**Molloy College**

**Division of Education**

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Course EDU 5240 Date: March 2020

Topic: Climate Change Content Area: History | Science

**INSTRUCTIONAL OBJECTIVE**

After watching “10 Things I Can Do to Help My World” by Melanie Walsh and participating in a group discussion, playing the Heart Power Card game, brainstorming topics for their team trifold boards, and participating in small group activities, students will analyze, plan and complete the “Steps to My Project” Worksheet with 90% accuracy based on a teacher-designed checklist to assess the key points of the activity.

**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 create their trifold boards and demonstrate their knowledge on the topic of climate change.*

**Next Generation Science Standards:**

***HS-ESS3-4.*** Evaluate or refine a technological solution that reduces impacts of

human activities on natural systems. (NCA-related content:  Mitigation, Adaptation)

*Indicator:* *This will be evident when the students brainstorm ideas after watching “10 Things I Can Do to Help My World” by Melanie Walsh and actively participating in a group discussion with the class by coming up with ideas of how to help the environment.*

**MOTIVATION**

As students prepare to create their trifold boards for climate action, they will watch the video, “10 Things I Can Do to Help My World” by Melanie Walsh. Along with this video, the teacher and students will engage in a group discussion discussing key ideas presented regarding climate action.

**DEVELOPMENTAL PROCEDURES**

1. While the students and mentors are in groups, they will begin watching the video*, “ 10 Things I Can Do To Help My World.”*After the video,the teacher will ask guided questions and give students the opportunity to brainstorm ideas that may help later when they create their trifold boards. Answers in this discussion will be recorded by students and the teacher on a chart to use later during independent work. (*What did you learn from this video?**What are some things that you and your family can do now to conserve resources? Were there any other conservation practices that you liked? If so, which ones? Might you and your family try to practice these conservation practices at home?)*
2. The teacher will model for the students and practice with the students how to play the “Heart Power Card Game,” one round as a class. Afterwards, the groups will proceed to play independently. [5 minutes]
3. As the students play the game with one another, the teacher walks around the room and assists students while checking for understanding. Once the game has ended the teacher will pose key questions. The purpose of this activity is for students to explore more ways to help their environment, to aid in their brainstorming process for their project, and to collaborate effectively with one another [10 minutes] (*What did you think of the game?*  *Have you found more* *ways we can help the environment? Should I add them to our list?*)
4. Students will remain in their groups and the teacher will explain the need to create tri-fold boards for the final civic action project. The teacher will visually display a model tri-fold board template and will provide a verbal explanation of all the elements required for students’ boards, as well as where the elements should be placed on the students’ final product.
5. The teacher will then review the list of presentation ideas that the class had been working on and will give the students some time to come up with any last minute ideas [10 minutes] *(Does anyone have any questions regarding the project? Are there any art materials that your team might need to finish your tri-fold board? If so, what material could you bring?)*
6. The teacher will hand out “Steps to My Project” Checklist, and provide direct instruction to the students (and mentors)guiding them through the checklist criterion. Students can use this opportunity to ask questions if needed. [7 minutes]
7. Students will then work on the “Steps to My Project” worksheet with their groups, and discuss how to start their project. While the students are working, the teacher will walk around the classroom verbally checking for understanding through questions, answering questions students may have, and helping students refocus on their project. The teacher will collect all work before the students leave the classroom at the end of the period. [15-20 minutes]

**INSTRUCTIONAL STRATEGIES**

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

content)

 Indicator: This will be evident students will think of ideas that they want to add on their

tri-fold boards, while also thinking about what they can do to help the environment.

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

Indicator: This will be evident when students discuss in their groups the layout of the

trifold and what information they are going to prioritize.

**Play and Learn:** (Students will play the game and collaborate with their classmates, and be

able to make connections with their groups in a social manner)

 Indicator: This will be evident when the students play the game in small groups with their

 classmates.

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

 Indicator: This will be evident when students understand, analyze, apply their ideas/information, and prepare to evaluate and create their projects and throughout the activity portion of the lesson.

**Small Group Activity:**

 (students will reflect on what they learned and evaluate their work by

using the checklist that they were given)

 Indicator: This will be evident when students come together as a class and discuss with

 the teacher of what they learned and what they have to do for the following class.

**ADAPTATIONS**

**Student 1**

* The teacher will give Student 1’s mentor the work for the class so that she may stagger the worksheets given to Charlie. By doing so, he only receives the next worksheet after the prior sheet is fully completed.

**Student 2**

* The teacher can have Student 2 read aloud the questions to the “Steps to My Project” to her mentor while her group is silently reading the worksheet instructions to themselves.

**DIFFERENTIATION OF INSTRUCTION**

*Visual:*  Students who work best with visual based instruction will be addressed by

 watching the video “10 Things I Can Do to Help My World” by Melanie Walsh,

 and by visuals (template) and modeling.

*Auditory:* Students who work best with auditory based instruction will be supported by the

verbal communication with the teacher, class, and separate groups.

*Kinesthetic:* Students who work best with kinesthetic based instruction will be engaged by

actively playing the “Heart Power Card” with their groups and filling out their

“Steps to My Project” worksheet.

*Struggling:* The struggling learners will be fulfilled by the extra assistance made available

when the teacher is formatively assessing the students while they work in their

groups. Struggling students who also have mentors will be supported by both the

teacher and the extra instruction and guidance given by the mentors, who will also

be working with the teacher and current lesson.

*Advanced:* The advanced learners will be fulfilled by having the opportunity to be more

descriptive and explain why their actions can help the environment, and maybe

they can lead the group discussions and ask key questions to other students during

the lesson.

**ASSESSMENT**

**Formal Assessment**

* To achieve mastery, students must score no less than 90% on a teacher-designed checklist which evaluates the students’ abilities to analyze, plan and complete the “Steps to My Project” Worksheet.

 **Informal Assessment**

* Students will correctly answer questions that the teacher poses throughout the lesson.

 - The teacher will be able to analyze what information the students are retaining while

 they are playing the “Heart Power Card Game”.

* The teacher can assess *students’ ability to interact and share information and ideas while* playing the “Heart Power Card Game”.
* The teacher will be able to assess students' understanding by observing how the students follow directions after viewing the modeling process done by the teacher.

**REFERENCES**

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Roberts, Abby. [Youtube]. (2017, July 26). *10 Things I Can Do to Help My World by Mel*

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**Checklist for “Steps to My Project”**

▢ Student successfully completed all the questions.

▢ Student understand the objective of the project.

▢ Student collaborate and engage with their group members.

▢ Student formulated the steps they need to take in order to reach their goal.

▢ Student know what resources they will need in order to complete their goal.