

LESSON PLAN
~Grades 5 and 6 Language~

“An Anti-Idling Public Service Announcement”
-created by Lynn Perreault, Ph.D.
(for Idle-Free Windsor)

Date:	Time:
School:	Teacher:
Special Instructions:	

Ontario Curriculum Connection

Overall Expectation (Media Literacy):

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

Specific Expectation (Media Literacy):

(3.4) Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.

MATERIALS & EQUIPMENT:

Tape recorders and cassette tapes (or computer-compatible microphones and CDs).

Vocabulary:

Words & concepts your class may be learning

Air pollution: Substances in the air that have harmful or unpleasant effects.

Emission: The process of sending out.

Idle or Idling: Inactive, not in use, not moving or in operation.

Smog: A discoloured haze that is a combination of airborne particles, gases, and chemicals (ground-level ozone) that together affect our health and our natural environment; a form of air pollution.

Vehicle: A machine or object that helps us get from one place to another.

Vulnerable: Easily hurt or injured.

PROCEDURE

Part 1 (Vocabulary)

Topic Intro - Brainstorming, Connecting ideas (assess students' knowledge!) ~10 min.

Ask students to discuss some instances in which they have found themselves in an idling vehicle (e.g., drive-thrus; waiting for someone; running an errand).

What does "idle" mean? How do you spell it? Use it in a sentence?

What does "emission" mean? How do you spell it? Use it in a sentence?

What does "vehicle" mean? How do you spell it? Can you name different types of vehicles?

What does "smog" mean? How do you spell it? Use it in a sentence?

What does "air pollution" mean? How do you spell it? Use it in a sentence?

Part 2a (Public Service Announcement)

Activity ~ 25 min.

In pairs, ask students to write a Public Service Announcement (PSA) for their school. For example, selected PSAs could be read during the morning announcements over the course of a week.

Alternatively, the PSA scripts could be sent to liaison@citizensenvironmentalliance.org to be posted on the Idle-Free Windsor website. The PSA should be geared toward encouraging other students to talk about the anti-idling issue with their family members.

The PSA should be approximately 40 words in length (20 seconds). Students should use at least two of the following concepts: idle or idling, emission, vehicle, smog, or air pollution.

Students should make sure that they have chosen words that are effective in encouraging other students to talk to their family members about the anti-idling issue.

For example, they could mention that children are particularly vulnerable to smog caused by vehicle emissions because their lungs are still developing, they spend more time outdoors being physically active, they breathe faster than adults, and inhale more air per kilogram of body weight. Also, children's breathing zone is lower than adults so they are more exposed to vehicle exhausts and heavier pollutants that concentrate at lower levels of air. In fact, smog has been found to:

- Aggravate asthma, leading to more frequent and severe asthma attacks;
- Increase the number of respiratory infections;
- Aggravate and induce allergies;
- Increase school day absences; and
- Increase emergency room visits, hospital admissions and premature deaths.

One solution to the idling problem is to ask parents to turn off their engine when they are parked.

Another solution is to avoid using drive-thrus -park the car and walk in instead.

Appendix 1 shows sample anti-idling PSAs.

Part 2b (Putting It All Together)

Activity ~ 35 min.

Ask students to rehearse their PSA, and then record it (on a tape recorder or computer). Students may then play their PSA for their classmates. Alternatively, selected PSAs may be used during the morning announcements, or scripts of the selected PSAs can be sent to liaison@citizensenvironmentalliance.org to be posted on the Idle-Free Windsor website.

For more information about Windsor's anti-idling campaign, please visit www.idlefreewindsor.org or call 519-973-1156. (After May 1, 2007, please call the Citizens Environment Alliance at 519-973-1116.)

Appendix 1

PSA Samples

-created by Lynn Perreault, Ph.D. (for Idle-Free Windsor)

PSA Sample #1:

Did you know that vehicle emissions contribute to smog? Smog is a big problem in Windsor. It is especially bad for children's health. When your parents let their vehicle idle, they are exposing you to air pollution that can make you sick. For example, it can make your asthma and allergies worse. It's also bad for the environment. Please ask your family to turn their key and be idle-free.

For more information about Windsor's anti-idling campaign, visit www.idlefreewindsor.org

PSA Sample #2:

Chris: "Did you know that many parents let their vehicle idle as they wait to pick us up from school?"

Sam: "Yes, and it's bad for our health and the environment."

Chris: "We should tell our parents about this."

Sam: "And the next time my parents let the car idle while waiting to pick me up, I'll remind them to turn it off."

Chris and Sam (in unison): "Turn off your engine. For our health and the environment."

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PSA Sample #3:

Parvati: "Eww! What's that smell?"

Don: "I think it's coming from your parents' car!"

Parvati: "I can't breathe... I think I'm having an asthma attack!"

Parvati and Don (in unison): "Don't let this happen to you. If your parents are idling their car while they are waiting for someone, ask them to turn it off. For your health and mine."

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ASSESSMENT TOOL

Writing and Presentation: An Anti-Idling Public Service Announcement (PSA)

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Group Work	Both students functioned exceptionally well together. Each member listened to, shared with and supported the efforts of the other. Both students were almost always on task.	Both students functioned quite well together. Each member listened to, shared with and supported the efforts of the other most of the time. Both students were almost always on task.	Both students functioned fairly well together but one student was dominated by the other. Both students were almost always on task.	At least one student was often off task, and/or was overtly disrespectful to the other, and/or was typically disregarded by the other.
Duration of presentation	The PSA took approximately 20 seconds to present, and did not seem hurried or too slow.	The PSA took approximately 20 seconds to present, but seemed slightly hurried or slightly too slow.	The PSA took approximately 20 seconds to present, but seemed very hurried or too slow.	The PSA was much too long or much too short.
Originality	Students created a very original and very interesting PSA that adequately addresses the anti-idling issue.	Students created an original and interesting PSA that adequately addresses the anti-idling issue.	Students created an original and interesting PSA but it does not adequately address the anti-idling issue.	Students created a PSA that did not address the anti-idling issue at all.