

Live Water Smart

Sharing knowledge of safety practices through Critical Thinking and Written Expression

LESSON OVERVIEW:

In this lesson, students will apply their understanding of safe behaviour in and around water to persuade others of safe practices.

Curriculum Expectations

LANGUAGE, GRADES 1–8 (2006)

Writing (p. 130)

OE1. Generate, gather and organize ideas and information to write for an intended purpose and audience.

OE2. Draft and revise using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

OE3. Use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Media Literacy (p.133)

OE2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

OE3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

OE4. Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Learning Goals

At the end of this lesson, students will be able to:

- Apply previous learning about cold water, shock and drowning prevention;
- Communicate how these issues affect them and their peer group;
- Extend their understanding of these issues in order to promote drowning prevention among their peer group.



Minds On

Using the writing process, have students work in pairs or small groups to create one or more of the following:

- A letter
- A poster
- A TV commercial (final video version not necessary)
- A skit or scene from a play
- A newspaper article
- A blog entry
- A banner advertisement

The focus of this is for students to persuade their friends or peer group to engage in safe behaviour in and around water and to equip them with the knowledge and skills to do so.

Have each pairing or group share their creation with the rest of the class.

Connections

SE1.1 Explain how various media texts address their intended purpose and audience.

SE3.2 Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create.

SE3.4 Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Assessment:

Assessment **as** Learning:

Writing conferences

Assessment **of** Learning:

Teacher evaluation

Differentiated Instruction:

Individual choice of final product

Action!

Have students evaluate one another's texts by answering the following questions:

- What was their particular intended message?
- Was this media text effective? Why or why not?
- How might this text change if it were for a different demographic (e.g., men, young children, parents)?

Connections

- SE1.3 Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts

Differentiated Instruction:

Provide a checklist or table to record information.

Consolidation

Discuss the following as a whole class:

- Which student-created media texts were most effective?
- Explain: What have I learned about drowning and water safety?
- How will I apply what I have learned to my own life?
- What do I still hope to learn with regard to water safety and drowning?

Connections

SE1.4 Explain why different audiences (e.g., with respect to gender, age, nationality, ability/disability income level) might have different responses to a variety

Assessment

Assessment **for** Learning:

The teacher assesses the student's ability to apply safe practices in and around water