Our Coast, Our Future

Mass Audubon Massachusetts Office of Coastal Zone Management

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.

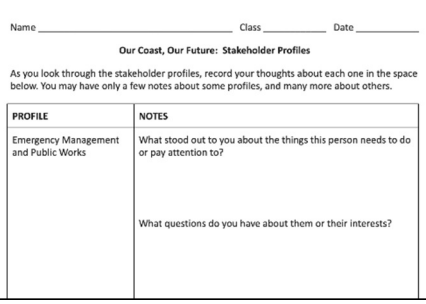
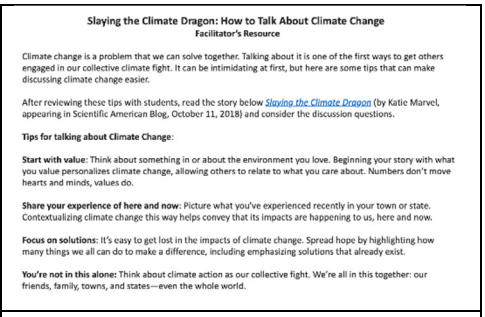
Priority Activities follow the 'through line' and will meet the priorities of the unit.
Secondary Activities were designed to be included in the unit but can be modified or eliminated if necessary

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.

	 Name _____ Class _____ Date _____ **Our Coast, Our Future: Stakeholder Profiles** As you look through the stakeholder profiles, record your thoughts about each one in the space below. You may have only a few notes about some profiles, and many more about others. **PROFILE** / **NOTES** Emergency Management and Public Works / What stood out to you about the things this person needs to do or pay attention to? What questions do you have about them or their interests?	 **Slaying the Climate Dragon: How to Talk About Climate Change** **Facilitator's Resource** Climate change is a problem that we can solve together. Talking about it is one of the first ways to get others engaged in our collective climate fight. It can be intimidating at first, but here are some tips that can make discussing climate change easier. After reviewing these tips with students, read the story below *Slaying the Climate Dragon* (by Katie Marvel, appearing in Scientific American Blog, October 11, 2018) and consider the discussion questions. **Tips for talking about Climate Change**: **Start with value**: Think about something in or about the environment you love. Beginning your story with what you value personalizes climate change, allowing others to relate to what you care about. Numbers don't move hearts and minds, values do. **Share your experience of here and now**: Picture what you've experienced recently in your town or state. Contextualizing climate change this way helps convey that its impacts are happening to us, here and now. **Focus on solutions:** It's easy to get lost in the impacts of climate change. Spread hope by highlighting how many things we all can do to make a difference, including emphasizing solutions that already exist. **You're not in this alone:** Think about climate action as our collective fight. We're all in this together: our friends, family, towns, and states—even the whole world.
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.

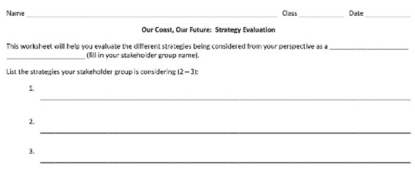
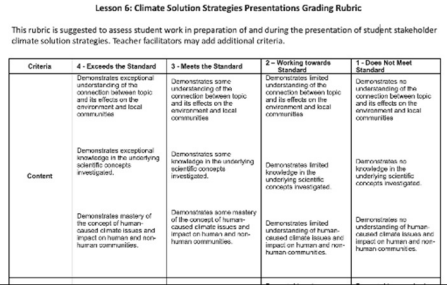
- **Discussion (10 minutes):** Teacher facilitator will and discuss the values of the different stakeholders and divide students into groups that will each be assigned a stakeholder identity to further investigate in the next class and present in Lesson 6.
    - Ask students to share what their first 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)

 Name _____ Class _____ Date _____ **Our Coast, Our Future: Strategy Evaluation** This worksheet will help you evaluate the different strategies being considered from your perspective as a _____ _____ (fill in your stakeholder group name). List the strategies your stakeholder group is considering (2 – 3): 1. _____ 2. _____ 3. _____ Briefly describe your criteria for evaluating these strategies (3 – 6): 1.	 **Lesson 6: Climate Solution Strategies Presentations Grading Rubric** 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. **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. / Demonstrates some knowledge in the underlying scientific concepts investigated. / Demonstrates limited knowledge in the underlying scientific concepts investigated. / Demonstrates no knowledge in the underlying scientific concepts investigated. Demonstrates mastery of the concept of human-caused climate issues and impact on human and non-human communities. / Demonstrates some mastery of the concept of human-caused climate issues and impact on human and non-human communities. / Demonstrates limited understanding of human-caused climate issues and impact on human and non-human communities. / Demonstrates no understanding of human-caused climate issues and impact on human and non-human communities.	
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?"