



# What do I want to tell the world?

**Developed by:** Heidi Chabot  
**Subject:** English language arts  
**Grade levels:** Grades 3–7

## Brief overview

After viewing or reading Severn Suzuki's speech to the Plenary Session of the 1992 Earth Summit, students will talk about what they want to tell the world. Students will look at how a young person can make a difference and how every voice helps our environment.

## Theme

- environment
  - addressing climate change, desertification, deforestation, etc.

## Time required

Two class periods

## List of required materials and/or equipment

- speech by Severn Suzuki (1992)
  - [www.youtube.com/watch?v=5g8cmWZOX8Q](http://www.youtube.com/watch?v=5g8cmWZOX8Q)
- computers and recycled art products
- chart paper and marking pens, reusable plastic sheets (chart size), dry erase markers, and masking tape. Note: If you cannot find plastic sheets, the large plastic tablecloths used in some restaurants will be adequate.
- graphic organizers (Appendices 1 and 2).

## Procedure

### Day one

1. Introduce the class by asking students what they feel are the big issues for their generation.
2. Steer the conversation to the environment and ask them what they feel others should know.
3. Ask the students what they would like to tell adults if they had the opportunity. Record their thoughts.
4. Tell the class that one twelve-year-old was so motivated that she and her friends raised money to attend the Earth Summit in Rio de Janeiro in 1992.
5. Share the speech that Severn Suzuki made to the Plenary Session of the Earth Summit with students. Some options:
  - read the speech aloud
  - play the video clip. It would be useful to view/hear the speech several times.

6. Have a discussion with students with students about Severn's purpose in delivering this speech. What were her key points? Was she effective?

## **Day two**

1. Tell the students that they will now have the opportunity to tell the world what they think about our environment.
2. Divide students into [co-operative learning](#) groups of three or four students each. Ask each group to select a [facilitator, reporter, recorder, and encourager](#) (or alternate group role).
3. Review group roles, emphasizing that:
  - a. the group facilitator is to ensure that everyone participates in the discussion and that the task is properly completed within the allotted time.
  - b. the group recorder is to record highlights of the discussion on chart paper or reusable plastic sheets.
  - c. the reporter is to report highlights of the group discussion to the class as a whole.
  - d. the encourager is to encourage the active participation of all group members.
4. The group task is, within the allotted time, to:
  - a. brainstorm the things they would like to tell the world, recording their ideas on chart paper or reusable plastic sheets.
  - b. discuss all the ideas and select those that the group agrees are most important (If your class is ready, this might be a nice point at which to introduce the concept of group consensus.)
  - c. organize their ideas on a graphic organizer modeled after the organizer in the appendix (primary—appendix one, intermediate—appendix two) or another organizer of your choice and reproduced on the chart paper or plastic sheet to be shared with the class.
5. Ask student groups to post their chart papers around the classroom where they can be easily seen. The reporter from each group is to stand beside their graphic organizer, using it as a visual, and report out to the class as a whole. You may wish to give each reporter the opportunity to lead a brief class discussion on one or two of the points raised by their group.

## **Assessment strategies**

1. Criteria for group work during discussion
  - Group members should work together, be patient, use manners, listen to others, share their thoughts respectfully, share materials, speak kindly, and help others.
2. Criteria for responses to "What I want to tell the world"
  - Responses should be accurate, complete, and appropriate.
  - Responses should convey genuine enthusiasm and a desire to make a difference.

3. For criteria to assess social responsibility, refer to BC Performance Standards for Social Responsibility: [www.curriculum.gov.bc.ca/competencies/social-responsibility](http://www.curriculum.gov.bc.ca/competencies/social-responsibility).
4. For ideas about evaluating PowerPoint presentations (extensions activity), visit: [www.actden.com/pp/index.htm](http://www.actden.com/pp/index.htm).

### **Suggestions to extend the lesson**

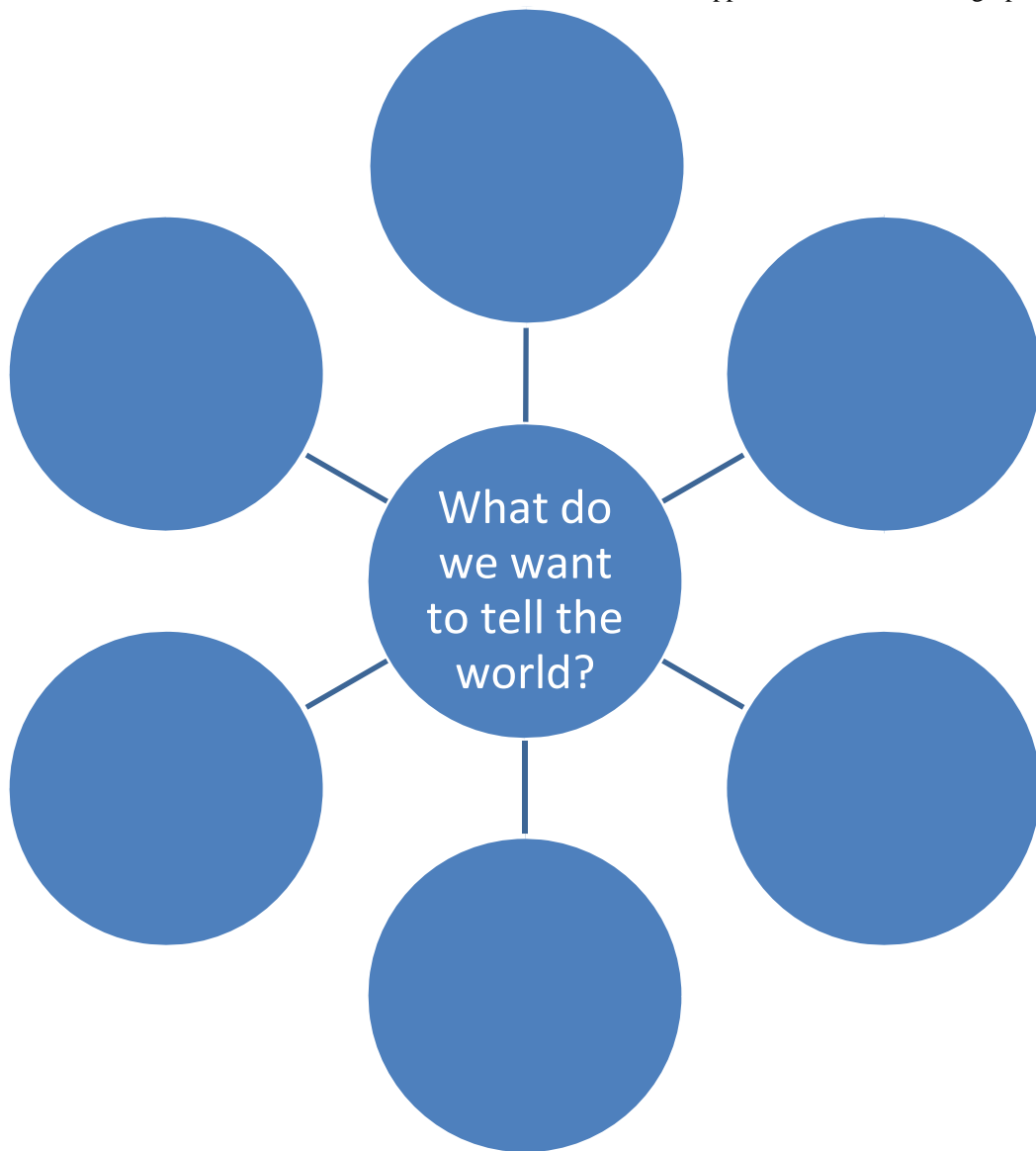
1. Intermediate student groups might use their graphic organizer as the basis for a PowerPoint presentation or a book.
2. Primary students might use their graphic organizer as the basis for a class book of what they would like to tell the world.
3. This lesson plan would be a great starting point for preparing for a unit on public speaking. Students might analyze Severn Suzuki's speech for ideas about how to deliver an effective speech.

### **Appendices**

1. Primary graphic organizer
2. Intermediate graphic organizer

Names:

What do we want to tell the world?



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