WRITING A SURVIVAL GUIDE

LESSON OVERVIEW

Grade Levels: 3-5

In this lesson, students will learn about effective, clear communication used in public service materials. Students will work as a group to research skills necessary for survival and will then design a survival guide.

STANDARDS

CCSS.ELA-LITERACY.SL.3-5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3-5 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.RI.3-5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
CCSS.ELA-LITERACY.W.3-5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVES

- Students will discuss effective, clear communication.
- In groups, students will research a specific survival skill.
- In groups, students will design a survival guide.

MATERIALS

- Devices or reference books for research
- Writing and drawing supplies (paper, pencils/crayons/markers, scissors, etc.)

PROCEDURE

STEP 1: Have a discussion on effective, written communication used in public service or safety publications. Explain that these types of communications provide information and show a process, often using pictures rather than words for clarity.

STEP 2: As a class, research examples such as CPR, proper hand washing, and fire safety posters paying attention to how the processes are shown step-by-step.

STEP 3: List the following survival guide topics and ask students to form groups to research on:

1. First Aid
2. CPR
3. Cold weather safety
4. Hot weather safety/Dehydration
5. Disease prevention
6. Clean water
7. Disaster Preparedness
8. Severe weather safety
9. Drowning prevention
10. Fire safety
11. Evacuation planning
12. Flood safety
13. Pet safety

STEP 4: Have each group research their survival topic, focusing on how to present the topic in the best, most clear manner.

STEP 5: Groups will then create a survival guide on the topic with each member of the team creating one page of the survival guide. Groups should be working towards a unified look for their guide

STEP 6: Each group presents their survival guide to the class.

RUBRIC

	Target (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
RESEARCH	Uses more than 2 reliable sources for all information collected and presented.	Uses 2 reliable sources for all information collected and presented.	Uses 1 reliable sources for all information collected and presented.	Does not use a reliable sources for all information collected and presented.
PRESENTATION	Presentation is clear, effective and includes all necessary content.	Presentation is clear and includes all necessary content.	Presentation is complete, but may not include all necessary content.	Presentation is incomplete and may not include all necessary content.
COLLABORATION	Works well with others and discusses ideas in a fair, respectful, encouraging way and is considerate of the feelings of others.	Works okay with others and discusses ideas in a fair, respectful way, but may not be encouraging. Considers the feelings of others.	Works with others, but does not contribute a fair share of work OR is discouraging and does not consider the feelings of everyone.	Does not work well with others and/or discusses ideas in an unfair, disrespectful way.
REQUIREMENTS	Meets all of the requirements for the project.	Meets most of the requirements for the project.	Meets some of the requirements for the project.	Does not meet the requirements for the project.
DEMONSTRATION OF KNOWLEDGE OF CONTENT IN DISCUSSIONS AND ACTIVITIES	Does a great job showing an understanding of the content covered in class.	Does an okay job with showing an understanding of the content covered in class.	Tries but has a difficult time showing an understanding of the content covered in class.	Does not show an understanding of the content covered in class.
Total			/15	