

<b>THEME:</b>	<b>Global Water Awareness and Active Citizenship</b>
<b>SCOPE &amp; SEQUENCE UNIT:</b>	<b>Active Citizenship – local Guest Speaker</b>
<b>OBJECTIVE:</b>	<b>Audience and interview skills</b>
<b>ACTIVITY:</b>	<b>A local example of active citizenship</b>

Notes:	In-class activity
Teacher Prep:	<p>Contact local student involved in Active Citizenship project. Encourage guest speaker to bring artifacts from their project to present to the class for show and tell. In the end the students can lead the discussion with their questions.</p> <p><b>Note:</b> Our guest speaker had a ‘water related project’ where she designed and had made water bottles (H<sub>2</sub>O for Ethiopia), which she was selling in the community. The proceeds from the sales were going to fund the building of a well in a community in Ethiopia.</p>
Time:	2 sessions. One 30-minute session (preparing for guest speaker); and one 45-minute session (Guest speaker presentation)

#### **Skills:**

- ◆ Critical and creative thinking
- ◆ Global, Local and Cross Cultural Understanding
- ◆ Ecological literacy
- ◆ Writing and oral language

#### **Objectives:**

- ◆ Students lead an inquiry with a local ‘active citizen’ through preparation of questions for the guest.
- ◆ Students apply effective note taking and active listening skills to the guest speaker.
- ◆ Students contemplate their active citizenship with examples they have seen or read about and the example of the local guest speaker

**Background Information:**

This lesson is presented after students had studied 'Ryan's Well'.

**Vocabulary:**

Dependent upon guest speaker and topic

**Materials:**

Students' pre-prepared questions for the speaker.

Any materials requested by the guest speaker

**Teaching/Learning Sequence:****SESSION 1 – GUEST PREPARATION****Introductory Discussion:**

Let students know the guest speaker's area of expertise, their name, and affiliated organization.

BRAINSTORM with the students. What do we know about our topic? What would we like to know? What questions might our guest speaker be able to answer?

LIST the brainstormed questions on the front board or flip chart. Allocate the questions by having each student choose a question from the list.

Each student writes out neatly (or types) his or her question on a separate piece of paper (scrap piece that won't get lost will do)

Review the Guest Speaker Notes Student Page with the students (follows lesson plan), reminding them how to use bullets for key points and that they should try to take these notes while the speaker is talking.

**Reflection Discussion:**

Ensure each student has prepared one question to ask the guest speaker. Ensure the question relates to the speaker's area of expertise. Store the written questions in a safe place until the time of the guest speaker.

**SESSION 2: GUEST ATTENDS CLASS**

Introduce guest. Allow guest to present their materials and/or project.

Student question period follows guest presentation. Provide all students with an opportunity to ask their pre-prepared questions.

**Reflection Discussion:**

**DEBRIEF** guest presentation.

**BRAINSTORM** on flipchart with students.

1. What did we LEARN about 'active citizenship'?
2. What ideas are going around in my head after the presentation?
3. What can we do individually as 'active citizens' in our community?

**Student Page:**

Guest Speaker Notes

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/year)

Guest Speaker: \_\_\_\_\_

Organization: \_\_\_\_\_

Topic: \_\_\_\_\_

My notes: