

THEME:	Global Water Awareness and Active Citizenship
SCOPE & SEQUENCE UNIT:	30 Second Speeches and Waterdrops Hall Display – Part 1
OBJECTIVE:	Organizing and summarizing research completed to date
ACTIVITY:	Preparation of 30 second speeches, and creation of school education display with an important message on a waterdrop.

Notes:	In-class activity.
Teacher Prep:	Appropriate materials organized from materials list including graphic organizers, exit passes and pre-made sample 30 second speech
Time:	70 minutes (1 - 3 sessions)

Skills:

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

Objectives:

- ◆ Students will be able to review information gathered in summary structures and highlight three important points.
- ◆ Students will be able to identify a structure for writing 30 second speeches using organizer.

Background Information:

This lesson is the fifth lesson in our integrated unit on Global Water Awareness. The lesson is relevant as it provides students with the opportunity to highlight and summarize the important facts and information they have learned and contribute to being active citizens through educating the school community about global water awareness.

Vocabulary:

Active Citizenship

Materials:

30 second speech summary structure
Exemplar – 30 second speech (read sample 30 second speech to class, highlighting important points from research and summary structures)
Water drops/faucet to hang for display (see photo)
Student packages with research completed to date
Student Exit passes/muddiest point
Computer, projector

Teaching/Learning Sequence:

DEBRIEF internet research done last time.

Show class the faucet and water drops. We are going to create a hall display using the information you have gathered through your research. Show blank water drop (one of class goals this class is for each student to complete two water drops and highlight 2 important facts from research).

HANDOUT student packages with research. Using this info, we will be highlighting our learning in two ways.

DISCUSS 30 second speech structure and what we are going to do and how it relates to our next two tasks.

ON OVERHEAD – project structure

HANDOUT 30 second speech structure and task students with identifying the 3 most important facts from their research.

HINTS These questions might help you select your facts.

What did you learn?

What stands out to you?

What is a lasting image in your mind?

OPTION....If struggling with limiting facts, you can write 2 speeches!

As students finish 3 important facts, have them select two and write them up on water drops.

Goal today is to record 3 facts or important pieces of information and select two to share through school display.

OPTIONStudents who are ready can begin work on their introduction and conclusion to their speech. 3 facts are the body of 30 second speech.

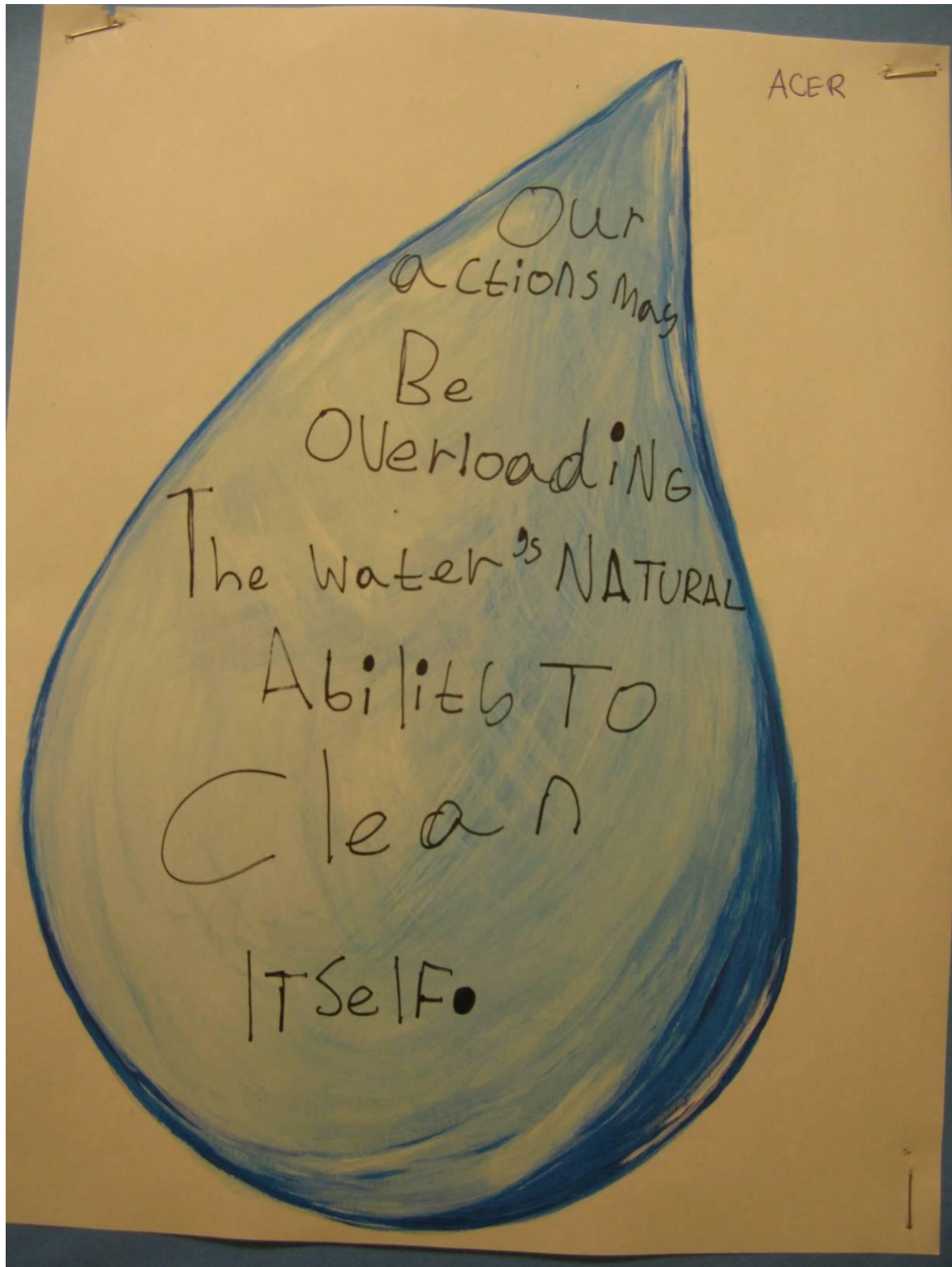
Closure/Reflection Discussion:

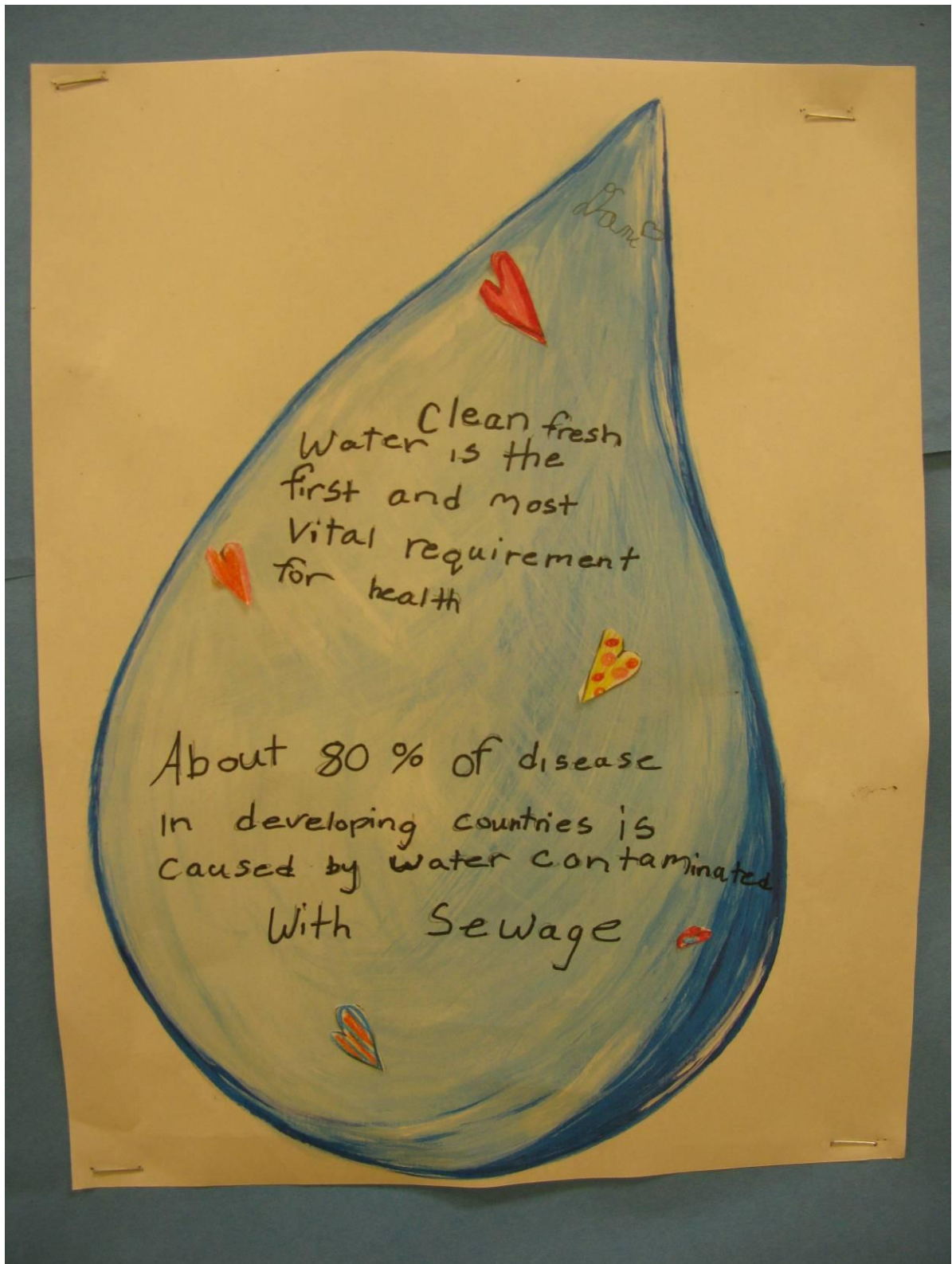
Muddiest Point / Exit Pass : Students fill out on pre-made mini sheet. Identify anything you have a question about related to today's lesson.

Resources:

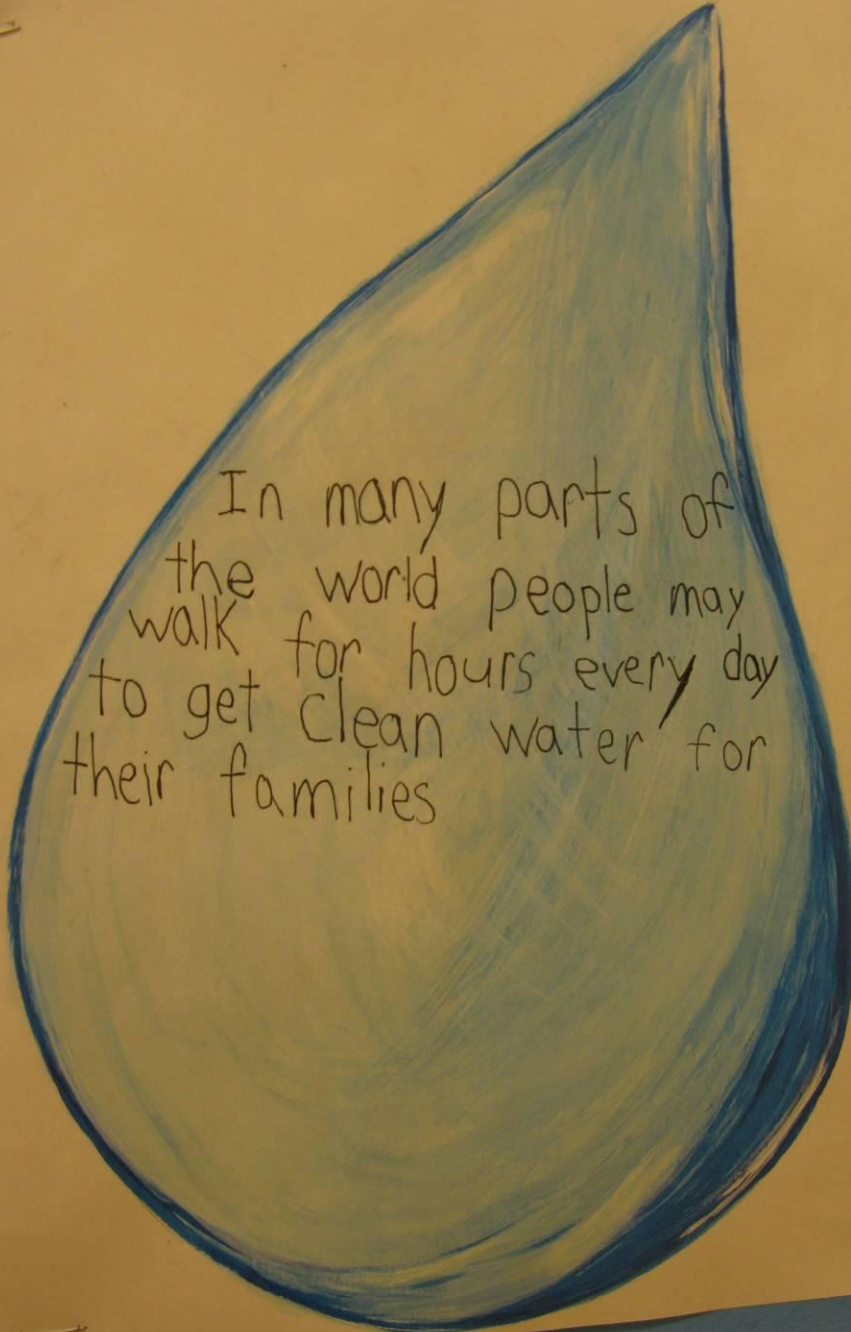
Caren Cameron : Practical Ideas to Spark up the Year
One Well: The Story of Water On Earth (Rochelle Strauss)
Improving our Environment ; Saving Water (Jen Green)
DK Eyewitness Water (John Woodward)
Nonfiction Reading Power (Adrienne Gear)

Exemplars:





Brennan



In many parts of
the world people may
walk for hours every day
to get clean water for
their families

