Grade 4: Module 4: Unit 3: Lesson 6

Writing a Public Service Announcement: Planning the Opinion and Reasons

EXPEDITIONARY
LEARNING

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can report on a topic or text using organized facts and details. (SL.4.4) I can use grammar conventions to send a clear message to a reader or listener. (L.4.1) I can use "can," "may," and "must" correctly. (L.4.1c)

Supporting Learning Targets	Ongoing Assessment
• I can write an opinion statement for my public service announcement. • I can identify reasons that support my opinion statement.	• Public Service Announcement graphic organizer

Agenda	Teaching Notes

1. Opening
 	
  A. Engaging the Writer: Examining Public Service Announcement about the Importance of Voting Rubric (10 minutes)
 	
  B. Reviewing Learning Targets (5 minutes)
 	
2. Work Time
 	
  A. Reviewing Evidence: Determining Your Reasons (15 minutes)
 	
  B. Crafting Opinion Statements (15 minutes)
 	
3. Closing and Assessment
 	
  A. Public Service Announcement about the Importance of Voting Rubric: Adding Criteria for Success (15 minutes)
 	
4. Homework
 	
  A. Using the Why Voting Is Important graphic organizer, identify two pieces of evidence that support each reason you include in your PSA. Record the evidence in the Reason 1 and Reason 2 boxes on your Public Service Announcement graphic organizer: *Voting*.
	• Lesson 6 is the first of five lessons focused on the creation of the performance task—the Public Service Announcement about the Importance of Voting. This lesson focuses on choosing reasons to include in the PSA and writing an opinion statement.
	
	• This lesson opens with students examining the Public Service Announcement about the Importance of Voting Rubric. The format of the rubric is similar to rubrics used in previous modules. Students discuss what elements they might expect to see on the rubric; since this is the second opinion piece they will have written this year, students should make many connections to the pieces written in Module 3.
	
	• Students then determine the reasons they include in their PSAs by reviewing the Why Voting Is Important graphic organizer from Lesson 4. Students use the reasons they choose to craft an opinion statement. The order of this process is intentional: Since the opinion statements must emphasize to the listener that voting is important, students must identify the reasons they include to make their opinion statements more specific.
	
	• Students revisit the PSA rubric to add criteria to the "meets," "partially meets," and "does not meet" columns for the content and analysis learning targets. Students use their learning about writing an opinion statement and choosing reasons to flesh out these criteria.
	
	• For homework, students should use the Why Voting Is Important graphic organizer to identify two pieces of evidence for each reason they include in their PSA and note this evidence on their Public Service Announcement graphic organizer. Students will be using this evidence to begin drafting their PSAs in the next lesson. A partially completed Public Service Announcement graphic organizer is included in this lesson as a model for students.
	
	• Post: Learning targets.

Lesson Vocabulary	Materials
opinion, strong, reasons, opinion statement, topic, compelling, may, can, should, must	• Mix and Mingle Directions (for teacher reference)
	• Public Service Announcement about the Importance of Voting rubric (partially completed; one per student and one to display; see Work Time A)
	• Public Service Announcement about the Importance of Voting rubric model (for teacher reference)
	• Document camera
	• Equity sticks
	• Why Voting Is Important graphic organizer (from Lesson 4 one per student and one to display)
	• Why Voting Is Important graphic organizer (from Lesson 4; answers, for teacher reference)
	• Public Service Announcement graphic organizer: *Voting* (one per student and one to display)
	• Public Service Announcement graphic organizer: *Voting* (answers, for teacher reference)
	• Public Service Announcement graphic organizer: "Wear Your Helmet!" (one per student and one to display)

Opening	Meeting Students' Needs

A. Engaging the Writer: Examining Public Service Announcement about the Importance of Voting Rubric (10 minutes)
• Review the performance task prompts with students:
  * "Your performance task for this unit is to write and record a public service announcement directed at high school seniors on the topic of why voting is important. In your written version, you will state your *opinion*, along with two *strong reasons* that support this opinion. You will develop these reasons with facts, quotes, and other details from the texts you will have read."
  * **"Learning target: I can write and deliver a public service announcement stating my opinion on why voting is important."** (W.4.1)
• Remind students that they have become experts on the importance of voting and over the last several days have learned a lot about how PSA authors share and support their opinions with reasons and evidence.
• Prompt students to Mix and Mingle on the following:
  * "Given what we know about opinions and PSAs, what would you expect to see for learning targets on this rubric?"
• Circulate and listen as students discuss the prompt. Listen for them to say things like: "I think one of the learning targets will be about writing an introduction that has an opinion about the importance of voting," or "There will be a learning target about using evidence to support our reasons."
• Ask students to return to their seats. Distribute and display **Public Service Announcement about the Importance of Voting rubric** using a **document camera**. Explain to students that this rubric will be used for their performance task.
• Explain that some of the rubric is blank because the class will fill these portions out together as they learn how to write and present their public service announcements.
• Invite students to read the criteria box for the each row. Ask students to give a thumbs-up if they anticipated a target as you read each target aloud. Notice which targets students anticipated and which may need more clarification in future lessons.
	• Whole-class discussions encourage respectful and active listening, as well as social construction of knowledge.

Opening (continued)	Meeting Students' Needs

B. Reviewing Learning Targets (5 minutes)
• Use **equity sticks** to call on a student to read the following learning target:
  * "I can write an *opinion statement* for my public service announcement."
• Ask students to Think-Pair-Share reviewing what an opinion statement is. Listen for responses like: "It is a sentence that shows the author's opinion on a *topic*."
• Use equity sticks to call on a student to read the following learning target:
  * "I can identify reasons that support my opinion statement."
• Explain to students that once they have a clear opinion statement written, they can develop reasons to support their opinion.
• Connect these targets to the rubric by asking:
  * "Which rubric criteria are these learning targets part of?"
• Listen for responses like: "It's part of the first Content and Analysis target because the opinion statement is part of the introduction" and "It's part of the second Content and Analysis target because the main points I make to support my opinion statement are based on reasons and evidence."
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students' Needs

A. Reviewing Evidence: Determining Your Reasons (15 minutes)
• Invite students to take out their completed **Why Voting Is Important graphic organizer**. Display the following steps and read them aloud to students.
 	
   1. Reread your notes on the graphic organizer, focusing on the "Reason why voting is important" column.
 	
   2. Of the reasons, ask yourself: "Which of these reasons is most *compelling* to me to write about for my PSA?"
 	
   3. Of the reasons, ask yourself: "Which of these reasons is most compelling to a high school senior for my PSA?"
 	
   4. With a neighbor, discuss which two reasons you are considering using in your PSA.
 	
• Circulate and listen as students work and discuss. Listen for students explaining their thinking about what reasons they choose for their PSAs, like: "One reason I want to include is that voting is how a citizen expresses opinions. That's compelling to me because it's important that citizens make their voices heard!" and "One reason I think would be compelling to a high school senior is that voting is how a citizen expresses opinions. I know that 18-year-olds are opinionated and like to make their opinions known."
 	
• Refocus whole group and ask:
 	
   * "What reasons are you considering using in your PSA? Why?"
 	
• Use equity sticks to call on students to share their responses.
 	
• Distribute and display the **Public Service Announcement graphic organizer: *Voting***. Tell students they will use this to plan and organize their PSAs. Invite students to write their reasons for why voting is important on their graphic organizer at the top of the "Reason 1" and "Reason 2" boxes.
	• Graphic organizers and recording forms provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. The learning targets also engage students more actively. For students needing additional support, you may want to provide a partially filled-in graphic organizer.

Work Time (continued)	Meeting Students' Needs

B. Crafting Opinion Statements (15 minutes)
• Explain to students they will use their reasons to craft an opinion statement for their PSAs.
• Remind students that an opinion statement is a sentence that shows the author's opinion on a topic. Tell them that since the topic of the PSA is why voting is important, all of their opinion statements will include this idea. Explain they can make their statements a little more specific based on the reasons they will include to support this idea.
• Distribute the **Public Service Announcement graphic organizer: "Wear Your Helmet!"** Ask students to skim the graphic organizer to find the opinion statement from the PSA "Wear Your Helmet!" ("There is no good reason for not wearing a helmet: Wear your helmet when riding a bike, scooter, or skateboard.")
• Ask:
   * "What do you notice about this opinion statement?"
• Listen for students noticing that it clearly states the author's opinion on wearing a helmet.
• Explain that word choice is important in crafting a strong opinion statement. Share the following opinion statements:
   * "There is no good reason for not wearing a helmet: You *may* wear your helmet when riding a bike, scooter, or skateboard."
   * "There is no good reason for not wearing a helmet: You *can* wear your helmet when riding a bike, scooter, or skateboard."
   * "There is no good reason for not wearing a helmet: You *should* wear your helmet when riding a bike, scooter, or skateboard."
   * "There is no good reason for not wearing a helmet: You *must* wear your helmet when riding a bike, scooter, or skateboard."
• Discuss the difference between each statements by asking:
   * "What is different about these statements?"
   * "How does each statement make you, as a listener to the PSA, feel?"
   * "Which opinion statement is most convincing to you?"
• Lead students to the understanding that using "may" is too weak, using "can" only shows an ability, using "must" is too strong, and that "should" is relatable, telling the listener what is best without coming across too strong.
	• Provide ELLs with a sentence starter or frame to aid in language production. For example: "You should vote because _____."

Work Time (continued)	Meeting Students' Needs

• Invite students to Think-Pair-Share of an opinion statement that clearly states their opinion about the importance of voting. Circulate and observe students as they construct their opinion statements. If students struggle, prompt them by asking:
 	
  * "What is your opinion of this topic?"
 	
  * "What words can you use that state your opinion clearly?"
 	
• If necessary, model briefly: "One reason I'm going to use in my PSA is that voting is the citizen's job in a democracy. Not voting is like not doing one's job. The other reason I'm going to use is that voting is how a citizen expresses opinions. Both of these reasons have to do with being a good citizen. I'm going to write: 'Voting is the best way to be a good citizen.' I know that I should try to revise my statement to have a stronger tone. I'm going to try to add in the word 'should'—how can I revise it to have that word so it has a stronger tone? I can change it to: 'You should vote because it is the best way you can be a good citizen.' That sounds a little bit stronger."
 	
• Invite students to write their opinion statements on their Public Service Announcement graphic organizer: *Voting*.
 	
• With a different partner than in the Think-Pair-Share, ask students to read their partner's opinion statement and revise it for the following:
 	
  * Revise it for a clear purpose: Does the statement say what you want people to do and remember after hearing the PSA?
 	
  * Revise it for a clear opinion: Does the statement share your opinion on the importance of voting?
 	
• Revise it for word choice: Does the statement have words that are strong and relatable?	

Closing and Assessment	Meeting Students' Needs

A. Public Service Announcement about the Importance of Voting Rubric: Adding Criteria for Success (15 minutes)
• Gather students whole group and focus them on the Public Service Announcement about the Importance of Voting Rubric again.
• Ask students to reread the Content and Analysis learning targets on the rubric: "I can write an introduction in my public service announcement that explains the importance of voting and states my opinion clearly," and "I can use accurate reasons and evidence to support my opinion about the importance of voting."
• Ask students to turn to Think-Pair-Share on the following question:
  * "What will it look like if we meet the target: 'I can write an introduction in my public service announcement that explains the importance of voting and states my opinion clearly'?" Listen for comments like: "Our opinion of the importance of voting will be obvious to the listener."
• Add something similar to the following in the "Meets" column of the rubric next to this learning target. Use the **Public Service Announcement about the Importance of Voting Rubric Model (for teacher reference)** as a guided.
  * Clearly introduces a topic and states your opinion.
For the "Partially Meets" column, you can change it to: "Generally introduces a topic and states your opinion." For the "Does Not Meet," change it to: "Introduces a topic but does not state your opinion."
• Repeat a similar process with the second learning target: "I can use accurate reasons and evidence to support my opinion about the importance of voting."
• Add something like the following to the "Meets" column of the rubric next to this target:
  * Uses accurate and relevant reasons and evidence to support your opinion about the importance of voting.
• For the "Partially Meets" column, you can add "Uses some reasons and evidence to support your opinion." For the "Does Not Meet," add "Uses inaccurate or irrelevant reasons and evidence to support your opinion about the importance of voting."
• Tell students at the start of the next lesson they will continue planning and begin drafting their PSAs.
	• Checking in with learning targets helps students assess their own learning. This research-based strategy supports struggling learners most.

Homework	Meeting Students' Needs
• Using the Why Voting Is Important graphic organizer, identify two pieces of evidence that support each reason you are including in your PSA. Record the evidence in the Reason 1 and Reason 2 boxes on your Public Service Announcement graphic organizer: *Voting*.	

Grade 4: Module 4: Unit 3: Lesson 6 Supporting Materials

Description: Mix and Mingle is similar to Think-Pair-Share, but instead of sharing with a single partner students get to move around and share their thinking with several peers.

Directions for students:

1. Read the question and think about your opinion.

2. Stand up and find a partner.

3. Share your opinions with each other. Be sure to explain why you have this opinion. Be respectful speakers and listeners.

4. Thank your partner, then find another and repeat.

Public Service Announcement about the Importance of Voting Rubric

Your performance task for this unit is to write and record a public service announcement directed at high school seniors on the topic of why voting is important. In your written version, you will state your opinion, along with two strong reasons that support this opinion. You will develop these reasons with facts, quotes, and other details from the texts you will have read.

Learning Target

I can write and deliver a public service announcement stating my opinion on why voting is important. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Content and Analysis			
I can write an introduction in my public service announcement that explains the importance of voting and states my opinion clearly. (W.4.1a)			
I can use accurate reasons and evidence to support my opinion about the importance of voting. (W.4.1b)			

Public Service Announcement about the Importance of Voting Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Command of Evidence			
I can develop my opinion of the importance of voting with relevant facts, definitions, details, quotations, or other information from the text. (W.4.1b and SL.4.4) I can group together reasons with related evidence in my public service announcement. (W.4.1a)	I develop the topic with relevant facts, definitions, details, quotation, or other information and examples from the text(s).	I somewhat develop the topic with some textual evidence. I use relevant evidence inconsistently.	I do not use evidence to support my point or the evidence I use is irrelevant.

Public Service Announcement about the Importance of Voting Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Coherence, Organization, and Style			
I can group together reasons with related evidence in my public service announcement. (W.4.1a)			
I can use linking words to connect my opinion to my reasons. (W.4.1c)	I always link ideas using grade-appropriate words and phrases.	I sometimes link ideas using words and phrases.	I do not use linking words and phrases.
I can develop a conclusion that summarizes my opinion about the importance of voting in my public service announcement. (W.4.1d)			

Public Service Announcement about the Importance of Voting Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Control of Conventions			
I can use grammar conventions to send a clear message to a reader or listener. (L.4.1 and L.4.3c)	I can use "can," "should," and "must" correctly. I can write complete sentences. I can use punctuation for effect in my writing.	I sometimes use "can," "should," or "must" correctly. I write some complete sentences, and some incomplete or run-on sentences. I sometimes use punctuation for effect in my writing.	I have frequent errors using "can," "should," or "must." I have many incomplete or run-on sentences. I do not use punctuation for effect in my writing.
I can use conventions to send a clear message to my reader. (L.4.2)	I use grade-appropriate conventions, with few errors that do not hinder comprehension. I can use quotation marks to mark a quote from an outside source. I can capitalize the first letter of a quote from an outside source. I can use commas and end punctuation correctly when quoting from an outside source.	I have some convention errors that hinder comprehension.	I have frequent convention errors that hinder comprehension. I do not use quotation marks to mark a quote from an outside source. I do not capitalize the first letter of a quote from an outside source. I do not use commas correctly when quoting from an outside source. I do not use end punctuation correctly when quoting from an outside source.

Public Service Announcement about the Importance of Voting Rubric

Criteria	Meets	Partially Meets	Does Not Meet
Speaking and Oral Presentation			
I can speak clearly and at an understandable pace in the oral presentation of my public service announcement. (SL.4.4)			
I can use formal English in the oral presentation of my public service announcement. (SL.4.6)			

Rubric for Public Service Announcement about the Importance of Voting Model
For Teacher Reference

Your performance task for this unit is to write and record a public service announcement directed at high school seniors on the topic of why voting is important. In your written version, you will state your opinion, along with two strong reasons that support this opinion. You will develop these reasons with facts, quotes, and other details from the texts you will have read.

Learning Target
I can write and deliver a public service announcement stating my opinion on why voting is important. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
Content and Analysis			
I can write an introduction in my public service announcement that explains the importance of voting and states my opinion clearly. (W.4.1a)	I have an introduction with a clear explanation of the topic and a clear statement of my opinion.	I have a clear opinion statement, but have little or no explanation of the topic.	I have an introduction that does not explain the topic and does not clearly state my opinion.
I can use accurate reasons and evidence to support my opinion about the importance of voting. (W.4.1b)	I used accurate, relevant reasons and evidence to support my opinion about the importance of voting.	I used some reasons and evidence to support my opinion.	I used inaccurate or irrelevant reasons and evidence to support my opinion about the importance of voting.

Rubric for Public Service Announcement about the Importance of Voting Model
For Teacher Reference

Criteria	Meets	Partially Meets	Does Not Meet
Command of Evidence			
I can develop my opinion of the importance of voting with relevant facts, definitions, details, quotations, or other information from the text. (W.4.1b and SL.4.4) I can group together reasons with related evidence in my public service announcement. (W.4.1a)	I develop the topic with relevant facts, definitions, details, quotation, or other information and examples from the text(s).	I somewhat develop the topic with some textual evidence. I use relevant evidence inconsistently.	I do not use evidence to support my point or the evidence I use is irrelevant.

Rubric for Public Service Announcement about the Importance of Voting Model

For Teacher Reference

Criteria	Meets	Partially Meets	Does Not Meet
Coherence, Organization, and Style			
I can group together reasons with related evidence in my public service announcement. (W.4.1a)	I have reasons and related evidence grouped together for clear organization.	I have some reasons and related evidence grouped together, showing an attempt at organization.	I have reasons and related evidence that are not grouped together, showing no attempt at organization.
I can use linking words to connect my opinion to my reasons. (W.4.1c)	I always link ideas using grade-appropriate words and phrases.	I sometimes link ideas using words and phrases.	I do not use linking words and phrases.
I can express ideas using carefully chosen words. (L.4.3a)	I use precise words and words specific to my topic.	I sometimes use precise words or words specific to my topic.	I use words that are not precise or not related to my topic.
I can develop a conclusion that summarizes my opinion about the importance of voting in my public service announcement. (W.4.1d)	I have a conclusion statement that sums up my opinion about the importance of voting.	I have a conclusion statement that generally relates to the importance of voting.	I do not have a conclusion statement.

Rubric for Public Service Announcement about the Importance of Voting Model
(For Teacher Reference)

Criteria	Meets	Partially Meets	Does Not Meet
Control of Conventions			
I can use grammar conventions to send a clear message to a reader or listener. (L.4.1 and L.4.3c)	I can use "can," "should," and "must" correctly. I can write complete sentences. I can use punctuation for effect in my writing.	I sometimes use "can," "should," or "must" correctly. I write some complete sentences, and some incomplete or run-on sentences. I sometimes use punctuation for effect in my writing.	I have frequent errors using "can," "should," or "must." I have many incomplete or run-on sentences. I do not use punctuation for effect in my writing.
I can use conventions to send a clear message to my reader. (L.4.2)	I use grade-appropriate conventions, with few errors that do not hinder comprehension. I can use quotation marks to mark a quote from an outside source. I can capitalize the first letter of a quote from an outside source. I can use commas and end punctuation correctly when quoting from an outside source.	I have some conventions errors that hinder comprehension. I sometimes use quotation marks to mark a quote from an outside source. I sometimes capitalize the first letter of a quote from an outside source. I sometimes use commas and end punctuation correctly when quoting from an outside source.	I have frequent convention errors that hinder comprehension. I do not use quotation marks to mark a quote from an outside source. I do not capitalize the first letter of a quote from an outside source. I do not use commas correctly when quoting from an outside source. I do not use end punctuation correctly when quoting from an outside source.

EXPEDITIONARY
LEARNING

Rubric for Public Service Announcement about the Importance of Voting Model
(For Teacher Reference)

Criteria	Meets	Partially Meets	Does Not Meet
Speaking and Oral Presentation			
I can speak clearly and at an understandable pace in the oral presentation of my public service announcement. (SL.4.4)	I speak clearly and at an understandable pace.	I speak quickly and am difficult to understand at times.	I speak so quickly that my speech is not understandable.
I can use formal English in the oral presentation of my public service announcement. (SL.4.6)	I use formal English.	I use a mix of formal and informal English.	I use informal English.

Public Service Announcement Graphic Organizer: "Voting"

Section	
Introduction Purpose: 　Grab listeners' attention and make them want to hear more. What to do and include: 　Catchy quotes, a great slogan, powerful statistics, or facts.	
Statement of opinion Purpose: 　What you want people to do and remember after hearing your PSA. What to do and include: 　Clear statement of your intended goal.	
Reason 1 Purpose: 　Provide a good reason why your opinion is right. What to do and include: 　State the reason, explain the reason, and support it with quotes, facts, and statistics.	Reason: Evidence: ● ●

Public Service Announcement Graphic Organizer: "Voting"

Section	

Reason 2
Purpose:
    Provide a good reason why
    your opinion is right.
What to do and include:
    State the reason, explain the
    reason, and support it with
    quotes, facts, and statistics.
	Reason:
	
	Evidence:
	    •
	
	    •

Concluding statement
Purpose:
    Leave your listeners with
    final thoughts.
What to do and include:
    Come up with a catchy
    phrase or add on to your
    opinion statement.	

EXPEDITIONARY
LEARNING

Public Service Announcement Graphic Organizer: "Voting"
(Answers, For Teacher Reference)

Section	

Introduction
Purpose:
    Grab listeners' attention and make them want to hear more.
What to do and include:
    Catchy quotes, a great slogan, powerful statistics, or facts.	

Statement of opinion
Purpose:
    What you want people to do and remember after hearing your PSA.
What to do and include:
    Clear statement of your intended goal.
	You should vote because it is the best way you can be a good citizen.

Reason 1
Purpose:
    Provide a good reason why your opinion is right.
What to do and include:
    State the reason, explain the reason, and support it with quotes, facts, and statistics.
	Voting is the citizen's job in a democracy. Not voting is like not doing one's job.
	• **"This is our system of government. Citizens are supposed to vote to elect people to represent us." (ICW)**
	• **"A young person can register to vote at 18." (ICW)**
	• **"Citizens should participate in the system that gives them freedom." (ICW)**
	• **"If people have a right to do something like vote, then it is a responsibility to make the most of that right." (ICW)**

Public Service Announcement Graphic Organizer: "Voting"
(Answers, For Teacher Reference)

Section	

Reason 2
Purpose:
    Provide a good reason why your opinion is right.
What to do and include:
    State the reason, explain the reason, and support it with quotes, facts, and statistics.
	Voting is how a citizen expresses opinions.
	• **"The only way to make your voice heard is to vote." (AV)**
	• **"The voters ages 18–24 years have the lowest turnout rate for elections, but this number is increasing recently." (AV)**
	• **"Voting is a way of saying what you want to happen in your area or your country." (ICW)**
	• **"Voting is the way people express a political opinion. Don't you have a political opinion? Don't you want it heard? That's what your vote means." (ICW)**

Concluding statement
Purpose:
    Leave your listeners with final thoughts.
What to do and include:
    Come up with a catchy phrase or add on to your opinion statement.	

Public Service Announcement Graphic Organizer: "Wear Your Helmet!"

Section	Wear Your Helmet!
Introduction Purpose: Grab listeners' attention and make them want to hear more. What to do and include: Catchy quotes, a great slogan, powerful statistics or facts.	Quotes from different kids about helmet use: • "Helmets are uncomfortable!" • "Helmets are totally uncool looking!" • "I don't wear a helmet because I guess I just forget to." • "Why should I? I don't wear a helmet, and nothing bad has happened, yet!" Respond to these quotes: What happens when you don't wear a helmet.
Statement of opinion Purpose: What you want people to do and remember after hearing your PSA. What to do and include: Clear statement of your intended goal.	There is no good reason for not wearing a helmet: Wear your helmet when riding a bike, scooter, or skateboard.

EXPEDITIONARY
LEARNING

Public Service Announcement Graphic Organizer: "Wear Your Helmet!"

Section	Wear Your Helmet!
Reason 1 Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	Not using a helmet is dangerous and risky. • 60 percent of bicycle deaths each year are from head injuries. • 30 percent of ER visits from bicycle accidents are from head injuries—of these nonfatal head injuries many create lifelong disabilities from irreversible brain damage. • Every year over 300 children die from a bicycle-related head injury, and over 150,000 children are treated in emergency rooms for bicycle-related head injuries.
Reason 2 Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	Wearing a helmet can prevent a serious head injury such as concussion or brain damage. Helmets work. • They reduce the risk of head injury by 80%. • That means almost all brain injuries from bicycle accidents could have been avoided by helmet use. If all kids wore helmets, it would prevent hundreds of deaths each year and save thousands of kids from disabling head injuries.
Concluding statement Purpose: Leave your listeners with final thoughts. What to do and include: Come up with a catchy phrase or add on to your opinion statement.	Whatever your reasons are for not wearing a helmet, they are going to seem pretty stupid after an accident.