

"Hear My Plea"



For further information contact

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2005-2006 IDEA CATALOG OF EXCELLENCE

PROGRAM OVERVIEW

Through this learning experience, students explore and become scientifically literate about pollution in preparation for their adult roles in the global community. They will propose viable solutions on how our school can work together as a community to help prevent pollution.

Students can play an active role in our community today and in the future, as they realize that their actions and their positive influences on others can contribute to a healthier environment. Additionally, they will use the media and a local business to help advertise their cause. The more aware they become of their roles as members of society and the world, the more they will be ready to effect change. Direct experience is a promising route to building understanding and, as a result, applying their knowledge in the local community.

OVERALL VALUE

Students will have an understanding of why and how our earth is affected by pollution and know that they can contribute to pollution control. They will learn how to use print as a means to convey their messages to the community.

This program assists students in understanding that they are able to express their opinions and fight for a cause. Students defend their causes by helping to inform the public of the seriousness of pollution.

This unit will help students understand it is their responsibilities as members of their community to care about it. Students will recognize that they have personal responsibilities to take care of their community and world and that just one person can make a difference. They learn that they are a part of their community and they can voice their opinions and make a positive difference in their community.

LESSON PLAN TITLES

- Say It On a Bag
- Tell It Like It Is
- Play It Again Sam

MATERIALS

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follows the lesson plans.

ABOUT THE DEVELOPER

Gail Hulsey is a 3rd grade teacher at Ben Hill Griffin Jr. Elementary School. She received her B.A. degree at Warner Southern College. She is Nationally Board Certified in Middle Childhood Generalist.



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LESSON PLAN No 1: Tell It Like It Is



SUBJECTS COVERED

Language Arts, Science, Social Studies

GRADES

Two - Six

OBJECTIVES

Students will be able to express their concerns about pollution to the public by creating a pamphlets and then distributing the pamphlets to the community.

SUNSHINE STATE STANDARDS

Language Arts

The student writes to communicate ideas and information effectively by writing notes, comments, and observations that reflect comprehension of content and experience from a variety of media.

Language Arts

The student uses electronic technology to create, revise, retrieve, and verify information.

Science

The student understands the need for the protection of the natural systems on Earth and knows that recycling, and reducing natural resources improve and protect the quality of life.

Social Studies

The student understands the interactions of people, the physical environment, and how human activity affects the environment.

MATERIALS (PER GROUP)

- Television screen
- Colored paper/tag board
- Colored ink for computer
- Internet for research
- Library books
- Computer
- Digital camera
- Student journals
- Self-assessment rubrics

DIRECTIONS

Pre-Planning:

In preparation for this lesson, double fold pamphlets are created using the computer. The pamphlets contain the information the class gathers on pollution. These pamphlets are examples of what each group can create on the computer. The television is used as the monitor for the computer to model how to create the pamphlet. Flyers and pamphlets from different business in the community are also used as examples.

Anticipatory Set:

In cooperative groups, students will look at the different types of flyers from various businesses in the community. They will also look at the teacher-made examples of pamphlets.

Procedure:

Review previous lesson. Each group will create a pamphlet, and each student will play a role in developing the pamphlet. In cooperative groups, they will make a plan to construct their own pamphlet. Students will gather information from various resources that they want to tell the public about pollution control. They will use a rubric to assist them in creating the pamphlet. Students will offer suggestions on how to prevent and control pollution in their pamphlet. The Internet, digital camera, and magazines will be used as resources for information and to insert

clip art for their project. When the pamphlets are completed, the students will hand them out and/or place them in grocery bags during the supermarket field trip. The flyers will also be passed out at the PTA meeting/program.

EVALUATION / ASSESSMENT

Students will use a self-assessment rubric to score their pamphlet.

ADDL INFORMATION

<http://www.kidsagainstpollution.org/>

<http://www.pca.state.mn.us/kids/>

<http://www.planetpolluto.com/index1.html>

http://uk.oneworld.net/penguin/pollution/pollution_home.html

http://www.ecokidsonline.com/pub/eco_info/topics/climate/anti_idling/home.cfm



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LESSON PLAN No 1: Tell It Like It Is



Student Name: _____

Date: _____

Project: Group Pamphlets

CATEGORY

RESPONSIBILITIES

Capitalization

- I use both capital and lower case letters.
- I capitalize proper nouns, like the names of people, pets, and places.
- I capitalize the pronoun "I".
- I capitalize the first word of a sentence.

Conventions

- My printout contains no typos.
- I leave white space between my words.
- My sentences begin in different ways.
- Each sentence builds on the one(s) before it.
- My sentences are complete (have noun and verb).

Punctuation

- I use a period at the end of each sentence.
- I use a question mark at the end of each question.
- I use an exclamation mark at the end of an exclamation.

Word Use

- Every word seems just right.
- I use new vocabulary words when appropriate.
- My verb forms match my noun (e.g., singular; plural).

Group Work

- Illustrations were used in each section of the pamphlet.
- The illustration goes with the idea.
- We worked cooperatively as a group.
- Everyone in the group completed a section of the pamphlet.

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LESSON PLAN No 2: Play It Again Sam



SUBJECTS COVERED

Science and Social Studies

GRADES

Two - Five

OBJECTIVES

Students will be able to describe ways to reuse products and make a game out of recycled jugs.

SUNSHINE STATE STANDARDS

Social Studies:

The student understands the interactions of people, the physical environment, and how human activity affects the environment.
Science: The student understands the need for the protection of the natural systems on Earth and knows that recycling and reducing the natural resources improve and protect the quality of life.

MATERIALS NEEDED

- Empty plastic gallon jugs
- Tennis balls
- Tempra paint
- Paint brushes
- Cups for paint

DIRECTIONS

- Using a graphic organizer, students brainstorm items that can be reused instead of being thrown away in their homes.
- Students may use the internet for suggestions if needed.
- Students bring in used plastic gallon jug containers such as used milk jugs or laundry detergent jugs.
- Soak jugs in water and students peel off labels.
- Students decorate jug with tempra paint
- Students bring in new or used tennis balls or ask P.E. coach for used tennis balls
- Students go outside and in pairs play a tossing game with the jugs and balls.

EVALUATION / ASSESSMENT

Using a graphic organizer, students must be able to state ways to reuse other products from their homes. Students may also be assessed on the completion of their jug.

ADDL INFORMATION

<http://www.epa.gov/students/fun.htm>
<http://www.epa.gov/airnow/ajkids/>
<http://edugreen.teri.res.in/explore/air/air.htm>
<http://www.niehs.nih.gov/kids/recycle.htm>
<http://www.42explore.com/recycle.htm>
http://www.trash4kids.org/act_recWQm.html
<http://edtech.kennesaw.edu/web/recycle.html>



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LESSON PLAN No 3: Say It On A Bag



SUBJECTS COVERED:

Science, Social Studies, and Language Arts

GRADES:

Two - Six

OBJECTIVES

The student will be able to create an ad with illustrations to advertise his/her ideas about pollution control and relay their message out to the community.

SUNSHINE STATE STANDARDS

Language Arts

The student writes to communicate ideas and information effectively by writing notes, comments, and observations that reflect comprehension of content and experience from a variety of media.

Language Arts

The student writes to communicate ideas and information effectively and writes for a variety of occasions, audiences, and purposes.

Language Arts

The student uses electronic technology to create, revise, retrieve, and verify information.

Social Studies

The student understands the interactions of people, the physical environment, and how human activity affects the environment.

Science

The student understands the need for the protection of the natural systems on Earth and knows that recycling and reducing the natural resources improve and protect the quality of life.

MATERIALS (PER GROUP)

- Recycled paper bags from the store
- Crayons
- Markers
- Internet sites
- Student journals
- Permission forms for trip

DIRECTIONS

Pre-Planning:

In preparation for this lesson, I went to the grocery store and explained my lesson plan. The store donated paper bags and gave me permission to bring my class to the store for a field trip. The store manager said she would allow the students to bag groceries and give the students a tour of the back room to show them how the store crushed and packaged their boxes for the recycling center. I also asked the manager if she could speak to the students about how the store contributed to recycling and pollution control. Arrangements were made for a news reporter to cover the event.

Anticipatory Set:

Tell the students that they are going on a field trip to the grocery store to bag groceries with the bags that they are going to create.

Procedure:

Review previous lesson. In cooperative groups, students will determine the message they want to convey and create an illustration that correlates with their message. Then they will transfer it onto a paper grocery bag. They can use the Internet, journals, books, or magazines to assist them with this project. After viewing the rough drafts, students transfer the message and illustration onto the bag. When the bags are completed, take the bags and the flyer to the store. Have news reporter meet you at the store to cover the event and help get your message out to the community.

EVALUATION/ASSESSMENT

A rubric can be used as a scoring guide to evaluate student performance based on the outcome of their bag.

ADDL INFORMATION

<http://www.epa.gov/owow/nps/kids/>

<http://www.cleanairprogress.org/classroom/index.asp>

http://www.kids.net.au/kidscategories/Kids_and_Teens/School_Time/Science/Environment/Pollution

http://dmoz.org/Kids_and_Teens/School_Time/Science/Environment/Pollution/



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LESSON PLAN No 3: Say It On A Bag



Public Awareness Campaign : Grocery Bags

Teacher Name: Mrs. Hulsey

Student Name: _____

CATEGORY	4	3	2	1
Brainstorming - Problems	Students identify more than 3 reasonable, insightful barriers/problems that need to change.	Students identify at least 2 reasonable, insightful barriers/problems that need to change.	Students identify at least 1 reasonable, insightful barriers/problems that need to change.	Students do not identify reasonable, insightful barriers/problems that need to change.
Brainstorming - Solutions	Students identify more than 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 2 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 1 reasonable possible solution/strategies to encourage change.	Students do not identify possible solutions/strategies to encourage change.
Research/Statistical Data	Students include 3 or more high quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include at least 1 high-quality examples or pieces of data to support their campaign.	Students do not include examples or pieces of data to support their campaign.
Campaign/Product	Students create an original, accurate and interesting product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	Students create an accurate product but it does not adequately address the issue.	The product is not accurate.
Illustration/Message	The illustration clearly and accurately supports the message.	The illustration clearly supports the message.	The illustration supports pollution control.	The illustration has nothing to do with pollution control.

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LESSON PLANS MATERIALS BUDGET



Materials Budget

ITEM DESCRIPTION	QTY	COST	SUPPLIER	TOTAL COST
Look, Listen, & Speak, In My Community EMC 2741		29.99	Eva Moor	29.99
My Community EMC 552		9.95	Eva Moor	9.95
Giant Science Resource Book EMC 398		24.99	Eva Moor	24.99
Disposable Cameras	3	17.97	Wal-Mart	53.91
Film Developing	3	15.00	Wal-Mart	45.00
The Lorax CD by Dr. Seuss		14.98	Best Buy	14.98
Print Shop 10 Software		49.99	Best Buy	49.99
A Pig's Tale by Oliva Newton-John ISBN 0671787780		14.00	Amazon.com	14.00
The Salamander Room SBN0394929454		15.30	Amazon.com	15.30
Berenstain Bears Don't Pollute Audio Cassette and Book		19.99	Amazon.com	19.99
Teacher's Name <u>Gail Hulsey</u> School: <u>Ben Hill Griffin, Jr. Elem.</u>			Subtotal	\$212.16
			Tax if applicable	
			Shipping if applicable	
			TOTAL BUDGET AMOUNT	\$212.16

