

Our Coast, Our Future



Mass Audubon



Massachusetts Office of
Coastal Zone Management

Lesson 7: Report Out and Civic Engagement Facilitator Guide

Grade Level: Grades 5-8

Timing: *Our Coast, Our Future* Lesson 7: Report Out and Civic Engagement contains three classes each intended to be facilitated in 45 minutes or combined into longer blocks.

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 7 – Report Out and Civic Engagement

In this final lesson, students will flex their civic engagement muscles. Their final project will be to create a product that engages others with their project outside of their classroom, and ideally outside their school. The goal is to use the *hypothetical challenge* investigated in Lessons 1-6 to share their learning and process but also make comparisons real-world local community climate challenges when and if appropriate.

Note: Lesson 7 is meant to be the most student-directed of all the *Our Coast, Our Future* lessons. A three-class structure is outlined below along with a teacher facilitator assessment tool. Facilitators may choose to adapt the format of their lesson to fit the scope and size of their project.

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:	All three classes in this unit provide the structure to support student-led action projects which is a key priority of this unit.
Secondary Activities:	Expand to more classes to allow for more student work on presentations and engagement with the community. Reach out to Mass Audubon educators for opportunities (education@massaudubon.org) and explore earthforce.org for more resources

Class 1

Teacher Materials & Preparations: Before this lesson prepare each Student Guide and make sure that students have a complete set of all the worksheets from the previous lessons. Students will be using all the tools and techniques from Lessons 1-6 to brainstorm and decide on a community venue and presentation format. Facilitators may either choose a venue or format for the class or work with students to decide. Teacher facilitators should review the *Our Coast, Our Future Civic Engagement Project Grading Rubric* that will help to assess student work during all of Lesson 7.

Lesson 7: Our Coast, Our Future Civic Engagement Project Grading Rubric						
This rubric is suggested to assess student work done during Lesson 7 preparing the class Civic Engagement project where students present their community climate solution strategies to the public. 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 community. Demonstrates exceptional knowledge in the underlying scientific concepts. Creates a thoughtful and cohesive civic engagement plan rooted in science and understanding of community goals and needs that demonstrates mastery of the topic and would be accessible to the public.	Demonstrates solid understanding of the connection between topic and its effects on the environment and community. Demonstrates solid knowledge in the underlying scientific concepts. Creates a thoughtful and cohesive civic engagement plan rooted in science and understanding of community goals and needs.	Demonstrates limited understanding of the connection between topic and its effects on the environment and community. Demonstrates limited knowledge in the underlying scientific concepts investigated. Creates a civic engagement plan somewhat lacking in understanding of community goals and needs or underlying science.	Demonstrates no understanding of the connection between topic and its effects on the environment and community. Demonstrates no knowledge in the underlying scientific concepts investigated. Civic engagement plan lacks any understanding of community goals and needs or underlying science.		
Organization	Presents ideas in a logical sequence that increases understanding of topic. Clarifies key points and makes them memorable.	Presents ideas in a logical sequence that is easy to follow. Clarifies key points.	Presents ideas in a sequence that is somewhat difficult to follow. Does not effectively clarify key points.	Presents ideas randomly making the presentation difficult to follow. Does not clarify key points.		
<i>Our Coast, Our Future Civic Engagement Project Grading Rubric</i>						

Essential Vocabulary: Please refer student glossary to review vocabulary terms.

Essential Question: How do we communicate climate change challenge solutions to our communities?

Class Procedure:

- **Student Welcome (5 minutes):** Consider asking students, “What are your thoughts about the climate solution strategies that the student community chose in the last class? 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?”
 - Let students know that in the next few classes they will be creating a project to help report out their work on *Our Coast, Our Future* generating climate solution strategies to the community outside their classroom.
 - Ask students to share their thoughts, questions, and concerns about the project.
- **Activity (20 minutes):** Let students know that in today's class students will brainstorm ideas and develop a plan to present their knowledge and solutions to locally relevant climate change issues directly based on work done in lessons 1-6.
 - Teacher facilitator should help students consider what content and format is appropriate for the specific target audiences within the community. Students should also consider primary audience and secondary audience and designs presentation project to match.
 - Students may consider of projects that can include: Social media engagement, Video, Podcast, Local news article or op-ed style blog, art project or installation, in-person presentation to school peers/parents/community members, civics related action (e.g., meeting with town or city officials to present findings, or some other format.
 - Emphasize that student presentation projects should make the connection between the solution and the challenge clear, considers the roles and perspectives of community members and increases overall understanding of climate resilience.
 - Student solutions should relate directly to adapting the community's systems, policies and procedures toward beneficial climate solution strategies.
- **Discussion (20 minutes):** Teacher facilitator will help students decide on the project format. Facilitator may move students towards a format that is ideal for the class or give students a short list and guide the class through a voting process.

- Once the format has been decided the teacher facilitator should help students divide up student roles and responsibilities.
- Student roles and responsibilities will vary depending on upon the format of the presentation and the teacher facilitator may choose brainstorm a list with students and then assign students to role individually, in pairs or in small groups.
- Based on their roles and responsibilities the teacher facilitator should help the students decide on what immediate next steps (research, gathering materials, etc.,) should be done during the next class and as homework.
- **Wrap-up (5 minutes):** Let students know that in the next class they will be working to create a first draft of their project.
 - Ask students to share their thoughts, questions, and concerns about the work ahead.
 - Remind students to complete the work assigned to them in their project role in preparation for the next class as homework (if necessary).
 - Remind students to complete their class assessment, either at the end of class or as homework.

Assessment of knowledge, understanding and skills: Students should focus on their project draft assignments. The teacher facilitator should refer to the *Civic Engagement Project Grading Rubric* to assess class work and homework.

Class 2

Teacher Materials & Preparations: Students will be using all the tools and techniques from Lessons 1-6 to create project drafts of their community presentations. Teacher facilitators should review the *Our Coast, Our Future Civic Engagement Project Grading Rubric* that will help to assess student work during all of Lesson 7.

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Our Coast, Our Future Civic Engagement Project Grading Rubric				

Essential Vocabulary: Please refer student glossary to review vocabulary terms.

Essential Question: How do we communicate climate change challenge solutions to our communities?

Class Procedure:

- **Student Welcome (5 minutes):** Let students know that they will be using today's class time to create a first draft of their *Our Coast, Our Future* presentation project and support materials.
 - Ask students what resources and materials they will need to do today's draft work.
- **Activity (25 minutes):** Let students know that they should begin by working on their assigned role's project work and that the teacher facilitator will be moving around the room to help students with arising questions or material needs.
 - Students should use class time to work complete first drafts of presentations and materials.

- Teachers should facilitate an active working space and make sure students are on task, have an organized plan, and be available to answer questions and direct students to reference materials from earlier lessons.
- **Discussion (10 minutes):** Teacher facilitator will guide students through sharing the work done on their rough draft.
 - Ask students to give feedback and ask questions that will help other students in clarifying and refining the climate solution strategy message.
 - Teacher facilitator should help students identify areas that need additional work and support materials that need to be created or refined to be done before the next class.
- **Wrap-up (5 minutes):** Let students know that in the next class they will be preparing a final draft of their project which they will critique and prepare to be presented to the public.
 - Remind students to complete the work assigned to them in their project role in preparation for the next class as homework (if necessary).
 - Remind students to complete their class assessment, either at the end of class or as homework.

Assessment of knowledge, understanding and skills: Students should focus on their project final draft assignments. The teacher facilitator should refer to the *Civic Engagement Project Grading Rubric* to assess class work and homework.

Class 3

Teacher Materials & Preparations: Students will be using all the tools and techniques from Lessons 1-6 to practice the presentation of community presentations and critique their produce. Teacher facilitators should review the *Our Coast, Our Future Civic Engagement Project Grading Rubric* that will help to assess student work during all of Lesson 7.

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<i>Our Coast, Our Future Civic Engagement Project Grading Rubric</i>						

Essential Vocabulary: Please refer student glossary to review vocabulary terms.

Essential Question: How do we communicate climate change challenge solutions to our communities?

Class Procedure:

- **Student Welcome (5 minutes):** Let students know that today they will be presenting a final draft of their project within the classroom for evaluation and to make final adjustments before it is presented to the public.
 - Ask students what resources and materials they will need to present the project's final draft.
 - Ask students if they have any questions or concerns about today's class work.
- **Activity (20 minutes):** Teacher facilitator will help guide students through a practice presentation for evaluation. Students should pretend they are presenting their project product for its intended audience.
 - Teacher facilitator should help students assess product and find any areas that may need improvement before officially presenting project to the public.

- Once any need adjustments or updates are identified assign students' tasks and time to complete the final project.
- Teacher facilitates final discussion to wrap up project.
- Teacher facilitator may also need to plan additional project presentation details with students depending on the product format.
- **Discussion (20 minutes):** Teacher facilitator should discuss student's impression of the *Our Coast, Our Future* unit study.
 - Ask students, “How has your understanding of coastal climate challenges and solution strategies changed? How might students continue to communicate solution strategies to the public? What was most interesting or surprising thing students discovered during the project? What was the most challenging part or aspect of the project? What ‘object of care’ would motivate students to advocate for the types of climate solution strategies they investigated”?
 - Record student thoughts and reflections
- **Wrap-up (5 minutes):** Let students know that the classroom portion of the *Our Coast, Our Future* has ended.
 - Prepare students for any out of classroom presentation plans.
 - Remind students to complete a project evaluation.

Assessment of knowledge, understanding and skills: The teacher facilitator should refer to the *Civic Engagement Project Grading Rubric* to assess class work and homework.