LESSON PLAN

OVERVIEW: Students will practice their ability to inspire peers to specific action by creating presentations which communicate clearly the need and specific strategies to conserve water.

KEYWORDS: watershed, audience analysis, hierarchy of needs, positive and negative imaging

SUBJECT: Communication Studies (an elective class offered at Caldwell High School)

AGE/GRADE RANGE: 9th-11th grade

Background: The purpose of this lesson is to teach students communication skills which increase their ability to express their points of view effectively for their intended audiences. The specific content, water conservation, allows the teacher and guest expert to first demonstrate some effective tools of persuasion, then gives students the opportunity to practice those skills on their peers through a variety of presentations.

COMMON CORE AND IDAHO CONTENT STANDARDS:

(The first six standards are Career and College Readiness standards from the Informational Reading, Writing and Speaking and Listening sections. The last item is from the 9th and 10th grade Biology standards.)

CCRA.R.2 *Determine central ideas* or themes of a text and analyze their development; *summarize the key supporting details and ideas.*

CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.L.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

CCRA.L.4 Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.L.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Goal 5.3: Understand the importance of natural resources and the need to manage and conserve them.

9-10.B.5.3.1 Describe the difference between renewable and nonrenewable resources.

GOALS:

At the end of the unit, students will be able to answer the following questions:

1. What is a watershed?
2. What watershed is Caldwell a part of?
3. How does the watershed affect my life, and the lives of people around me?
4. What does water conservation entail?
5. How can I contribute to water conservation in Caldwell?
6. How do I make other people agree with me that water conservation is valuable/important?
7. What preparation and presentation strategies will allow me to most effectively present the need and strategies for water conservation to my fellow students at Caldwell High School?

RESOURCES:

1. guest speaker--Kathryn Elliot, Idaho Department of Environmental Quality
2. PowerPoints on Audience Analysis, Using emotion to motivate…and Problem-Solution Organization (all attached with lesson plan)
3. Handouts from Elliot’s presentation, access to digital resources she uses
4. Websites for student use if needed/wanted: http://www.realsimple.com/home-organizing/green-living/things-save-water/more; http://eartheasy.com/live\_water\_saving.htm
5. computer lab time and network access to create digital presentations for 5 school-wide daily announcement presentations,
6. poster Board, photos, markers, etc. to create posters for hallway presentations
7. access to at least one Biology class to make a 5 minute presentation
8. Contact information for letters to the editor at the Press Tribune and The Caldwell Perspective

SET UP:

1. Schedule specific visit time with Kathryn Elliot; clarify specific expectations.
2. Schedule computer lab time.
3. Explain project to and request 5-10 minutes minutes of class time from Biology teacher; schedule specific class time(s).
4. Coordinate daily announcement presentations with student announcement team and their teacher mentor.
5. Get permission to display posters.
6. Acquire materials needed for posters.

DURATION:

Five-Six class 50 minute class sessions will be needed to complete the unit.

INTRODUCTION:

Students write in their journals, responding to the prompt: “As part of an interview process for a new survival show, you will be taken to an isolated spot in Mojave Desert and left there for 4 days and nights. You may take anything with you (except another person) that you can fit in the back of a Ford Ranger (Ford’s compact pickup truck). Anything you take must not extend higher than 3 feet above the pickup bed. Make a list of items you will take.

After spending about 5 minutes writing in their journals, students will team up (groups of 3) and come up with composite lists. Class will identify top 3 items on all lists.

After discussion, teacher will discuss project and preview all the components: guest speaker, analysis of her presentation, lecture and discussion about preparation and presentation of a persuasive message, project teams, preparation of presentations (announcements, posters, letters to the editor, presentations for Biology class), and presentations.

ACTIVITIES

1. Students take notes, interact with guest speaker Kathryn Elliot.
2. Teacher leads discussion about the effectiveness of Elliot’s presentation:
3. How did she keep us interested?
4. What techniques and tools did she use to help us understand the information in her presentation?
5. What new ideas did you learn?
6. Did she make you think conserving water is important? Doable?
7. Teacher lectures and leads discussion, students take notes and discuss audience analysis and Problem-Solution organizing of a presentation. Specifically, students identify ideas/values that are motivating to high school students in Caldwell; teacher focuses on needs analysis and positive and negative imaging (in PowerPoints).
8. Teacher assigns project teams. Teams create lists of steps to complete in order to finish assignment.
9. Teacher supervises student work in teams.
10. Students present their work for evaluation, then present it to target audiences.

EVALUATION

Teacher uses the attached rubric to evaluation student understanding of unit concepts. (The AL rubric didn’t fit my needs, exactly!) In addition, teacher will monitor and collaborate with student work on projects, which provides multiple opportunities for informal assessment of students’ understanding.