**Final**

**Molloy College**

**Division of Education**

Student: Chelsea Schecht, Danielle Cirillo, Nicolette Pirrello Professors Blair & Sheehan

Course EDU 5240.03 Date: May 2020

Topic: Climate Change Content Area: History/Science

**INSTRUCTIONAL OBJECTIVES (s) *(Lesson Objective(s)\*)***

After watching and discussing the video, “Nature Now” and participating in a class discussion on Earth Day 2020 (Climate Action), students will participate in small group activities to develop Action Plans to attack the problem of global warming. Mastery will be determined by a score ⅘ on a teacher designed Action Plan Checklist.

**NYS-CCLS / +NYS STANDARDS AND INDICATORS**

**Civic Literacy: 2017 Standards for Preparing Social Studies Teachers**

**Standard 5: Professional Responsibility**

 Candidates will expand on their knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities

*Indicator: This will be evident when the students watch and discuss Nature Now and during the class discussion on Earth Day 2020*

**Next Generation Science Standards:**

[***HS-ESS3-4***](http://www.nextgenscience.org/hs-ess3-4-earth-and-human-activity)***.***  Evaluate or refine a technological solution that reduces impacts of

human activities on natural systems. (NCA-related content:  [Mitigation](http://nca2014.globalchange.gov/report/response-strategies/mitigation#statement-21109), [Adaptation](http://nca2014.globalchange.gov/report/sectors/ecosystems#statement-16344)***)***

*Indicator: This will be evident when the students watch and discuss Nature Now and during the class discussion on Earth Day 2020*

**MOTIVATION *(Engaging the learner(s)\*)***

As students begin to research possible action plans to stop global warming, they will watch and discuss “Nature Now” with Greta Thunberg on YouTube.

**DEVELOPMENTAL PROCEDURES**

1. Students will start the lesson by watching the video “Nature Now” on YouTube. [4 minutes] *(What are your thoughts and first impressions on the “Nature Now” video? What about your thoughts scare you? What do you think Greata is trying to say? What information from the video is important to you? Which thought(s) do you find the most threatening?)*
2. The teacher will start a brief discussion about the video with the students. [2 minutes] *(What are ways you have seen your community try to help the environment? What are some ways you can help your environment?*)
3. Students will watch a presentation on Earth Day 2020. [2 minutes] *(What is the theme for Earth Day 2020? What can you do to participate in climate action? What frightens you enough to want to change the problem of climate change? What do you think you can do to make a change?)*
4. Students will analyze their Carbon Footprint Worksheet from the previous lesson and identify areas where they can and should reduce their carbon footprints. [15 minutes] *(What are some ways you can help out in your community to reduce your carbon footprint? What are some things you can do at home to reduce your carbon footprint?)*
5. Teacher will hand out the “Tiny Lifestyle Changes” worksheet to help guide students to make an action plan to attack the problem of global warming. Once the students review the “Tiny Lifestyle Changes” worksheet they will draw or explain their plan to attack the issue of global warming. For the students that do not receive a mentor they will have the ability to have an advanced student help them come up with ideas on the “Tiny Lifestyle Changes” worksheet. [7 minutes] (Draw or explain your plan of attack.)

**\*\*\*INSTRUCTIONAL STRATEGIES *(Learning Strategies\*)***

**Brainstorming** (allow students to provide insight and ideas to gain wider knowledge of content)

 Indicator: This will be evident when students respond to teacher-directed questions

**Discussion** (engaging in meaningful discussions about the content)

Indicator: This will be evident when the teacher and students discuss the “Nature Now” video.

**Guided Questions** (asking a variety of different types of questions on various levels of Bloom’s Taxonomy)

 Indicator: This will be evident when students respond to guided questions while watching the video and throughout the activity portion of the lesson.

**Group Work** (allowing students to work with each other to discuss their own opinions)

 Indicator: This will be evident when students analyze their carbon footprint worksheet and develop action plans.

**ADAPTATIONS *(Exceptionality\*)***

**Student 1**

- Sandy would work with her mentor

- Having clear and concise directions on worksheet

- Breaking up worksheet into smaller sections

- Giving examples of possible answers

**Student 2**

- Verbally discussing a worksheet with a mentor instead of filling it out

- Working with a mentor that will have a whiteboard to write down words the students may have trouble spelling.

**DIFFERENTIATION OF INSTRUCTION**

Visual Learner

 Visual learners will benefit from the video from YouTube “Nature Now” by Greta Thunberg and Earth Day 2020.

Auditory Learners

 Auditory learners will benefit from listening to the presentation on “Earth Day 2020” , and participating in the class discussion.

Kinesthetic Learners

 Kinesthetic learners will benefit from drawing their plan of attack.

Struggling Students

Struggling students will receive assistance from their 1:1 mentors for spelling and organization. Students will also be able to verbally discuss with a mentor ways to expand the ideas provided on the “Tiny Lifestyle Changes” worksheet. The students with mentors can also use whiteboards for the mentor to help spell words the students might not know how to spell.

Advanced Students

Advanced Students will receive a struggling student who does not have a mentor. They will help them complete the “Tiny Lifestyle Changes” worksheet and brainstorm ideas. With an additional question to challenge themselves to come up with different ideas on how to motivate your community to want to reduce their carbon footprint.

**ASSESSMENT *(artifacts\* and assessment [formal & informal] \*)***

**Formal Assessment**

* Students’ Action Plans will be assessed through the teacher designed Action Plan Checklist. Mastery will be determined by a score not less than ⅘

**Informal Assessment**

* Students will be observed and monitored throughout every step of this lesson in order to make sure they are on task by questioning them throughout the lesson.
* Students will brainstorm as many of their favorite activities or things as the teacher writes them on the board
* Teacher-directed questioning

REFERENCES

Carbon Footprint Worksheet is part of the UN Blue Capes and Global Game Changers Curriculum

Conservation International (2019, September 19). *Nature Now.* [Video file]. Retrieved from <https://www.youtube.com/watch?v=-S14SjemfAg>

New York State Department of Education. (2017). Learning Standards for Social Studies. Retrieved from <http://www.nysed.gov/common/nysed/files/sslearn.pdf>

New York State Department of Education. (2019). New York State Next Generation Science Learning Standards. Retrieved from <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/p-12-science-learning-standards.pdf>

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

**Tiny Lifestyle Changes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Turn the Faucet Off | 2. Use a Cloth Towel Instead of a Paper Towel | 3. Stop Drinking out of Plastic Water Bottles | 4. Turn off Your Lights When You Leave the Room | 5. Take the Stairs Instead of The Elevator |
| 6. Use Paper Straws | 7. Add Plants to your Home | 8. Start a Garden | 9. Have a Yard Sale | 10. Use Reusable Shopping Bags |

**Action Plan Teacher Checklist:**

\_\_\_\_\_ Students came up with ideas how to prevent future global warming

\_\_\_\_\_ Students came up with unique ways to reduce their carbon footprints

\_\_\_\_\_ Students understand their impacts that their changes can make

\_\_\_\_\_ Students are able to identify what is harmful to the Earth

\_\_\_\_\_ Students fully completed their Action Plan