

Creative Lessons To Open Classrooms & Minds To The World.



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Fifth Grade Lesson Plans

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LESSON PLAN TITLE

A³ : Awareness, Advocacy, Action

DESIGNERS

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SUMMARY AND RATIONALE

In this lesson, the teacher will introduce the United Nations Sustainable Development Goal 11, Sustainable Cities and Communities, through the lens of access to clean water (Global Goal 6). This is a lesson that could proceed a larger conversation about the United Nations Sustainable Development Goals, access to clean water, and development within a city or community. Through this lesson, your students will learn about the United Nations Sustainable Development Goals and consider how they might be impacted if they lacked a resource as essential as clean water. When your students are done with this lesson, they will be ready to explore issues of community development and sustainability with both a local and global lens.

GRADE

3rd to 5th

TIME FRAME

1 hour (with possible extension if needed)

SUBJECTS

Science
Social Awareness
Current Events

STANDARDS

- United Nations Sustainable Development Goal 11. Sustainable Cities and Communities, through the lens of access to clean water (Global Goal 6).
- 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

PRIMARY INSTRUCTIONAL GOAL

- Students will learn about how access to clean water and other resources impacts global communities.

INSTRUCTIONAL GOALS FOR EXTENSION ACTIVITIES

- Students will generate proposed solutions to increase access to clean water in a community.
- Students will compare their proposed solutions including how communities can increase access to clean water to make their communities more sustainable.
- Students will be able to communicate how access to clean water leads to sustainable cities and communities around the world.

UNDERSTANDING

- Clean water is an essential part of human life.
- Access to clean water impacts the sustainable development of a community.
- Citizens can engage in direct action to promote access to clean water and promote the sustainable development of a community.

ESSENTIAL QUESTIONS

- How does access to clean water contribute to a sustainable community?
- How is clean water essential in everyday life?
- How can people promote the need for access to clean water?

STUDENT LEARNING OBJECTIVES

- Students will develop an understanding of access to clean water impacting global communities.
- Students will generate proposed solutions to increase access to clean water in a community.
- Students will compare their proposed solutions including how communities can increase access to clean water to make their communities more sustainable.
- Students will communicate how access to clean water leads to sustainable cities and communities around the world.

AWARENESS

Given small group class discussion, exploratory videos and inquiry based facilitation from the teachers, students will create their own understanding of water access and fair practices in two different areas. Students should be able to explain issues caused by water issues, and areas affected by water issues with 90% improvement from pretest to post test.

ASSESSMENT**Pre/Post Test**

1. What are UN Sustainable Development Goals?
2. What is Global Goal 11?
3. What does sustainable mean for communities?
4. What is the impact of water on communities?

SEQUENCE OF ACTIVITIES**BEFORE THE LESSON: PREPARATION**

Before the lesson, all your students should take the pretest (above). This will give you valuable information to guide the work that you and your students are about to do together.

Students should be seated in groups of 3-5 with ample space to work individually and collaboratively. Have a piece of paper and pencil ready for each student or have an online word processing document prepared and shared out with your students.

Have a means to write down what your students say, whether that is a chalkboard, whiteboard, electronic whiteboard, or a large piece of paper that all students can see.

At the end of the lesson, you will need enough space to bring your students together in a circle. It is also highly recommended that you choose a talking piece to ensure that all voices are heard. This talking piece could be something small like a special rock or other item.

OPENER: BUILDING AWARENESS

⌚ 10 minutes

Have a piece of paper and pencil ready for each student or have an online word processing document prepared and shared out with your students. Students will begin by individually creating a list of all the ways they use water in their everyday life. Ignite their thinking by asking the following questions:

- How do you use water in the morning, afternoon, or evening?
- How does your family use water?
- What are things you do that use water that you might not think of?
- What kinds of foods do you cook with water?
- What kinds of drinks are made with water?
- How do you use water to make your body or environment cleaner?

When students have had about five minutes to create their lists of different ways they use water, share with them that they are going to be learning about how something as simple and basic as water can deeply impact the ways humans live. Explain that you are going to be learning about the problems that exist both around the world and in their community, and how people work together to solve these problems.

On a smart board or computer that all students can see, introduce the United Nations Sustainable Development goals by watching the video “The World’s Largest Lesson” on YouTube <https://youtu.be/cBxN9E5f7pc>



#GlobalGoals
The World's Largest Lesson

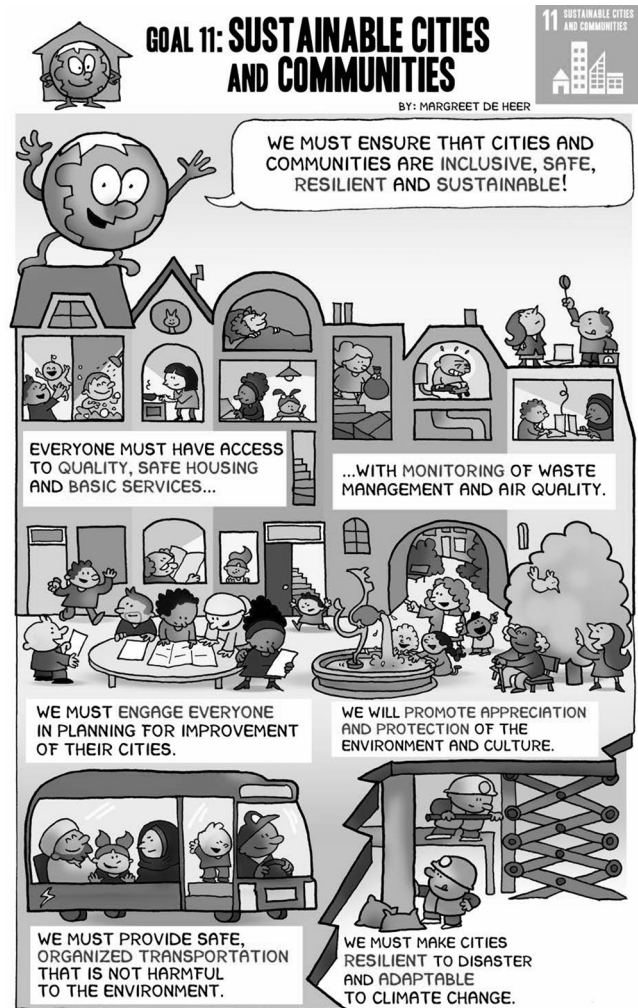
In this video, the idea of basic need” like “fresh water, clean air, and healthy food” is introduced, and how problems like climate change and inequality keep people from meeting their basic needs. As the video shares different problems, students will see video representation of the problems in a child-friendly format. The video introduced the United Nations Global Goals for Sustainable Development and shares how these goals we will make the world “safer, fairer, and more just for everyone” and that there is a plan for us to check our progress towards these goals, but first, we need to make these goals “famous,” so everyone knows about them!

When the video is finished, explain to students that they are going to be working on something that other students and experts from around the world are working on, that they are part of a much larger group of people that are all working hard to solve problems.

ADVOCACY

⌚ 20 minutes

Give each group a full page copy of the cartoon below, which was created by Margreet De Heer for World’s Largest Lesson to help students understand Global Goal 11. Have students work in their groups of three to five to share what they notice and wonder about the cartoon.



Use the following questions to spark their thinking if they get stuck:

- What do you notice the people are doing in the cartoon?
- What do you notice about the words in the cartoon?
- What do you wonder about why the United Nations had to create this goal?
- What do you wonder about our world if one of these conditions were missing? What if all of them were missing?

After students have spent about 5 minutes working with their group to write what they notice and wonder, have them share out. Write their ideas where everyone can see them under headers “notice” and “wonder”. Continue until all groups have shared and all ideas have been added.

Have students take a few moments to look over their thinking. Pause for questions or things that they notice. When students have finished sharing out have them go back to their lists of ways that they use water.

In their groups, have them come up with how not access to clean water having would impact a community. Prompt them: How would it impact a community's ability to be "inclusive, safe, resilient, and sustainable"? What if only some people do not have access? How would that impact their lives?

For example, if some people in a community do not access to water for basic sanitation like bathing and toilets, then their community will be dirty, and people will not be able to stay healthy. Give students 5-10 minutes to come up with different ideas how access to water might impact a community and their ability to be "inclusive, safe, resilient, and sustainable"?

ACTION

⌚ 20 minutes (or more as needed)

Gather students together in a circle, either seated or on the floor. Introduce norms for your time in the circle (the person with the talking piece should be the only person talking, practice active listening, all ideas are welcome and valued, etc.).

You will be working with your students to make three rounds in your circle (everyone will get three chances to speak). As you progress through the rounds, the talking piece will be passed on to the person sitting to the left of the current speaker.

These are your first two questions:

- What did you learn today that surprised you or made you think differently?
- How would your life change if your family no longer had access to clean water?

At the end of the first two questions, when the talking piece comes back to you, explain to your students that many people around the world live in communities that have things that impact their ability to be "inclusive, safe, resilient, and sustainable" sometimes this is a lack of access to necessities like access to water, housing, transportation, and even clean air to breath. Have students sit and think about those words for a moment. On the final pass around the circle, have students respond to the question: "How would you feel if your no longer had access to something that you need?"

These ideas are a lot to think about for today, but this reflecting provides an excellent jumping off point for an entire unit about community development. Below are some extension activities that provide next steps in your curriculum and valuable opportunities for your students to engage in action to solve global problems: Learn how access to water impacts the community in Cape Town, South Africa. Connect with individuals in Cape Town to learn about what they experience. Explore innovative solutions to water shortages (see video resource below)

- Learn about how the water crisis in Flint and how Little Miss Flint (video below) worked within her community to help people. Have students consider the question, "Are there ways you could help communities like Flint?"
- Engage in an analysis of community resources and come up with a plan of how to connect individuals in the community with those resources (ex. If your community is a food desert and people do not have access to fresh groceries, how could you connect them with fresh groceries?)
- Brainstorm a theme or slogan for a sign or poster you could create to bring attention to the crisis of access to community resources like water.
- What are ways water can be purified (see below, under action), waste can be processed, and pollution can be decreased? Engage in the scientific process to unpack solutions and try them for yourself!

RESOURCES

- Initial Video: 2 mins Water Cycle for Kids.
<https://www.youtube.com/watch?v=9pqh6tIEOhs>
- Video: 24 mins Water Crisis Cape Town South Africa.
<https://www.youtube.com/watch?v=jQQT9ZjmeTA>
- Little Miss Flint and the Flint Water Crisis
<https://www.goodmorningamerica.com/living/story/miss-flint-making-difference-community-years-water-crisis-62543899>
- Video: 6 mins Water Crisis looms in South Africa.
<https://www.youtube.com/watch?v=Z6UxTTrdsZo>
- Video: 3 mins Flint's water crisis, explained in 3 minutes.
<https://www.youtube.com/watch?v=NUSiLowkrIw>

END OF LESSON REFLECTION

⌚ 20 minutes

Students discuss what they learned about:

- › 1. Basic human needs for clean water and its importance to others around the world

RESOURCES FOR STUDENTS

- List print or online resources that can support students in carrying out the activities.
- The Power of Student Activism
<https://www.youtube.com/watch?v=1RbTRDRkpCk>
- 10 Kids that Have Changed the World
<https://www.youtube.com/watch?v=GzDp0ziPA6M>
- Be the Change
https://www.youtube.com/watch?v=Z8oJV_mBY9g

RESOURCES FOR TEACHERS

- List print or online resources that can help teachers prepare the lesson.

Awareness

- Initial Video: 2 mins Water Cycle for Kids.
<https://www.youtube.com/watch?v=9pqh6tlEOhs>
- Video: 24 mins Water Crisis Cape Town South Africa.
<https://www.youtube.com/watch?v=jQQT9ZjmeTA>
- Video: 6 mins Water Crisis looms in South Africa.
<https://www.youtube.com/watch?v=Z6UxTTrdsZo>
- Video: 3 mins Flint's water crisis, explained in 3 minutes.
<https://www.youtube.com/watch?v=NUSiLowkrIw>

Advocacy

- Teaching Social Justice In the classroom.
<https://education.cu-portland.edu/blog/classroom-resources/teaching-social-justice/>
- World's Largest Lesson, Goal 11
<http://worldslargestlesson.globalgoals.org/global-goals/sustainable-cities-and-communities/>
- (cartoon for lesson)
http://cdn.worldslargestlesson.globalgoals.org/2016/06/A-To-Do-List-for-the-Planet_Page_12_Image_00011.jpg

Action

- Article: 4 ways to address the water crisis.
<https://www.virgin.com/virgin-unite/leadership-and-advocacy/4-ways-address-water-crisis>
- Articles on natural purification in 2nd/3rd World:
<http://www.fao.org/home/en/http://www.fao.org/sustainable-development-goals/goals/goal-11/en/>
- Using natural seed to purify water:
<https://agricultureandfoodsecurity.biomedcentral.com/articles/10.1186/s40066-018-0177-1>

