

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Science	Cognitive Skill Level - Application/Analysis	Correlation to Framework - 03.04/03.05	Lesson Number - 32
<p><b>Activity Title - Make a Statement!</b></p> <p><b>Goal/Objective</b></p> <p>To examine how environmental bumper stickers can influence people.</p> <p><b>Lesson Outline</b></p> <p><b>Introduction</b></p> <p>Discuss how advertising can impact people's thinking. One example is the number of bumper stickers that appear on cars. Think about some of the messages that they send. Discuss about the positive and negative impact.</p> <p><b>Activity</b></p> <p>Instruct students to spend some time at home or in the library looking for examples of bumper stickers dealing with an environmental issue. Each student should bring at least one bumper sticker to share for class discussion. The sticker can be brought in whole, photocopies, or if necessary, sketched by hand. Designate an area in the classroom for the stickers to be displayed and allow class time for students to look at them before discussion time.</p> <p>Discuss the main ideas addressed in each of the examples and what the students' feelings are after reading the stickers. Discuss whether or not the bumper sticker will have a positive effect on a person's thinking or could change a person's viewpoint.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Have students compose a descriptive paragraph regarding the issue identified by the bumper sticker. Students will want to research the issue so that they can provide facts that support the sticker's message.</p>		<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Bumper stickers</li> <li>• Paper and pencils</li> <li>• Chart paper/board and markers</li> <li>• Computers with Internet access</li> </ul>	
		<p><b>Extension Activity</b></p> <p>Have students research the pros and cons of the topic of their bumper sticker. Have them create a graphic organizer to show the two different viewpoints.</p>	
		<p><b>ESE/ESOL Accommodations</b></p> <p>Have students work in small groups or with a peer tutor.</p> <p>Have students report orally or through drawings.</p> <p>Assist students in completing a search on the web through refining the search so that appropriate information is located.</p>	
<p><b>Real-Life Connection</b></p> <p>Have students design and make their own bumper sticker with an environmental statement inspired by some issue of particular concern to them.</p>			

## GED 2002 Teachers' Handbook of Lesson Plans - Script

Area/Skill - Science	Cognitive Skill Level - Application/Analysis	Correlation to Framework - 03.04/03.05	Lesson Number - 32
----------------------	----------------------------------------------	----------------------------------------	--------------------

### Activity Title - Make a Statement!

#### Introduction

*Ask:* How many of you have a bumper sticker of some type on your car? How many of you have seen stickers that you found interesting and wanted to know more about the topic? How many of you have seen bumper stickers with which you strongly disagreed?

*Say:* Bumper stickers are a form of advertising that can impact one's thinking. These stickers send messages. Some of the messages we may agree with, some we may not.

#### Main Activity

*Say:* For the next week, I want you to spend some time at home or in the library looking for examples of bumper stickers dealing with an environmental issue. Each of you must bring at least one bumper sticker to share for class discussion. You may bring in the sticker itself, a photocopy, or even draw what you saw.

Designate an area in the classroom for a bumper sticker display. Have the students place their stickers there and allow class time for students to freely look at them.

Begin class discussions with questions such as the following:

- What are the main ideas addressed in these examples?
- What are your feelings after reading these bumper stickers?
- Do you think these stickers will have a positive effect on a person's thinking? Why or why not?
- What do you know about the environmental issue identified by the bumper sticker? Do you view it as a problem? Why or why not?

#### Closure/Conclusion

*Say:* Using one of the topics discussed by a bumper sticker, write a short paragraph that includes the viewpoint of the bumper sticker and any factual information that you can locate that supports this viewpoint. Each of you will share your writing with the class.

#### Follow-Up Lessons/Activities

Choose an environmental issue that impacts students in the class. Have them research the issue and report their findings.

Students may wish to design and make their own bumper sticker with an environmental statement inspired by some issue of particular concern to them.