

<p>CHILD SAFETY BROCHURE</p>				<p>Student/Class Goal Parents are anxious to learn more ways to keep their children safe and to share this information with other parents.</p>	
<p>Outcome <i>(lesson objective)</i> Students will explore child safety information and use this information to produce a child safety brochure. During this process, they will have a chance to gather, organize, summarize and write information about child safety.</p>				<p>Time Frame 3-6 hours</p>	
<p>Standard <i>Convey Ideas in Writing</i></p>				<p>NRS EFL 3-5</p>	
Prewriting	Benchmarks	Drafting	Benchmarks	Editing and Revising	Benchmarks
Topic, purpose, & audience	4.1, 5.1, 6.1	Organize writing	3.10, 4.11	Reread & revise	4.19, 5.17
Writing for purpose	3.2, 4.2	Sentences/paragraphs	4.12, 5.12	Proofread	4.20, 5.18
Writing for various tasks	4.3, 5.3	Descriptive language	4.13	Feedback from others	4.21
Generate ideas	3.4, 4.4, 5.4	Sentence structure	4.14, 5.14	Checklists & rubrics	4.22
Main idea/thesis	4.5, 5.5	Spelling	4.15, 5.15	Publishing	Benchmarks
Research	3.6, 4.6	Punctuation	3.15, 4.16	Technology	4.23, 5.20
Plagiarism	2.7, 3.7, 4.7	Capitalization	4.17	Publication	2.23
Sources	4.8	Parts of speech	4.18, 5.16		
Organize ideas	3.8, 4.9				
Organizational pattern	4.10				
<p>Materials <i>Child Safety Notes</i> Handout <i>Making A Brochure on Child Safety</i> Rubric Microsoft Word or Publisher</p>					
<p>Learner Prior Knowledge In a previous reading lesson <i>Child Safety</i>, students learned new ways to keep their children safe. There may still be gaps in their knowledge.</p>					
<p>Instructional Activities Step 1 - Brainstorm with students about situations their children may be exposed to that they don't have safety information about. List these on the board or on a flip chart. Examples might include fire safety, car safety, water safety, poison control, emergencies or recreation and sports. Step 2 - Each student chooses two or three safety topics from the list they want to research. Students with similar topics form small research groups. Each group is responsible for using print, online, or human resources to gather safety tips for children in their topic areas Step 3 - As the students gather information, they can record it in the <i>Child Safety Notes</i> handout, on index cards, or by using other methods they find helpful. Teacher can support this process by searching, taking notes, making citations, dealing with confusing information, etc. along with the students. TEACHER NOTE Useful information may also be found in Child Safety: A Healthy Start, part of a series of health literacy activities "Health Promotion for Adult Literacy Students" produced by The University of the State of New York. Step 4 - After the students have collected their information, they can meet in their groups to discuss how they would like to organize it for the brochure and how the brochure could be arranged. Step 5 - Facilitate a whole class discussion about the organization and layout of the safety brochure. Once these decisions have been made, groups can organize their information and begin assembling the brochure. Step 6 - Peer editing can be done in the small groups with their safety tips, and with the brochure. As the writing and editing proceeds, the teacher can give mini lessons on areas of writing that groups of students may be struggling with. The teacher can perform the final editing. All editing and revising should be guided by <i>Making A Brochure on Child Safety</i> Rubric.</p>					

Step 7 - Once the brochure is assembled, it can be printed or copied and distributed.

Assessment/Evidence *(based on outcome)*

Notes taken from the research

The final copy of the safety brochure

Rubrics showing the progress from one draft to the next

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

Technology Integration

Child Safety: A Healthy Start <http://www.hudrivctr.org/childsaf/home.htm>

MedlinePlus - Child Safety <http://www.nlm.nih.gov/medlineplus/childsafety.html>

Child Safety on the Information Highway http://www.safekids.com/child_safety.htm

Child Passenger Safety Program <http://www.nhtsa.dot.gov/portal/site/nhtsa/menuitem.9f8c7d6359e0e9bbb30811060008a0c>

National Crime Prevention Council – Child Safety <http://www.ncpc.org/topics/by-audience/parents>

Safe Kids Worldwide <http://www.safekids.org/>

Purposeful/Transparent

Students are writing for a real purpose – to inform each other and other parents about child safety.

Contextual

Family and friends will be interested in keeping the children they know safe.

Building Expertise

Students have a chance to put into practical use the writing skills they have been learning.

CHILD SAFETY NOTES

Name and Location of Resource:

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Making a Brochure on Child Safety

Writer's Name _____ Editor's Name _____
 Date _____

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback.	There are 1-2 grammatical mistakes in the brochure even after feedback.	There are several grammatical mistakes in the brochure even after feedback.
Spelling & Proofreading	No spelling errors remain after one person other than the writer reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the writer reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the writer reads and corrects the brochure.	Several spelling errors in the brochure.
Writing - Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback.	There are several capitalization or punctuation errors in the brochure even after feedback.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.