

Grade:	Strand: Oral and Visual Communication	Concept: Use web page to record opinions and supporting facts on given issue
Description of Task:	Students produce a web page informing and persuading people about an issue or topic of study.	
Expectations:	7e51 • contribute and work constructively in groups; 7e54 • analyse and interpret media works; 7e55 • create a variety of media works; 7e64 • listen and respond constructively to alternative ideas or viewpoints; 7e67 • identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children's program, commercial);	
Software Type:	Web Editor	
Computer Skills Prerequisite	Students must be able to: <ul style="list-style-type: none"> • Access and run a web editor program • Add text and images • Save completed work 	
Student Instructions: (for teacher)	1. Discuss reasons people access web sites (e.g. to locate information; to listen to music; to read the news; to look at pictures, etc.). 2. Discuss some features that make web sites appealing, using examples common to the class and focusing on both design and content. 3. Tell students that they are going to produce a web page to inform or persuade people about a topic or issue. 4. Have students consider their audience and how that might influence their choices of colour, font, layout, etc. for their web sites. 5. Instruct them to begin designing their sites on paper.	
Teacher Notes:	This activity can be used as a culminating task for a unit of study. Students can demonstrate their knowledge of the topic as well as express their opinions about it. You may choose to have students work in pairs or small groups, particularly if they are not experienced with web page creation. The instruction file for this activity contains directions to address various levels of skill. For students/teachers with little or no experience creating web pages, a template file is provided. The first section of the instructions, entitled "Basic Instructions", provides information to help beginners use the template. The next section, entitled "Additional Instructions", can assist those who wish to alter the template. Students may work on this activity in a computer lab. Once started, you may have individuals or groups access their work from a classroom computer, while other groups continue conducting their research, drafting their content or designing the layout of their site on paper. Related offline activities: Students can draw a design for their site to aid them when they have access to the computer.	
	Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	Have the students balanced information and opinion? (curriculum) Is their information accurate and detailed? (curriculum) Are their web sites visually appealing? (curriculum) Are their web sites persuasive? (curriculum) Have they worked well with their partner(s)? (curriculum and learning skills) Have they shared the work equally? (curriculum and learning skills) Has each person been accountable? (curriculum and learning skills)	