

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 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 7 and 8 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 7	Grade 8
7a36 • identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art	8a26 • define 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			

Note to Teachers:

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

In Subtask Two A, pertinent information is provided by the teacher and students use a jigsaw to gather the information they will use to develop safety

In Subtask Two B, students use the internet to access the information they will use to develop safety brochures.

Subtask Two A: Say it Through Art

Description

Fact sheets give information on summer safety. 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 summer safety brochures targeting a specific audience (i.e., younger students, peers, or adults).

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;
7e27 • read independently, selecting appropriate reading strategies;	8e26 • read independently, selecting appropriate reading strategies;
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;	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
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);	8a35 • 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);

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:
Summer 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 Summer 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 Summer 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

Summer 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

Barbecue Safety

With warmer weather approaching, friends and families will make plans to gather to enjoy outdoor cooking. Propane and gas barbecues are safe and convenient if you maintain and use them properly.

Barbecues are designed for outside use only. They should be set up on level ground at least a metre away from the house or cottage. Barbecues should not be used near windows or flammable surfaces. To start the barbecue, open the lid and have the match ready before you turn on the fuel. The colour of the burner flames should be blue with a small yellow tip. After cooking, always turn off the barbecue and close the valve on the natural gas or propane gas supply. Close the lid when you are finished to protect the barbecue from damage and rain. When not in use, barbecues should be covered and stored in a shady spot.

Propane cylinders are not designed for use indoors. Spare propane cylinders should not be stored under the barbecue or in the house or cottage. When moving a cylinder (e.g., to get it refilled) be sure that all valves are closed. Cylinders should be secured in the vehicle and transported in an upright position. Cylinders should be transported in a well-ventilated area, not the trunk of the vehicle.

Barbecue surfaces are hot and can cause severe burns. Children should maintain a safe distance from the barbecue when it is in use. Leaving a lit barbecue unattended can be a safety hazard. Clean the barbecue regularly to prevent grease flare-ups from happening.

Always follow the manufacturer's instructions before using or repairing a barbecue.

Remember:

StartSmart Your Barbecue...It's as easy as 1, 2, 3!

1. Open lid
2. Light match
3. Open fuel valve

Look While You Cook.

Safety Information Card #2

Flammable Liquids

Store flammable liquids (e.g., gasoline) in an approved metal or plastic container specifically designed for such liquids. Do not use glass containers. If plastic is your choice, make certain it is of a type approved for such use. Store flammables 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.

Read the labels on all flammable liquid containers and observe the precautions as indicated. Make certain all flammables are kept well away from ignition or flame sources. The silent, invisible vapours can travel and may reach an ignition source such as pilot lights, cigarettes, matches or lighters. Remember that many flammable liquid vapours can be ignited by a distant flame or spark. When the vapours 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.

Never carry gasoline in the trunk of a car. If your car is hit from the rear by another car, there can be a fatal explosion. Refuel gas-powered equipment outdoors and only after the equipment has cooled down (lawn mowers, tillers, etc.). Always use flammable liquids in a well-ventilated area to prevent a concentration of their highly flammable and often toxic vapours.

Flammable Liquids: Are these products around your home?

gasoline	furniture polish
propane gas	floor polish
kerosene	disinfectants
lighting fluids	pesticides
cleaning fluids	weed killers
oil-based paints	turpentine
fertilizers	hair spray
mineral spirits	adhesives (glues)

Safety Information Card #3

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.

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

Summer Is The Time For Safe Camping

Camping is a great way to enjoy the outdoors. Whether you “rough it” and stay in a tent or go by luxury motor home, if your family goes camping this summer, be sure to know and follow these safety rules:

Camping Safety Tips

- Always use a flame retardant tent and set up camp far away from the campfire
- Build your campfire away from overhanging branches, steep slopes, rotten stumps or logs, dry grass and leaves.
- Do not use a charcoal-burning barbecue grill inside a tent. The fumes from burning charcoal can put a poison gas into the air.
- Only use flashlights or battery-powered lanterns inside the tent or any other closed space, not liquid-filled heaters or lanterns.
- Always build your campfire down wind away from your tent.
- Clear all vegetation around your campfire for 2 to 3.5 metres. Dig a pit surrounded by rocks before building your campfire.
- Store liquid fire starter (not gasoline) away from your tent and campfire and only use dry kindling to freshen a campfire.
- Never leave a campfire unattended. Always put out a campfire when going to sleep or leaving the campsite.
- To extinguish the fire, cover with dirt or pour water over it . Make sure all embers, coals and sticks are wet
- A clean litter-free camp maximizes safety for all.

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.

Carbon Monoxide Alarms

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

Summer Safety Chart

List 5 or 6 important points for each safety topic.

BBQ 's	Flammable Liquids
Camping	Smoke Alarms
Carbon Monoxide	My Questions:

Subtask Two B: Surfing for Safety Info

Description

Students will use the Internet to access information on a summer 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. 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 summer safety brochures targeting a specific audience (i.e., younger students, peers, or adults).

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Groupings

Students Working As a Whole Class
Working in Small Groups

Teaching / Learning Strategies

Discussion
Internet
Research Process

Assessment

Peer Assessment

Assessment Strategies

Checklist

Teaching / Learning

Part One: Formulating Questions

1. Teachers list five summer safety topics on the board:
 1. barbecues,
 2. flammable liquids,
 3. smoke alarms,
 4. camping ,
 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. The teacher leads 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.

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 question/answer material 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.

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

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.

Suggested Internet Sites

National Fire Protection Association

www.nfpa.org

www.sparky.org

www.riskwatch.org

Gas Appliance Manufacturers' Association (GAMA)

www.gamanet.org

Technical Standards & Safety Authority (TSSA)

www.public-safety-first.com

www.tssa.org

Smokey the Bear

www.smokeybear.com

Ontario Fire Marshal's Public Fire Safety Council

www.firesafetycouncil.com

Energizer

www.energizer.com

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

www.stayingalive.ca