

## Lesson Two (High School):

# Connecting Classrooms and Communities through 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 the document by attaching it with a reply to the facilitator's post.*

In this activity, you will get a chance to view a high school teacher in Kyle, Texas, JD Stumpf, as he teaches five lessons about watersheds. The strategies he uses can be used in any context. Click on the [JD Stumpf Profile](#) to learn more about JD.

### **DAY ONE/LESSON ONE: WHAT IS A WATERSHED?**

- Next, work your way through the Connecting Classrooms and Communities through Watersheds video, section by section. First watch JD's first lesson, in which he introduces watersheds to the students. It begins with the title sequence and ends when the words "Day Two: How Do Humans Affect the Watershed?" appears on the screen. As you view the segment, watch for the strategies that he uses to introduce the concept of watersheds.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
  1. Did you see any strategies that you currently use in your own classrooms? Which ones?
  2. Were there any strategies used that you would like to use in your classrooms? Which ones?
  3. What other strategies could you use to introduce the concept of watersheds?

### **DAY TWO/LESSON TWO: HOW DO HUMANS AFFECT THE WATERSHED?**

- Now watch the second segment of the Connecting Classrooms and Communities through Watersheds video, in which students focus on how humans affect the watershed. . It begins when the words "Day Two: How Do Humans Affect the Watershed?" appear on the screen and ends when the words "Day Three: Watershed Model and Demonstration" appear on the screen. As you view the segment, watch for the strategies that JD uses.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
  1. Do you think of the use of cooperative learning (jig saw) was effective in this lesson? Why or why not?
  2. What is the advantage of using playing cards to establish cooperative learning groups? How would you judge the overall effectiveness of this lesson? Why?

3. Did you see any strategies that you currently use in your own classrooms? Which ones?
4. Were there any strategies used that you would like to use in your classrooms? Which ones?

### **DAY THREE/LESSON THREE: WATERSHED MODEL AND DEMONSTRATION**

- Now watch the third segment of the Connecting Classrooms and Communities through Watersheds video, featuring a guest speaker who will use a lab model to consider the impact of humans on the watershed. It begins when the words “Day Three: Watershed Model and Demonstration?” appear on the screen and ends when the words “Day Four: Watershed Cleanup Service Project” appear on the screen. As you view the segment, watch for the strategies that JD uses.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
  1. What do you see as the instructional advantages of using a guest speaker in the classroom?
  2. Was JD actively engaged in the lesson, while the guest speaker was present? What makes you say so?
  3. What strategies did JD and the guest speaker use to keep the students actively engaged with the lab model?
  4. What other ideas could be used to keep students actively engaged with the lab model.
  5. Did the lesson achieve its goal of demonstrating to students the impact of humans on a watershed? Why or why not?

### **DAY FOUR/LESSON FOUR: WATERSHED CLEANUP SERVICE PROJECT**

- Now watch the fourth segment of the Connecting Classrooms and Communities through Watersheds video, in which JD and his students participate in a watershed clean up. It begins when the words “Watershed Cleanup Service Project” appear on the screen and ends when the words “Day Five: Discussion and Reflection” appear on the screen. As you view the segment, watch for the strategies that JD uses.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
  1. Why was it important for JD to get involved in the clean up?
  2. What instructional goal do you think was addressed by JD taking pictures of the students, while they were involved in the field experience?
  3. What did you find interesting about how the service learning activity developed?

### **DAY FIVE/LESSON FIVE: DISCUSSION AND REFLECTION**

- Now watch the fifth segment of the Connecting Classrooms and Communities through Watersheds video, in which students shared their experiences from the clean-up. . It begins

when the words “Day Five: Discussion and Reflection” appear on the screen and end when the credits appear. As you view the segment, watch for the strategies that JD uses.

- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
  1. Would you handle the debriefing segment of a service learning activity like JD did? Why or why not?
  2. What did you like or dislike about what he did in this class? Why?

You can learn more about teaching about watersheds by visiting the project web site at [http://geoteach.org/teacher\\_resources/index.php](http://geoteach.org/teacher_resources/index.php).

The complete teacher guide for JD’s lessons appears on the project web site at [http://geoteach.org/teacher\\_resources/index.php](http://geoteach.org/teacher_resources/index.php).