

Anti E-cigarette Campaign Group Summative Project /60

Group members will receive individual marks; You will be assessed as your group works, and you will be asked questions about your understanding and your contributions to the project



What is the purpose and goal of this project?

E-Cigarettes/Vape Pens are becoming a subject of concern within our schools, and one of the big questions being asked is: Who are the companies targeting, and is it as safe as they make it sound? *How can YOU help to promote the safety and well-being of those affected by the use of these products?* Being able to collaborate with others is an important skill, which is why you will be working with your groups for this project. Working together, you will create an advertising campaign against vaping and e-cigarette products. To create your project, your group will decide how you want to present it in a way that is school appropriate: (Infographic, Tik-tok/Short Video, Song, Cartoon, etc...).

BIG IDEAS:

- ❖ Language shapes ideas and influences other
- ❖ Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

Learning and Knowing

As emerging young adults you are moving towards becoming active members of society. Moving forward, what is the legacy you are leaving behind for the young people who will come after you?

To guide us through this unit, I want us to be thinking about what responsibilities come from the knowledge and understanding we get from our learning. To guide our thinking about learning there is an important set of beliefs developed by Indigenous elders and scholars, about ways of knowing and learning, called the **First Peoples Principles of Learning**. Each of these principles connects to the big ideas for our project in some way, but I want you to keep these specific two in mind:

1. Learning involves recognizing the consequences of one's actions
2. Learning involves generational roles and responsibilities.

Why are these ideas important to our project?

It is our responsibility to prepare the world for the generations to come. Recognizing the negative impacts that the e-cigarette/vaping phenomenon has on us right now will allow us to reflect on what changes we need to make. How can we promote the safety and well-being of future generations? Do you have any younger members in your households/families, how

FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: www.fnesc.ca

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would you feel if they were to put their health at risk to be apart of the latest trend?

Section 1: Research

Section 2: Anti E-cigarette Advertisement

Section 3: Assessment (Group and Self)

Section 1: Research

Part A: Research the health concerns/hazards of e-cigarettes and the unknowns: news, articles, etc...

Health Concerns: ➤
Hazards: ➤

Keep Track of your Sources (Links to pictures/videos/articles etc...) - Where is your information from?

<u>Primary:</u>	<u>Secondary:</u>

Part B: Analyze the advertising of e-cigarettes — Answer the following questions:

Questions:	Your Response	Sources (where is your information from?)
1. What are E-Cigarettes/Vapes saying about		

their products and brand?		
2. Who is the target audience?		
3. How do they launch products (stores, advertisement, etc...)		
4. Who is the competition? (Top brands, companies etc...?)		
5. Why do young people use e-cigarettes?		

Part C: Works cited page: Record your sources (websites, articles, photos etc...) and clearly cite where your information is from.

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Section 2: Anti E-Cigarette Advertisement

Note: Please DO NOT use actual e-cigarettes in videos/photos that you take. You may take images from the internet instead.

How will you present your work?	
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<ul style="list-style-type: none"> - Video/Tiktok (30 seconds to 1 minute max.) - Infographic/Poster (1 page) - Cartoon (1 page) - Song (30 seconds to 1 minute max.) 	
<p>Which Rhetorical Appeal will your group be trying to use? (Pathos, Ethos, Logos) -- You can use more than one. <i>See slides if confused.</i></p>	
<p>How will you submit your work?</p>	<p>USB, Google drive, email link etc...</p>

Section 3: Assessment

Group member names:

Evaluate your performance in this project:

Statement	Always	Sometimes	Seldom
Contributed ideas to the project.	X		
Listened to and respected my classmates.	X		
Came to class prepared to work.		X	

Found appropriate materials for the project.			
Cooperated with my group members.			
Did my fair share of the work for this project.			
Were you there everyday?			

1. What tasks did you specifically complete for this project?

2. What do you think was your greatest strength from the list above?

3. What do you think was your main struggle in the group project and how can you work on improving in the next group project?

4. What did each member in your group contribute? Give their name and what they did.

Rubric

Please highlight what level you think you have reached for each row of the rubric and explain why in the left orange column for each section. If you do not self-assess then you will not receive feedback.

Project Section	Access Point	Emerging (C-) 50-66%	Developing (C) 67-69% (C+) 70-73%	Proficient(B) 73-85%	Extending (A) 86%+
Research	Gives example of things from the text	Labels information based on purpose.	Use information appropriately for a variety of sources.	Use information for a purpose and from a variety of sources	Manage information collaboratively for diverse purposes and from a variety of sources
Research and Ad	Uses descriptive vocabulary and emotion words to express ideas related to text	Identify ideas that go beyond texts.	Describe ideas, both creative and critical, with and beyond texts.	Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts	Collaborate critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
Research	Identifies words	Interpreting how	Experiment with	Appreciate and	Critiquing how

	and images used to evoke emotion	language constructs personal identities.	language and how it interacts in personal, social and cultural constructs.	understand how language constructs personal, social, and cultural identities	language constructs personal, social, and cultural identities
Research	Identifies different text structure and why they are important	Recognizes different text structures and their importance to multiple texts.	Identify text structures and their role in meaning.	Recognize an increasing range of text structures and how they contribute to meaning	Assess an increasing range of text structures and how they contribute to meaning
Ad	Reads and communicates text	Use writing and design processes to develop texts for a singular purpose and audience.	Use writing and design processes to plan and develop a variety of texts for multiple purposes and a single audience.	Use writing and design processes to plan, and develop, meaningful texts for a few purposes and audiences	Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
Research and Ad	Expands vocabulary and uses spelling conventions	Use the conventions of Canadian spelling, grammar and punctuation as appropriate, with minimal errors.	Effectively use the conventions of Canadian spelling, grammar, and punctuation as appropriate with minimal errors.	Use of the conventions of Canadian spelling, grammar, and punctuation is developing and is appropriate to the context	Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
Research	Recognizes the importance of citations	Recognize the need for citations of intellectual property rights.	Routinely acknowledge intellectual property effectively.	Use acknowledgements and citations to recognize intellectual property rights effectively and consistently.	Correctly and consistently uses acknowledgements and citations to recognize intellectual property rights effectively and consistently.
Ad	Creates texts and communicates	Selects information to create a variety	Experiments with ideas and information to	Organizes ideas and information to create	Transforms ideas and information to

	original expressions	of texts and genres.	create texts using a variety of genres.	original texts, using various genres, forms, structures, and styles	create original texts, using various genres, forms, structures, and styles
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In-class

Group collaboration in class, class discussions, sharing the Ad at the end of the unit	Discusses text with appropriate speaking skills.	Identify appropriate speaking skills in a context for a purpose	Implement appropriate speaking skills in a context with purpose.	Demonstrate appropriate speaking skills in a formal presentation	Adapt and moderate appropriate speaking skills in a formal presentation for a variety of people
Group collaboration, class discussion and listening to other groups share their Ads	Listens to a variety of texts	Identify appropriate listening skills	Implement appropriate listening skills during the presentation and takes some notes	Demonstrate appropriate listening skills during the presentations and takes appropriate notes	Monitoring appropriate listening skills during the presentations, takes notes and asks thought provoking questions