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Activity 9: Taking Action

Students work in small groups to design an action project for the Southern Residents that demonstrates their learning and supports their personal interests and talents. Projects can be scaled to your timeline and students' interests.

Key Student Questions

• What future do we envision for the Southern Residents?

• What solutions do we want to take action on?

• What steps do we need to take to complete our project?

Key National Standards

CCSS

- CCSS.ELA-LITERACY.CCRA.SL.1; CCSS.ELA-LITERACY.SL.6.1, 7.1, 8.1

- CCSS.ELA-LITERACY.CCRA.SL.4; CCSS.ELA-LITERACY.SL.6.4, 7.4, 8.4

- CCSS.ELA-LITERACY.CCRA.SL.5; CCSS.ELA-LITERACY.SL.6.5, 7.5, 8.5

- CCSS.ELA-LITERACY.CCRA.SL.6; CCSS.ELA-LITERACY.SL.6.6, 7.6, 8.6

- CCSS.ELA-LITERACY.WHST.6-8.7

C3

- D4.3.6-8.
- D4.7.6-8.
- D4.8.6-8.

Keyword

Action plan—A proposed strategy or course of action.

Supporting Vocabulary

Active citizen—A person who actively takes responsibility and initiative in areas of public concern.

Preparation

1. Review the *Taking Action* signup sheet from Activity 8 and assign each student to one group. Place 2-3 students in each group.

2. Decide the scope of the project. This activity can be scaled to your timeline and students' interests. Options might include:

    a. Complete the Action Plan handout.

    b. Raise some funds.

    c. Develop campaign materials.

    d. Create digital maps or models.

    e. Partner with afterschool programs, scouts, and community organizations to implement the *Action Plan*.

Required Materials

- ☐ **Signup Sheet:** *Taking Action*, completed during Activity 8

- ☐ **Handout:** *Action Plan* Pg 108-113 1 per group of 2-3

- ☐ **Driving Question Poster** from Activity 1

3. Decide how many class periods students will have to work on their project and identify key deadlines such as: project outline, project budget, project materials list, project partners, project completion, public presentation, etc.

4. Decide the budget for each group, if any.

5. Decide which materials and supplies will be available to students.

6. Reach out to wcr.education@noaa.gov if you would like any additional support.

Introduction

1. Direct students to review the board or paper with the Driving Question.

2. Give students a few minutes to reflect upon all of the questions they have answered throughout the unit.

3. Ask students if they feel prepared to make a meaningful difference for the critically-endangered Southern Resident killer whales.

4. In Think-Pair-Share, free write, or pop-corn format, have students share their thoughts.

Activity

1. Share the following excerpt with the class:

   Today, we will begin channeling all of your newfound knowledge and passion for the Southern Residents into a campaign for meaningful change. You will work in small groups to tackle the issues that are most important to you. You will have the freedom and flexibility to use your own talents and interests to shape this project.

2. Share the group assignments with the class and ask students to sit with their team members.

3. Give each group a copy of the *Action Plan* handout.

4. As a class, complete Part I.

5. Give groups time to complete at least Parts II and III. Circulate around the room to answer questions. If the answers would be helpful for the rest of the class, share this information aloud.

6. Bring the class back together to discuss any potential issues or challenges.

7. Tell the class that groups will be meeting regularly to continue working on their projects.

8. See the suggested Group Meeting, Reflection, and Demonstration exercises below. Work with the class to create a group meeting schedule and to plan a day of reflection and a community demonstration.

Group Meetings

At least once a week, host group meetings so students can continue planning and implementing their projects.

1. Ask students to get out their Action Plan.

2. Have students return to their groups.

3. Each group should review their Action Plan and work on the next steps.

4. Circulate around the room to answer any questions.

5. Have each group report back on their overall progress and any challenges they might be facing.

Reflection

After the groups have completed their projects, lead a class discussion using one or more of the following prompts. Alternatively, students may respond to the prompts with an essay or free write.

1. What were the easiest and most challenging parts of this project?

2. What did you learn throughout this project?

3. What have you learned about yourself throughout this project?

4. How could you continue to be involved in Southern Resident conservation and recovery efforts after this project?

Demonstration

After groups have completed their projects and reflections, a demonstration is a great way for them to celebrate their successes and share their experiences with others. Consider hosting one of the following demonstrations at your school or local community center.

- Create posters for school or the community library.

- Host a workshop to teach other kids how to get involved.

- Write an article in a local newspaper or blog.

- Share each of the projects at a school assembly.

Share

Your students' projects can help inspire other classroom projects and others see their role in stewardship. Tag photos, student work, and student quotes using @ NOAAFisheriesWestCoast (Facebook) or @NOAAFish_WCRO (Twitter). If you would like your class' story to be featured on our website, please let us know.

Discussion Questions

1. What motivates you to take action?

2. What steps can you take to start addressing an issue you care about?

3. Does everyone take action after learning about an important issue? Why or why not?

4. By working to protect Southern Residents, how do we also help people?

5. Has this process changed your views on learning or school? Why or why not?

Additional Resources

Curriculum

Learning to Give
Learning to Give provides lesson plans that help youth learn about their communities and how they can help others with their time and talent

Toolkits

Creating Systems Level Change in Cities
This Toolkit helps cities provide all children with opportunities to play, learn, and grow with nature in their daily lives.

Green Schoolyards for Healthy Communities
Greening schoolyards can be a powerful strategy for making sure that all kids have access to the benefits of nature.

Sea Stewards Handbook (English, Spanish)
This handbook introduces students to the biggest issues facing our ocean and what individuals can do to make a difference.

Tools of Change
Find strategies and case studies that motivate your key audiences to take the action you wish them to take.

Youth Changing the World
Youth Service America provides youth with tools to improve their communities through service.

Group Members: _____

Topic: _____

Action Plan

Part I: Background

Project scope _____

Key deadlines

_____

_____

_____

Budget _____

Materials and supplies

_____

_____

_____

Part II: Group Member Agreement

Directions: Before your group begins creating an action plan, it is important to create a Group Member Agreement. This agreement will help us identify expectations of one another. Work together to create a shared list of expectations for your group.

1. Each member of the group should try to:

_____

_____

_____

_____

2. Each member of the group should try not to:

_____

_____

_____

_____

3. If a group member is not following our Group Member Agreement:

_____

_____

_____

Part III. Define Roles

Directions: Teams are more likely to stay on task when each member has a role. Work together to assign each person in your group at least one role.

Facilitator: _____

The facilitator moderates discussions, keeps the group on task, and assigns work as needed. The facilitator might say things like, "Let's hear from someone else next." or "That's an interesting idea, but let's get back to the task at hand."

Recorder: _____

The recorder takes notes, summarizes team discussions, and keeps all necessary records. The recorder might say things like, "Did I summarize this correctly?" or "Could you please repeat what you just said?"

Runner: _____

The runner gets supplies or requests help from the teacher when the group needs support. The runner might say things like, "I will go get the markers. How many do we need?" or "It looks like we might be stuck. Should I go get the teacher for help?"

Timekeeper: _____

The timekeeper keeps the group on schedule and makes sure the group is aware of upcoming deadlines. The timekeeper might say things like, "We only have five minutes left, let's move on to the next topic." or "Remember, our final project is due in two weeks."

Part IV. Brainstorm

Directions: Spend some time thinking and talking about the questions below. Then work with your group to come to a consensus.

1. What are the goals of this project?

_____

_____

_____

2. What steps do we need to take to complete this project?

_____

_____

_____

3. What information do we need to know before we begin?

_____

_____

_____

4. What supplies will we need?

_____

_____

_____

5. Will we need to do any advertising (e.g., posters, social media, flyers, etc.)?

_____

_____

_____

6. How will we know if our project has been successful (e.g., number of people who attended an event, number of people who committed to biking to school, amount of money raised, etc.)?

_____

_____

_____

Part V. Plan

Directions: Complete the following table with as much detail as possible. If necessary, use the internet for additional research.

Action Steps What will be done?	Time Required How long will it take to complete this step?	Responsibilities Who will do each part?	Deadlines When is each step due?	Resources What resources are needed?
1.				

Action Steps What will be done?	Time Required How long will it take to complete this step?	Responsibilities Who will do each part?	Deadlines When is each step due?	Resources What resources are needed?
2.				
3.				
4.				
5.				

Action Steps What will be done?	Time Required How long will it take to complete this step?	Responsibilities Who will do each part?	Deadlines When is each step due?	Resources What resources are needed?
6.				
7.				
8.				
9.				

Action Steps What will be done?	Time Required How long will it take to complete this step?	Responsibilities Who will do each part?	Deadlines When is each step due?	Resources What resources are needed?
10.				

Part VI. Reflect

Directions: Answer the questions below using complete sentences.

1. Did your group achieve its goals? Explain.

_____

_____

_____

_____

2. What went well?

_____

_____

_____

_____

3. What could have gone better?

_____

_____

_____

_____