

**Lesson 5: Perspectives**Facilitator Guide

Grade Level: Grades 5-8

Timing: *Our Coast, Our Future* Lessons 5: Perspectives contains two classes each intended to be facilitated in 45 minutes or combined into a longer block.

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 5 – Perspectives**

Perspectives asks students to work in small groups, stepping into the roles of key community stakeholders, and evaluating possible strategies to address the challenges in the challenge they are studying. This helps them to prepare for a class discussion, framed like a town meeting or presentation, which happens in Lesson 6. Students will:

* Analyze the pros and cons of solutions to a local climate challenge from the perspectives of different community stakeholders.
* Develop arguments to support the solutions that work best for specific stakeholders.

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

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| Priority Activities: | Students will be introduced to the stakeholder profiles in class 5.1.  In class 5.2 they will need to plan out their strategy for representing their stakeholder group. |
| Secondary Activities: | In class 5.1 students have an introduction on communicating about climate issues and learn about objects of care. This experience will improve their skills at understanding and working across stakeholder groups.  Class 5.2 could be modified if needed. |

Class 1

Teacher Materials & Preparations: Before this lesson prepare each Student Guide, students will be using the *Our Coast, Our Future: Stakeholder Profiles Activity Sheet* to critically review the *Our Coast, Our Future: Stakeholder Profiles* (available as a PowerPoint and a PDF). Facilitators should review Slaying the *Climate Dragon: How to talk about Climate Change* introduction reading and guiding questions.

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| *Our Coast, Our Future: Stakeholder Profiles* (available as a PowerPoint and a PDF) | *Our Coast, Our Future: Stakeholder Profiles Activity Sheet* | *Slaying the Climate Dragon: How to talk about Climate Change* |

Essential Vocabulary:

* Tier 2: hypothetical, allegory, value, dialogue, compromise
* Tier 3: stakeholder, perspective, objects of care, identity

Essential Question: How do we evaluate what individual stakeholders or groups value?

**Class Procedure:**

* Student Welcome (10 minutes): Let students know that today they will be investigating stakeholder perspectives on climate issues. Tell students that a stakeholder is a person with interest or concern about an issue.
  + Teacher facilitator should refer to the *Slaying the Climate Dragon: How to talk about Climate Change* facilitator resource to introduce four tips for communicating before reading the included short allegorical story *Slaying the Climate Dragon*.
  + Teacher facilitator may choose to read the story aloud or to have students read the story aloud in parts.
    - After reading take a few moments to get student reaction to the post-story questions, “What are your first thoughts about the story? What is this story an allegory for? How is this allegory accurate and how is it not? What do you think the message of this allegory is”?
    - Ask students to consider the story allegory and questions while doing today’s investigation. The ability to effectively communicate about “objects of care” (the things people care about) and personal connections to nature and the community will make discussion of climate change more personal.
  + Emphasize that when thinking about communication with people with different perspectives and things they care about the objective is not about just convincing with facts but creating a dialogue and finding compromise.
* Activity (20 minutes): Let students know that today they will be revisiting the idea of investigating the multiple perspectives that exist on any climate change issues.
  + Teacher facilitator should introduce *Our Coast, Our Future: Stakeholder Profiles* (available as a PowerPoint and a PDF) to the classroom.
  + Students will use the *Our Coast, Our Future: Stakeholder Profiles Activity Sheet* to critically read and reflect on the stakeholder profiles and record their how different stakeholders think about their chosen climate challenge.
  + Students may also refer back to the *Climate Scenario Selection* activity from Lesson 2 to consider how stakeholders may have related back to the issues investigated in the activity.
* Discussion (10 minutes): Teacher facilitator will and discuss the values of the different stakeholders and divide students into groups that will each be assigned a stakeholder identity to further investigate in the next class and present in Lesson 6.
  + Ask students to share what their first thoughts about the stakeholder identities. Did anything surprise them? What “objects of care” have they identified?
  + Teacher facilitator should assign students into pairs or groups that will be responsible for representing a stakeholder identity. *Our Coast, Our Future* provides ten different profiles.
    - If possible, the class should be divided into pairs or groups so all stakeholder identities are represented, however the facilitator may choose to omit stakeholder identities from further investigation if the class size is too small to accommodate ten sub-groups or if the facilitator wants to focus on specific identities.
* Wrap-up (5 minutes): Let students know that in the next class they will working in their groups to go deeper into the investigation of their assigned stakeholder identity.
  + Remind students to complete their class assessment, either at the end of class or as homework.

Assessment of knowledge, understanding and skills:

* Question prompt: “Describe yourself as a community stakeholder. What are the things you value most in your community?”

Class 2

Teacher Materials & Preparations: Before this lesson prepare each Student Guide, students will be using the Our *Coast, Our Future: Strategy Evaluation* activity sheet to organize and evaluate their assigned stakeholder identities and record their ideal climate solution strategies. Teacher facilitators should also review the suggested assessment rubric for the presentations in the next class (rubric is with Lesson 6 supporting materials)

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| *Our Coast, Our Future: Strategy Evaluation* activity sheet | *Climate Solution Strategies Presentations Grading Rubric* (For Teacher facilitators in Lesson 6 materials) |  |

Essential Vocabulary:

* Tier 2: resources, perspectives, presentation
* Tier 3: stakeholder, strategy

Essential Question: How do we develop convincing arguments to support climate change solutions?

Class Procedure:

* Student Welcome (5 minutes):Let students know that today’s class they will be identifying the climate solution strategies through the perspective of their stakeholder identity.
  + Emphasize that students are shifting their thinking and participation from the research and analysis phases earlier and are stepping into a problem-solving mode.
* Activity (20 minutes): Let students know that they will be investigating their stakeholder identity in greater depth using the *Our Coast, Our Future: Strategy Evaluation* activity sheet.
  + Student stakeholder identity groups will need to make a case for the solution strategies that make the most sense given their stakeholder interests. Students will also identify areas where they can compromise; what’s acceptable or not acceptable, and think about cost and timeline of solution strategies.
  + Let students know that they should look back on the work they’ve done in previous Lessons 1-5 and the resources they've researched to help evaluate solution strategies.
  + Students should keep in mind that they should consider balancing competing interests, understanding different perspectives, and understanding the interconnections of decisions.
  + Teacher facilitator should move around the room to help students with questions and to keep groups on task.
* Discussion (20 minutes): Let students know that they will now use their work on the *Our Coast, Our Future: Strategy Evaluation* activity sheet to practice and refine their arguments within their small groups and create support materials for a short presentation in Lesson 6 after which the students will vote on the solution strategies for their climate challenge.
  + Let students know that their presentation of their stakeholder identities climate solution strategies will be 2-3 minutes long and they will need to present their strategies completely and try to convince the other stakeholders (student groups) that their strategies are the most effective and appropriate for the community.
  + Teacher facilitator should encourage student groups to assign roles for the presentation and create any materials that might help their presentation.
  + Students may divide speaking roles and practice with a script they write during this time and they may also choose to make a simple poster to help deliver their message.
* Wrap-up (5 minutes): Let students know that in the next class that students will all be presenting their climate solution strategies and will vote as a community.
  + Students may continue to practice their presentation or complete support materials as homework.
  + Remind students to complete their class assessment, either at the end of class or as homework.

Assessment of knowledge, understanding and skills:

* Question prompt: “Describe what climate issues and criteria is most important to your stakeholder identity. Why?”