

# Our Coast, Our Future



Mass Audubon



Massachusetts Office of  
Coastal Zone Management

## Lesson 6: Community Presentation Facilitator Guide

**Grade Level:** Grades 5-8

**Timing:** *Our Coast, Our Future* Lesson 6: Community Presentation contains one class intended to be facilitated in 45 minutes.

**Tips:** In this guide each class description contains:

- **How to prepare** to facilitate lessons including tips on what materials to gather and what student supports should be prepared.
- **Essential questions** that focus the purpose of the class investigation.
- **Vocabulary and terms** divided into “tier two” words (academic words that are frequently used in many disciplines and may have different meanings depending on context) and “tier three” words (discipline specific academic words that are infrequently used outside of a specific context, in this case within the science and policy of climate change). Definitions for tier three words are provided in the *Student Glossary of Terms*.
- **Class procedure** that outlines student activities and provides guiding questions and discussion facilitations tips.
- **Assessment** tools to gauge student engagement, understanding, and skill acquisition. These are generally reflection questions to be answered by students at the end of each class.

### Lesson 6 – Community Presentation

In this lesson, students will conduct a discussion similar to a town meeting format. They will present their proposed solution from their perspective and make a case for alternatives or compromise.

- Present arguments for the solutions that work best for specific stakeholders.
- Discuss options and select preferred solutions for the community.

**Priority Activities** follow the ‘through line’ and will meet the priorities of the unit.

**Secondary Activities** were designed to be included in the unit but can be modified or eliminated if necessary

<b>Priority Activities:</b>	In class 6.1 will help build an understanding of how different perspectives must communicate and compromise. Students vote on potential solutions in this lesson.
<b>Secondary Activities:</b>	For 8 <sup>th</sup> grade students there may be an opportunity to add a component that meets civics requirements.

### Class 1

**Teacher Materials & Preparations:** Before this lesson prepare each Student Guide, students will be using the *Our Coast, Our Future: Strategy Share-out from Other Groups* Activity Sheet to organize their thoughts and reflection based on student stakeholder identity groups presentation of climate solution strategies. Facilitators should also review the *Group Voting Methods: Facilitator Resource* ahead of lesson to choose a voting method suited to your students.

<p>Name _____ Class _____ Date _____</p> <p><b>Our Coast, Our Future: Strategy Share-out from Other Groups</b></p> <p>Put the group you're hearing from and the strategy they are presenting on the left, and notes about what you hear from that group on the right. There may be more than one strategy from each group so you may need to use more than one row per group.</p> <table border="1"> <thead> <tr> <th>GROUP AND TOPIC</th> <th>NOTES</th> </tr> </thead> <tbody> <tr> <td>Group:</td> <td>(Include pros and cons of this strategy for the group presenting, and ideas about how it might affect your stakeholder group.)</td> </tr> <tr> <td>Strategy:</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	GROUP AND TOPIC	NOTES	Group:	(Include pros and cons of this strategy for the group presenting, and ideas about how it might affect your stakeholder group.)	Strategy:				<p align="center"><b>GROUP VOTING METHODS</b> Facilitator Resource</p> <p><b>Learning Objectives:</b> To vote in a youth-adult partnership, while maintaining student buy-in. <b>Added Information:</b> These methods can be used in conjunction Lesson 5 climate solution strategy decision making. Teacher facilitator can choose a method that works best for their classroom. <b>Scaffolds:</b> These voting methods can help break decisions into smaller, bite sized pieces, making them more manageable as needed.</p> <p><b>Open Voting Methods</b></p> <p><b>DOT VOTING</b> Write each of the issues or strategies on the board in large letters. Distribute three dot stickers to each student. Explain the rules of voting: students may use their three votes in any way they choose, from one vote on each, to all three votes on one. Invite students to walk up to the board and place their dots next to the issue(s) or strategy(ies) of their choice.</p> <p><b>4 CORNERS</b> Write the numbers 1-4 on 4 pieces of paper and tape them on each corner of the room (or place them on the floor). Review the criteria chosen by the group. Then, read each issue out loud and ask students to move to the number that they think that issue meets the suite of criteria. (1= does not meet the suite of criteria, 4= meets them very well). Tally the votes. If the votes do not identify a preferred issue, have more discussion before casting another vote.</p> <p><b>HUMAN CONTINUUM</b> Two signs, one saying "High" and the other "Low," are placed on opposite sides of the wall (or on the floor) to form the ends of a continuum. For each issue, students stand somewhere along the</p>	<p align="center"><b>Lesson 6: Climate Solution Strategies Presentations Grading Rubric</b></p> <p>This rubric is suggested to assess student work in preparation of and during the presentation of student stakeholder climate solution strategies. Teacher facilitators may add additional criteria.</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>4 - Exceeds the Standard</th> <th>3 - Meets the Standard</th> <th>2 - Working towards Standard</th> <th>1 - Does Not Meet Standard</th> </tr> </thead> <tbody> <tr> <td>Content</td> <td>Demonstrates exceptional understanding of the connection between topic and its effects on the environment and local communities</td> <td>Demonstrates some understanding of the connection between topic and its effects on the environment and local communities</td> <td>Demonstrates limited understanding of the connection between topic and its effects on the environment and local communities</td> <td>Demonstrates no understanding of the connection between topic and its effects on the environment and local communities</td> </tr> <tr> <td></td> <td>Demonstrates exceptional knowledge in the underlying scientific concepts investigated.</td> <td>Demonstrates some knowledge in the underlying scientific concepts investigated.</td> <td>Demonstrates limited knowledge in the underlying scientific concepts investigated.</td> <td>Demonstrates no knowledge in the underlying scientific concepts investigated.</td> </tr> <tr> <td></td> <td>Demonstrates mastery of the concept of human-caused climate issues and impact on human and non-human communities.</td> <td>Demonstrates some mastery of the concept of human-caused climate issues and impact on human and non-human communities.</td> <td>Demonstrates limited understanding of human-caused climate issues and impact on human and non-human communities.</td> <td>Demonstrates no understanding of human-caused climate issues and impact on human and non-human communities.</td> </tr> </tbody> </table>	Criteria	4 - Exceeds the Standard	3 - Meets the Standard	2 - Working towards Standard	1 - Does Not Meet Standard	Content	Demonstrates exceptional understanding of the connection between topic and its effects on the environment and local communities	Demonstrates some understanding of the connection between topic and its effects on the environment and local communities	Demonstrates limited understanding of the connection between topic and its effects on the environment and local communities	Demonstrates no understanding of the connection between topic and its effects on the environment and local communities		Demonstrates exceptional knowledge in the underlying scientific concepts investigated.	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<p><b>Our Coast, Our Future: Strategy Share-out from Other Groups Activity Sheet</b></p>	<p><b>Group Voting Methods: Facilitator Resource</b></p>	<p><b>Climate Solution Strategies Presentations Grading Rubric</b></p>																												

## Essential Vocabulary:

- Tier 2: presentation
- Tier 3: strategy, stakeholder

**Essential Question:** What climate solution strategies best fit the complex and interconnected needs of our community?

## Class Procedure:

- **Student Welcome (5 minutes):** Let students know that stakeholder identity groups will be presenting their climate solution strategies.
  - Ask students to prepare materials while teacher facilitators arrange the classroom space for presentations and arranges the order of presentations.
  - Presentations are meant to mirror a community or town meeting so students may stand in front of audience or students may circle up more informally.
- **Activity (25 minutes):** Let students know that each student stakeholder identity groups will each present their perspective, priorities, and what climate solution strategies they advocate for and why.
  - Let students know that after all groups present there will be a brief discussion that addresses any final thoughts or questions facilitated by the teacher.
  - Let students know that to help them evaluate the climate solution strategies described by other stakeholder identity groups they will use the *Our Coast, Our Future: Strategy Share-out from Other Groups Activity Sheet*.
    - Students should record the pros and cons of other stakeholder groups presented strategies and ideas about how it might affect their own stakeholder group.
- **Discussion (15 minutes):** Teacher facilitator will now help students address any final thoughts or questions on the solution strategies presented and then facilitate student voting on which solution strategy or strategies the community will adopt.
  - Let students know that they will now be voting on their top climate solution strategies that they think best address the criteria and stakeholder needs of their community.
  - Teacher facilitator should explain the voting procedure and then guide voting process.
  - Once voting is done the teacher facilitator should take a moment to debrief the result.
  - Ask students, "What are your thoughts and reactions to the climate solution strategies that the community has chosen? Do you think that the strategies are clear and be put into practice by the community or are there any lingering questions or concerns about the chosen strategies?"
- **Wrap-up (5 minutes):** Let students know that in the last Lesson they will be taking the work done in Lessons 1-6 to design a product that will allow them to report out their climate solution strategies to their real community.
  - Remind students to complete their class assessment, either at the end of class or as homework.

**Assessment of knowledge, understanding and skills:**

- **Question prompt:** “Do you think that your “community” of stakeholders chose the best climate solution strategies? Why or why not”?