Science 8

Safety skit

In **groups of three**, you will be teaching the class about 3 of the lab safety rules that are outlined on **pages** **xviii – xxi** of your BC Science 8 textbook. In order to teach the class these rules, you will create and then film your skit **(between 90-120 seconds)**. You will have class time to plan and create your skit and then film it. You will upload your finished skit to Youtube and then create a link for it on your ‘Weebly’ site.

**Process**:

1. In your group of three, you will choose at least ***3*** of the ‘*Safety in Your Science Classroom’* outlined on **pages** **xviii – xxi** in your text book. Each of the rules must be chosen from ***different categories***. (For example, you may choose one rule from ***’1. Working with our teacher…’*,** one from *‘****7. Working with sharp objects…’***, and one from ***’12. Cleaning up in the science classroom…***’).
2. Make sure to include at least one piece of safety equipment, with its location in the room.
3. In your group, you will organize your rules and outline a skit on the provided worksheet. Once you have organized your safety skit, you can then begin filming (using camera phones) and eventually upload the final product to Youtube.

**Decide how you are going to design your skit:**

* How are you going to (safely) demonstrate the incorrect behaviour and correct behaviour? Make sure to indicate why the rule is necessary.
* Will you use humour?
* Make sure that the audience does not miss the point!!
  + Does your skit communicate your three rules?
* Is there is a flow and a sense of understanding in your skit.
* Is it creative and interesting?

1. **Evaluation:**  Each student project will be evaluated on the following:

* **Class time –** the student in on task with all the materials brought to each class
* **Creativity –** the student has demonstrated extensive thought in the presentation of the information
* **Accuracy –** the information selected details the assigned safety rules.
* **Presentation –** the student is knowledgeable of their safety rule and can answer

random questions.

1. You and your partners will present your video skit to the class. Remember there is a time limit of **TWO MINUTES.**

***Safety Skit Rubric: Self Assessment***

Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | **Below Expectations** | **Meets Expectations** | **Above Expectations** | **Total Marks** | **Student Mark** |
| **Use of class time** | Students not using class time productively. | Students are on task most of the time. (5-8) | Students are always on task.  (9-10) | **10** |  |
| **Creativity** | Little imagination, skit is simple with minimal thought in the presentation of the information  (1-4) | Some creativity shown in skit of fair to good quality, some thought in the presentation of the information  (5-8) | Imaginative to highly original skit, good use of available resources, well thought out presentation of the information (9-10) | **10** |  |
| **Accurate**  **and Informative** | Most of the information selected is inaccurate or missing. Less than 3 rules are communicated. 0ne piece of safety equipment and its location may not be shown.  (1-9) | Most of the information selected is included and accurate. 3 rules are communicated. 0ne piece of safety equipment and its location is shown.  (10-16) | All of the information selected is included and accurate. 3 or more rules are communicated. At least one piece of safety equipment and its location is shown. May be some extensions.  (17-20) | **20** |  |
| **Clarity of Presentation** | The skit/video was not clear or effective in delivering the safety rules to the audience.  (1-4) | The skit/video was mostly clear and effective in delivering the safety rules to the audience. (5-8) | The skit/video was extremely clear and effective in delivering the safety rules to the audience. (9-10) | **10** |  |

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***Safety Skit Rubric: Teacher Assessment***

Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | **Below Expectations** | **Meets Expectations** | **Above Expectations** | **Total Marks** | **Student Mark** |
| **Use of class time** | Students not using class time productively. | Students are on task most of the time. (5-8) | Students are always on task.  (9-10) | **10** |  |
| **Creativity** | Little imagination, skit is simple with minimal thought in the presentation of the information  (1-4) | Some creativity shown in skit of fair to good quality, some thought in the presentation of the information  (5-8) | Imaginative to highly original skit, good use of available resources, well thought out presentation of the information (9-10) | **10** |  |
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| **Clarity of Presentation** | The skit/video was not clear or effective in delivering the safety rules to the audience.  (1-4) | The skit/video was mostly clear and effective in delivering the safety rules to the audience. (5-8) | The skit/video was extremely clear and effective in delivering the safety rules to the audience. (9-10) | **10** |  |

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