise it at least twice a year.
11. ___ It is safe to use an indoor extension cord outside if it is not raining.
12. ___ If a carbon monoxide alarm sounds in your house, open all the doors and windows. Leave the house if the alarm continues to sound.
13. ___ G.F.C.I.s (Ground Fault Circuit Interrupters)should be installed in every room in your house.

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

Information Sheets on Safety

1. False

Don't feed the fire! Hit the OFF switch and keep the microwave door closed. (Don't let in more oxygen). If there is a fire in your oven, turn the oven off and keep the oven door closed.

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 stove unattended can be a safety hazard for people in the surrounding area, especially children who may touch the appliance.

4. False

Cool a burn (e.g., run it under cool water or immerse it in water for 2-3 minutes) and seek medical attention if necessary. Do not disturb or open any blisters.

5. True

Never throw water on a grease fire. Put a lid on the pan to extinguish the flames. Turn the burner off.

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

Never break or cut off the third prong as this is the grounding pin of the plug.

8. True

Pot handles should be turned in so that pots cannot be pulled or knocked off the burner.

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 an approval sticker from a recognized testing and certification organization such as CSA (Canadian Standards Association).

10. True

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. You cannot plan in the midst of a fire. You need to have a plan in place ahead of time and practise it at least twice a year. Your plan should include a designated outside meeting place (e.g., a tree, telephone pole, neighbour's house, etc.) so that you can quickly tell if anyone is still in the house and inform the firefighters. Never go back into a burning building. Once out, stay out!

11. False

All extension cords should be certified by a recognized testing and certification organization such as CSA (Canadian Standards Association). Extension cords are intended for either indoor or outdoor use. Never use indoor cords outdoors. The same thing is true of Christmas lights. Never use indoor lights outdoors.

12. 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. 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.

13. False

G.F.C.I.s (G.F.C.I. stands for Ground Fault Circuit Interrupter). They should be installed in kitchens and bathrooms where water and electricity are near each other. Electricity around water is dangerous! G.F.C.I.s detect any stray or leaking electrical current that could cause a dangerous shock, and shut power off rapidly.

Background Information for Teachers

Electrical Safety

Always Avoid Overload

The electrical systems in our homes are designed to carry electricity safely. During the cold, dark winter months we tend to place a higher demand on our electrical systems as we cook more, use more lights and, in some cases use electricity to heat our homes. The load is particularly heavy during the holidays as we add lights to our homes inside and out to decorate in the spirit of the season.

Overloading an electrical circuit causes more electricity to be drawn through the wires than they were designed to safely carry. This overload normally causes the fuse to blow or the circuit to be tripped cutting the power. However if for some reason, the circuit isn't cut, electricity continues to flow which overheats the wires and can cause a dangerous electrical fire.

Always respect the limitations and safety features of the electrical system in your home.

- Always use the proper size and type of fuse for the circuit and never overfuse or use a coin to create an uninterrupted supply.
- Don't try to plug too many lights together in a continuous string and run them off a single circuit.
- Don't use multi-outlet extension cords or "octopus" outlets in receptacles. Too many plugs at one spot can cause a short or an overload situation.
- If you blow a fuse or trip a circuit, find the cause of the overload and correct it before changing the fuse or resetting the breaker.
- Use space heaters sparingly. If you must, try to use one that doesn't draw the maximum power or has lower settings to reduce the load.

Easy on Extension Cords

When it comes to extension cords, never overuse them, always remember they are for temporary use and always keep them well maintained.

Safety Tips to Remember When Using Extension Cords

- Use only extension cords that carry the CSA mark to ensure the cord complies with Canadian safety standards.
- Check cords regularly and replace them if they are worn or damaged. Look for worn insulation, splices on the cord and loose or exposed plug parts.
- Use an extension cord as a temporary connection only.
- Make sure the extension cord is capable of carrying for the intended amperage. When stringing lights together the load adds up quickly.
- If the cord or plug becomes hot unplug it immediately. It may be overloaded so replace it with a suitable cord.
- Use a single cord that is the proper length rather than connecting cords together.
- Avoid using a cord that is too long because a coiled or tangled cord can overheat and is a tripping hazard.

- Never run a cord through a doorway as it could be pinched and damaged if the door is closed on it.
- Never run a cord under a rug or carpet because people walking over the rug may cause friction that could damage the cord and increase the risk of fire or shock.
- Never force a three-pronged plug into a two-pronged outlet or cord.
- Only use extension cords in dry locations.
- Outdoors, use only extension cords marked for outdoor use.
- Store extension cords indoors at temperatures above freezing.
- Always unplug an extension cord when it is not in use.
- Never unplug an extension cord by pulling on the cord. Always tug the plug.

Kitchen Safety

Kitchen Safety Tips

- 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.
- 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.

Post emergency numbers in visible areas.

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 CSA seal of approval. 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

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.

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.

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 a 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. Keep a fire extinguisher handy.

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 safety posters.

In Subtask Two B, students create safety infomercials.

Subtask Two A: Say It Through Art

Description

Fact sheets give information on 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 7	Grade 8
<p>7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);</p> <p>7e70 • create a variety of media works (e.g., a class newspaper, a story board, a radio documentary).</p> <p>7a35 • produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms;</p> <p>7a46 • 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 experiences for specific purposes and to specific audiences (e.g., create a mask from “found” materials to celebrate the coming of spring);</p>	<p>8e1 • communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);</p> <p>8a25 • produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of art forms;</p> <p>8a25 • 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 experiences for specific purposes and to specific audiences (e.g., create an illustration for a children’s book, using pen and ink and watercolour washes);</p>

Groupings

Students Working Individually
 Students Working As Whole Class

Teaching / Learning Strategies

Review

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

Review the Information Sheets on safety.

Discuss each true and false answer. Allow students to share examples of their rewritten “true” statements.

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:

- Safety equipment required to make your house or cottage fire safe (smoke alarm, carbon monoxide alarm, fire extinguisher).
- Look while you cook.
- Kitchen safety tips.
- Electrical safety tips.
- Plan and practise a home escape plan.
- Working smoke and CO alarms save lives.

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 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 7	Grade 8
<p>7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);</p> <p>7e47 • use instructions and explanations to plan and organize work;</p> <p>7e63 • use eye contact, variations in pace, appropriate gestures, and such devices as the “pause for effect” in presentations;</p> <p>7e70 • create a variety of media works (e.g., a class newspaper, a story board, a radio documentary).</p>	<p>8e1 • communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);</p> <p>8e22 • use different styles of type appropriately for specific purposes (e.g., bold type for emphasis);</p> <p>8e59 • use tone of voice and body language to clarify meaning during conversations and presentations;</p> <p>8e67 • create media works of some technical complexity (e.g., a two-minute mystery on videotape or audiotape).</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

Revisit the Information Sheets on safety.

Discuss each true and false answer. Allow students to share examples of their rewritten "true" statements.

Teachers teach a lesson on the difference between "facts presented" and "exaggerated claims" using advertisements available.

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.

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	"Look while you cook!"
Catchy Phrases	"Electrical safety: Be safe to a fault."
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.

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

- Look while you cook.
- Make your home or cottage fire safe.
- Plan and practise a home escape plan.
- Kitchen safety tips

- Electrical safety tips
- Working smoke alarms and CO alarms save lives.

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 7 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

Teachers provide opportunities for groups to practice their infomercials.

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.