

# Destination 2018: Sustainability Lesson Plan

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CAMPUS: DOWNTOWN

DISCIPLINE: SPEECH

The goal of this lesson plan is to help you decide why and where you will infuse sustainability to improve student learning. Remember that sustainability is not an "add-on" content area; rather, sustainability can be integrated into already existing lessons as in-class examples of concepts and as a context for activities and problem sets that promote critical thinking.

## Week 1: Needs Assessment

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This week you will write a needs assessment for your lesson, learn about SDG goals, and identify 3 goals that could align with your course and topic.

### Needs Assessment

#### 1. Write your Needs Assessment:

*(examples)*

Students struggle with integrating their own ideas into their speeches – finding their own voice in a presentation – combining their opinions with facts and expressing their unique perspectives.

#### 2. Explain why you think infusing sustainability will help this need:

*(examples)*

I believe using sustainability as a topic for a speech will engage students in critical thinking, connect students to sustainability concerns that are important, and help develop their voice regarding global issues. Students already choose sustainability ideas but they stick to the same simple topics instead of thinking about the various options available.

#### 3. State where (course or area) you are infusing sustainability and the topic:

*(examples)*

I am infusing sustainability in my SPC 1608 Fundamentals of Speech. The topic I will be infusing with sustainability is in the persuasive speech assignment.

### Research SDGs

Visit the [Sustainable Development Knowledge Platform](#) to research the Sustainable Development Goals.

4. Choose at least 3 of the SDGs of interest that could align with your topic and share why:  
([examples](#))

#1 Life on Sea- Students could look at how to protect our oceans, create change or save sea life.

#2 Quality Education – Students could examine the issue of quality education being a right for all students regardless of race, socioeconomic status, gender, or other traits.

#3 Clean water and sanitation – Students could focus on their speeches on persuading us to reduce our consumption in various ways.

## Week 1 Reflection

5. Now that you have completed this week’s portion of the template, reflect on the following:

I’m excited about the potential of SDGs as a way to help students focus their persuasive speech topics. This helps keep the speeches dynamic, get the students critically thinking and provides them many options for topics.

I have questions about how much more I might need to know to support them or maybe this summer experience will be enough and the students will continue to education me on the topic through their speeches, research and critical thinking.

## Week 2: Learning Outcomes/Research

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This week you will write the student learning outcome for your lesson, explore lesson plan examples, look at a variety of classroom assessment techniques, and consider how you could incorporate the 3 Pillars of sustainability with a learning activity.

### Student Learning Outcome(s)

The Student Learning Outcome is a statement of what the student will learn or be able to do because of this lesson. For more information on how to write a measurable learning outcome, review the following resources:

[How to write a Student Learning Outcome \(Slides 1 to 5\)](#) | Bloom’s Taxonomy Resources - [Bloom’s Taxonomy Action Verbs](#), [Bloom’s Interactive Graphic](#), [Bloom's Taxonomy of Learning Domains](#)

6. Write your Learning Outcome:  
([examples](#))

The student will be able to select a persuasive topic using audience analysis and solid research from the SDG in their topic area.

## Sustainability Lesson Plan Samples

Explore the following resources for lesson plan ideas:

- [Sustainability teaching activities across the disciplines](#) (Repository developed by Carleton College)
- Lesson plans organized according to conceptual Sustainability Systems: [Water](#), [Energy](#), [Food](#), [Waste](#), [Landscape & Ecosystem](#), [Supply Chain](#), and [Quality of Life](#) (Developed by ASU faculty)
- [AASHE Curriculum Resources Hub](#) (requires login)

7. Of the lesson plans you've explored, pick 3 and share why you selected those:  
([examples](#))

**Topic Research** – Student groups will randomly pick one of SDG's. They will then use this area to brainstorm as many topics ideas as possible for this area. They will then use audience analysis to filter the selection down. Lastly, they will complete some research in class to submit final 3 topics areas. They will share these topics with the class and receive feedback. This experience will help them pick their individual speech topics for next class.

**Topic Selection** – Students are given the list of SDG's in class. They are able to work by themselves to come up which 2 or 3 areas best interest them. They can brainstorm their own ideas on each topic and ask for feedback from a small group of peers. They will share their ideas with the professor at the end. They will have a week to complete minor research and select a final topic in the next class.

**Topic Assigned** – Students are given a small lecture on sustainability and introduced to the SDG's. They work in groups to see how many various topics can be brainstormed for each area and how this helps narrow topics, select topics and support research. Students then randomly draw a SDG and are required to select a topic which falls in this area. This helps keep topics different in the class and helps the students be focused on a specific area. It challenges the students to use audience analysis and research to create an engaging persuasive speech.

## Classroom Assessment Techniques

Explore the following resource for Classroom Assessment Techniques:

- [101 Strategies to Demonstrate the Essential Competencies](#) – a college of classroom assessment techniques aligned to the essential competencies of a Valencia educator prepared by Valencia faculty Donna Colwell and Kevin Colwell
- [50 CATs by Angelo and Cross](#)
- [Classroom Assessment Techniques](#) by Northwest Evaluation Association

8. Of the CATs you've explored, pick 3 and share why you selected those:  
([examples](#))

**Impromptu Short Presentations** – In a speech class, the students are used to speaking on the spot. This helps them to take brainstormed ideas and share them out loud to hear how the idea sounds and to see how the audience responds. This helps for students receive feedback from themselves and peers with speech topic selection.

**Choices, Choices, Choices** – Giving the students a SDG limits their choice but really opens their ideas to brainstorm and be creative. Students then spend time thinking outside the box and take risks as they are not concerned or self-doubt their topics as it falls into the SDG they know was presented and accepted in class. This allows them creativity in topic selection with confidence.

**Peer Review with Rubric**- Their peers are the audience. To get feedback from your peers is a great way to see audience analysis in play and it helps the students to pick engaging topics that relate to the audience instead of fall back on what they want. This feedback allows them to see how they are handling audience analysis and what changes can be made.

## 3 Pillars Activity Idea

Review the 3 Pillars Worksheet.

9. Describe an activity that incorporates the 3 pillars:  
*(examples)*

Students will complete a topic selection worksheet. This will allow them to follow the steps needed to select an amazing topic for their speech and help them with audience analysis and research. Question prompts can be used through the worksheet to help support the 3 pillars in their research to support their topic.

## Week 2 Reflection

10. Now that you have completed this week's portion of the template, reflect on the following:

- a. I'm excited about...adding something new my course to help my students with their persuasive speech topics. I believe this SDG's will support the topics they already choose but help them better fine tune their topics, call to action and research.
- b. I have questions about...nothing at this time. I think this is moving along well and I am excited for the next steps.

## Week 3: Putting it All Together

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The goal for this week is to create an activity that incorporates the SDG, CAT, and connection to the 3 Pillars of sustainability.

## SDG Selection

11. Choose the SDG that aligns best with your Needs Assessment/Student Learning outcome and explain why:  
*(examples)*

Quality Education – That is really what I am doing for the students and because the how experience will include all 17 SDG's, it supports the students' education in communication AND sustainability.

## CAT Selection

12. Choose the CAT that aligns best with your Needs Assessment/Student Learning outcome and explain why:  
([examples](#))

**Impromptu Short Presentations** – In a speech class, the students are used to speaking on the spot. This helps them to take brainstormed ideas and share them out loud to hear how the idea sounds and to see how the audience responds. This helps for students receive feedback from themselves and peers with speech topic selection. This allows the students to work together, practice their speaking skills and practice their topic selection research with feedback.

## 3 Pillars Activity

13. Describe how you will incorporate the 3 Pillars into your activity:  
([examples](#))

Students will complete a topic selection worksheet. This will allow them to follow the steps needed to select an amazing topic for their speech and help them with audience analysis and research. Question prompts can be used through the worksheet to help support the 3 pillars in their research to support their topic.

## Activity Draft

14. Create a draft of the activity using the SDG, CAT, and 3 Pillars:  
([examples](#))

Students will be placed into groups of 3 to 4. Groups will select one of the 17 SDG's to use a topic for a persuasive speech. They will then brainstorm as a group on possible topics as a group that fall under the selected SDG. They need use a worksheet to complete research on the selected topic. The worksheet walks them through the 3 pillars and has to complete their research in these 3 areas on the topic. Each group then presents their ideas to the class in a short 3 – 5-minute presentation. The class then provides feedback on the topic, interest, research and connection to the audience. After all the presentations are completed, students reflect on this experience and how to can help them select a persuasive speech topic for next class.

15. Explain how the activity aligns with your Needs Assessment/Student Learning Outcome  
([examples](#))

Students struggle with integrating their own ideas into their speeches – finding their own voice in a presentation – combining their opinions with facts and expressing their unique perspectives. Focusing on the persuasive speech, the student will be able to select a persuasive topic using audience analysis and solid research from the SDG in their topic area. The students will learn from each other by working in groups to help them practice selecting a topic and completing research by using the 3 pillars. Students receive feedback on audience analysis, research and interest. The students gain an active learning experience on topic selection and help support them when it comes to the persuasive speech topic selection process.

## Week 3 Reflection

16. Now that you have completed this week's portion of the template, reflect on the following:

- a. I'm excited about...that my plan is coming along and I feel it will work well in the class in the fall.
- b. I have questions about...I am pretty clear at this point in the process.

## Week 4: Lesson Plan Draft

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This week you will finalize your activity and create directions for students.

17. Prepare a set of instructions on how to facilitate this activity.  
*(examples)*

*Answer the following questions:*

What prior knowledge will students need to be successful with this activity?

The course content will set them up to be prepared for this activity as it is later in the course. They will need information on the SDG's but I will provide them handouts with this content, provide a short review and then as the activity moves forward I will work with small groups on the topic.

What needs to be setup prior to delivering the lesson?

Just creating a PowerPoint to walk them through the activity smoothly and timed. Handouts on the SDG's and 3 Pillars to guide them.

What resources and materials will you need?

I think this course provided me more than enough to support the items I will need for this activity.

How do you plan to introduce the topic?

Students will know about the activity the class before. Then I will introduce it through a SHORT introduction and allow them to jump right in as I want active learning.

How will you keep students engaged?

Students are use to the experience in my course so they will be excited to participate. They also love working in groups and when you use active learning and not read to them, they stay engaged. I will also bring the energy in the format and my delivery.

Step-by-step run of the activity

1. Students arrive in class and are reminded with are doing a “Shark Tank” activity.
2. Students are randomly placed into groups.
3. The activity is introduced through a SHORT PowerPoint – Students will be told each stage is timed and will work through each step one at a time based on the time.
4. Students will be given handouts on the SDGS.
5. Activity begins – Step one – pick a SDG.
6. Step 2 – Now brainstorm topics as a group that fall under this area.
7. Step 3 – Narrow the topics to your topic 3.
8. Step 4 – I will come around and you will share with me your top topic and why you want this one.
9. Step 5 – Why will the audience want to hear this topic?
10. Step 6 – Use the 3 pillars to research your topic and create a 2min “pitch”.
11. Step 7 – Practice the delivery of this pitch.
12. Step 8 – present the pitch to the class.
13. Step 9 – Class gives feedback for 2 minutes after each pitch.
14. Step 10 – Students reflect on the experience through a worksheet.
15. Students share what they have learned from the experience, any feedback or any questions.
16. Students leave class and have until next class to turn in their persuasive speech topic for their individual speech which will be based on an SDG.

## Week 4 Reflection

18. Now that you have completed this week’s portion of the template, reflect on the following:

- a. I’m excited about... Being able to share my plan with people in my discipline. This will really help me give feedback and receive it. I am glad someone in class came up with the idea. Great one!
- b. I have questions about...I am feeling good with my small project and plan. I look forward to starting it in the fall.