

Lesson 2: “What to do?” Poster

Grade 6 English Language Arts or Art

LESSON DESCRIPTION: Students will work in teams to develop public service posters on activities to do when you are not watching TV or playing video games. Students will gather and examine elements of an informational poster to learn about what makes a good poster. They will brainstorm lists of different kinds of activities and then use the ideas to create high quality posters. Display posters in hall and have students go a gallery walk for ideas.

Teacher’s Note: Students respond well to this lesson and comment that it helps them during the turnoff week. However, it does take time. Consider having the art teacher do this lesson, or possibly a smaller group of students.

Teacher’s Note: You may wish to improve quality and enthusiasm by judging the posters and giving prizes. Discuss this with your colleagues.

FOCUS QUESTIONS: What are activities that students can take part in that are productive, healthy and fun? How does design affect a message?

OBJECTIVES: Students will:

- create a visual public service poster.
- set a purpose, consider audience and develop focused ideas for a specific purpose.
- exhibit personal style, voice and design to enhance the written informational content.

COMMON CORE STATE STANDARDS

- **ENGLISH LANGUAGE ARTS.**
 - * **CCSS.6.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - * **CCSS.6.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation, (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements
 - b. Spell correctly.

LENGTH OF LESSON: One or two lessons lasting 45 minutes

MATERIALS NEEDED:

- Several effective informational posters (students could bring examples)
- 7 – 8 pieces of chart paper (number = class size ÷ 4)
- Same number of markers, each a different color
- Poster making supplies

INVOLVING FAMILIES/COMMUNITIES: If you involve parents in closing ceremonies include a gallery walk for them.

PROCEDURES

Activity 1: Students will define elements of a good poster.

1. Display several informational posters in the room.
2. **Tell Students:** On a slip of paper, write one thing about the poster that makes it an effective way to communicate. Put the slip in a box with everyone else's.
3. One by one, draw the slips and write the element on the board. In a class discussion refine this list until you have a manageable number, such as five. Students should copy this list as the required elements of the poster they will be making.

Teacher's Note: It is important to give students adequate time to brainstorm ideas. Some groups may need longer than others.

Activity 2: Students will brainstorm lists of activities

1. Do a classroom carousel. On each of the chart papers, write one category of activity at the top. Examples include: outside, get up and moving, food and nutrition, by yourself, helping others, to do with friends, to do with family, things kids did before TV.
2. Divide class into groups of four and give each group a colored marker. Have each group go to one of the charts. In one minute, the group should write three activities for the category.
3. When the teacher calls "Switch", groups should take their marker to the next chart and write three activities without repeating. Allow a slightly longer time with each successive chart, but still keep students working fast.
4. When the groups are back to their starting point, stop. Have one person in the group read the list of possible activities on the chart as fast and clearly as they can. If you have 32 students there will be 24 ideas on each chart times 8 charts - a lot of ideas!

Activity 3: Student teams will create a poster

1. Show students the poster materials or assign this for homework. Remind students of the required elements and give them a Poster Rubric to remind them about quality. (Two examples are included.)
2. Explain the judging and prizes, if you are doing this. Posters will be put up in the hall and judged.

Activity 4: Gallery walk for ideas

1. Put all of the posters up in the hallway including posters from other classes. Have one of the judges award the prizes.

2. Have students go on a gallery walk. Ask them to find two things to do. Encourage students to find things to do together. Back in the classroom, ask a few students to share what they want to do.
3. Repeat this each week during the Screen-Free Challenge and budget weeks, especially before the weekends when they will have a lot of time to fill.

ASSESSMENT: See the attached Poster Rubric.

What to do? Poster Rubric

Element	Possible Points	Earned Assessment	
		Self	Teacher
Focus The topic is very clear when you first look at it.			
Main Ideas The main ideas are appropriate to the topic and are presented correctly.			
Supporting Details Appropriate and accurate details support each main idea.			
Purpose The purpose of the poster is clearly accomplished.			
Drawings and Illustrations All illustrations, photographs, and drawings add to the purpose and interest of the poster.			
Mechanics (C-U-P-S) There are no errors in capitalization, usage, punctuation, or spelling.			
Layout and Design The overall organization, design, use of color, and use of space help to make the poster interesting and to communicate the message.			
Creativity The poster is highly original and creative.			
Neat and Presentable The poster is very neat and presentable.			