

Lesson Three:

Strategies for Teaching about Watersheds

Instructions:

Your facilitator has initiated this lesson through a discussion topic (post) on the group page. In this lesson you will respond in writing to several prompts (questions.) Write your responses in a Word document and submit this document by attaching it with a reply to the facilitator's post.

This activity focuses in more detail on three of the instructional strategies used in Stef Paramore's middle school classroom: journaling, using lab models, and Wallwisher. It also focuses on three of the instructional activities uses in JD Stumpf's high school classroom: Google Earth, service learning, and authentic assessment. You can choose which strategies you wish to explore. Click on the [PMI Chart](#). Use the chart to help you evaluate each of the strategies that you explore in this section.

JOURNALING

- Submit your responses to the following prompts to your facilitator.
 1. In your opinion, what function does journaling play in instruction?
 2. How would you use journaling in your classroom?
 3. How would you prepare to use journaling in your classroom?
- Click on the [Strategies for Teaching about Watersheds](#) video. Play the [Journaling](#) segment of this video.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 1. How did your descriptions of the instructional function served by journaling compare to those offered in the video?
 2. What does Stef mean when she says that journaling is a “two-way “ tool”?
 3. What did Stef say about learning to use journaling in the classroom?
 4. What have you learned about journaling, from watching Stef?

You can learn more about journaling by visiting the project web site at http://geoteach.org/teacher_resources/index.php

USING LAB MODELS

- Begin this section by submitting your responses to the following prompts to your facilitator.
 1. How do you use lab models in your own classroom?
 2. What are the instructional advantages of using lab models?
 3. What role does the teacher play in when students are using lab models?

- Play the [Lab Models](#) segment of the Strategies for Teaching about Watersheds video. Look for additional answers to the questions just posed, as you watch the video.
- After you have viewed the segment, submit your responses to the following prompt to your facilitator. What did you learn from the segment that adds to your understanding of the use of lab models in the classroom and the teacher’s role in making it work?

You can learn more about using lab models by visiting the project web site at http://geoteach.org/teacher_resources/index.php.

WALLWASHER

- Play the [Wallwisher](#) segment of the Strategies for Teaching about Watersheds video.
- Submit your responses to the following prompts to your facilitator.
 1. Why does Stef have students use the Wallwisher?
 2. What are some other strategies that teachers could use with students that serve the same purpose?
 3. What are the advantages and disadvantages of having students post their thoughts in a public forum, like Wallwisher?

You can learn more about Wallwisher by visiting the project web site at http://geoteach.org/teacher_resources/index.php.

GOOGLE EARTH

- Submit your responses to the following prompts to your facilitator.
 1. What are some advantages of using Google Earth in the classroom?
 2. In what instructional situations would you use Google Earth?
- Click on the [Google Earth](#) segment of the Strategies for Teaching about Watersheds video.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 1. JD states that he used the Google Earth activity to draw students into the lesson about watersheds. In your opinion, is he successful in doing this? Why or why not?
 2. What are some other strategies that could be used to draw students into a lesson about watersheds?
 3. What recommendations does JD give for using technology in the classroom?

You can learn more about using Google Earth in the classroom by visiting the project web site at http://geoteach.org/teacher_resources/index.php

SERVICE LEARNING

- Begin this section by submitting your responses to the following prompts to your facilitator.
 1. How would you use service learning in your classroom?

2. What instructional elements would you include in a service learning activity?
 3. What role does the teacher play in a service learning activity?
- Play the [Service Learning](#) segment of the Strategies for Teaching about Watersheds video. Look for additional answers to the questions just posed, as you watch the video.
 - After you have viewed the segment, submit your responses to the following prompt to your facilitator.
 1. What did you learn from the segment that adds to your understanding of service learning and the teacher's role in making it work?
 2. Why is the debriefing element critical to the success of a service learning activity?

You can learn more about service learning by visiting the project web site at http://geoteach.org/teacher_resources/index.php.

AUTHENTIC ASSESSMENT

- Play the [Authentic Assessment](#) segment of the Strategies for Teaching about Watersheds video.
- Submit your responses to the following prompts to your facilitator.
 1. What are the strengths and weaknesses of authentic assessment, in your opinion?
 2. How would/do you use authentic assessment in the classroom?

You can learn more about authentic assessment by visiting the project web site at http://geoteach.org/teacher_resources/index.php.