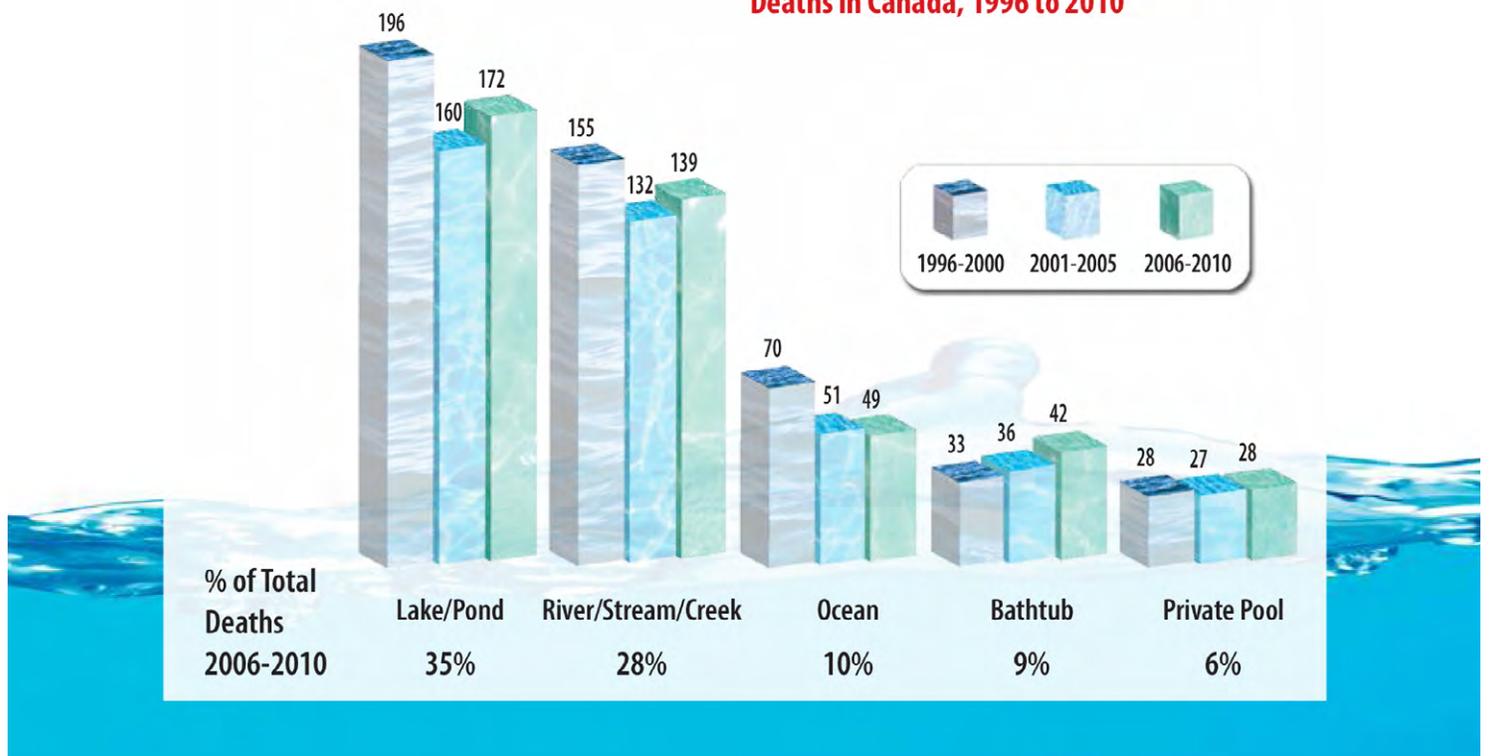


Top Five Aquatic Settings Number of Preventable Water-Related Deaths in Canada, 1996 to 2010



Postcard Planner

Picture

Date: _____

Salutation:

Dear: _____

Point of View (What was the most important learning that you experienced in the Swim to Survive program?):

In the Swim to Survive program, I learned

Reasons (Why was it important for you to learn this information or these skills? How does it help you to make safer choices?):

1. _____
2. _____
3. _____

Concluding Statement:

To live water smart, I will (Tell your family what you would like to do in the future)

Closing:

Sincerely, (Respectfully, Regards, etc.)



Persuasive Letter Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
There is an understanding of water safety practices to keep safe in a variety of aquatic settings that is clearly communicated.	communicates an understanding of water safety practices with limited effectiveness	communicates an understanding of water safety practices with some effectiveness	communicates an understanding of water safety practices with considerable effectiveness	communicates an understanding of water safety practices with a high degree of effectiveness
There are three reasons provided in the postcard that demonstrate why the learning in Swim to Survive was important and/or how it has helped to make safer choices.	applies knowledge and skills in the Swim to Survive program with limited effectiveness	applies knowledge and skills in the Swim to Survive program with some effectiveness	applies knowledge and skills in the Swim to Survive program with considerable effectiveness	applies knowledge and skills in the Swim to Survive program with a high degree of effectiveness
There is an understanding of the elements required in a persuasive letter, including convincing language, connecting words, and proper format.*	demonstrates limited knowledge of a persuasive letter	demonstrates some knowledge of a persuasive letter	demonstrates considerable knowledge of a persuasive letter	demonstrates thorough knowledge of a persuasive letter

* Depending on the students' opportunities to practise and demonstrate readiness for the skills in this criterion, the teacher can choose whether or not to use this portion of the rubric to assess the students' work.

