**HEALTH LESSON PLAN: BROCHURES FOR EMERGENCY CONTACTS**

**Grade:** 5 **Unit:** Healthy Living

**Curriculum Expectation:** C1.1 **Lesson Time:** 30 minutes

**Learning Goals:**

1. identify and describe the people and supportive services that can assist them when their online safety is being threatened
2. identify and describe when it might be important to seek adult intervention or further assistance
3. develop a brochure to help convey meaning and influence or engage the audience.

**Equipment:**

* Chart Paper
* Markers
* Pencils
* Computers/Internet
* Blank White Sheets of Paper

**Minds On (Introductory Activity- Attention Getter):**

Share and clarify the lesson Learning Goals with students.

Elaborate on topics that were learned in the previous lesson. Using chart paper, make a list of the different topics and discuss as a classroom, various ideas associated with each topic.

**Questions to prompt students:**

* “What are topics we touched on last week in Health class?”
* “What do we know about cyberbullying?”

Hand out examples of effective brochures to the classroom. Discuss different elements about the brochure that make it effective for students (e.g. visually appealing, colours, font size, pictures, etc.)

**Action (Steps in the Presentation of Lesson):**

Students will be divided into groups of 3-5. Each group will be given an emergency response service to research. Students, in groups, will fill out their worksheet of questions they must answer about each service. Once students have completed their worksheet, the teacher will ok the information. They will then be asked to design one panel of the brochure with the information from their research. They must make their panel visually appealing and effective for the target audience. Once students have submitted each a panel of the brochure at the end of class, the teacher will create a completed final product brochure and photocopy the brochure for each student to keep and reference.

**Assessment and Evaluation Action:**

Observations throughout their research in class and final product brochure.

**Consolidation (review or activity to take home- connects to next lesson):**

Students will each get a copy of the completed and revised brochure for keep and reference if ever needed.

**Next Steps:**

* Students will use the brochure to present to other classrooms important emergency contacts and distribute out copies.
* This will also be used for reference during Safety Awareness Week.

Reference

Ontario. (2010). *The Ontario curriculum, grades 1-8: Health and physical education: H & PE*. Toronto, Ont.: Ontario Ministry of Education.

Physical, O. Health Education Association (OPHEA)–Healthy and Physical Education

Curriculum Support binders.