

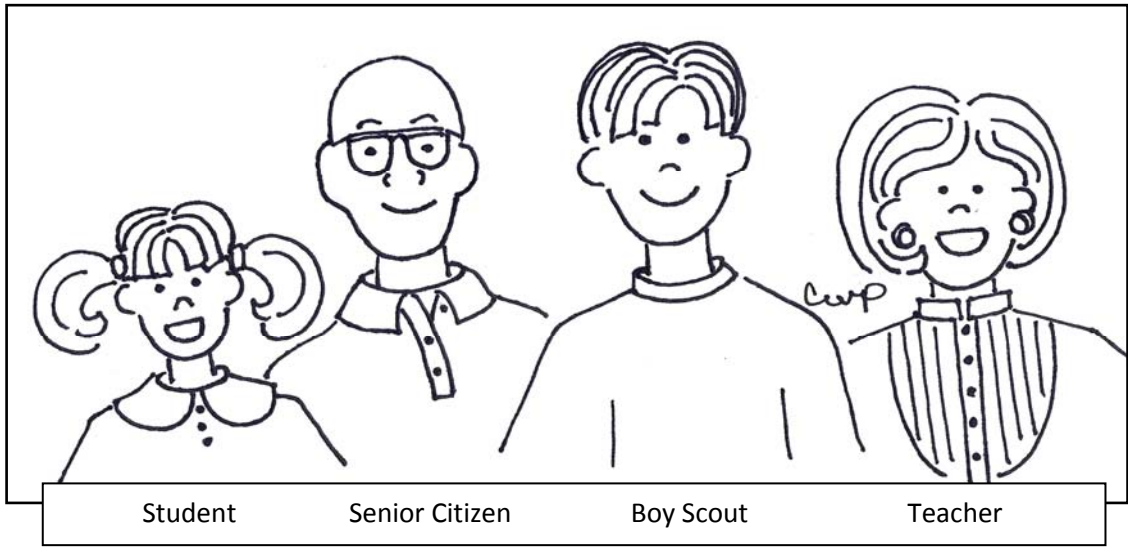


# “Am I Missing Something?”

Watch the *Special Interests* video and complete the following activities:

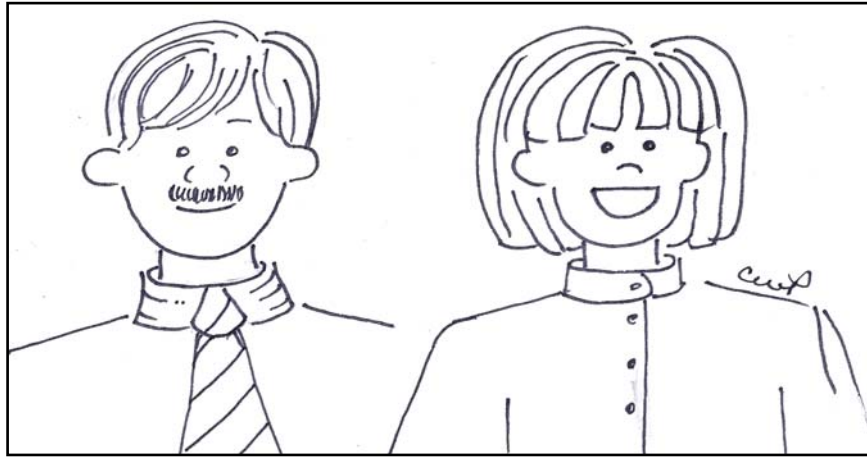
What are “special interest groups”? Develop a working definition.
Summary of the video:
Who is the audience for this video?
Identify the interest groups mentioned in the video
Analyze the message/purpose of this video.





## Identifying Special Interest Groups

Who Belongs?	Special Interest Group	Goals/Agenda of the Group
Ms. Smith	The State Teachers' Association	Supports job security, salary increases, and provides teacher liability insurance

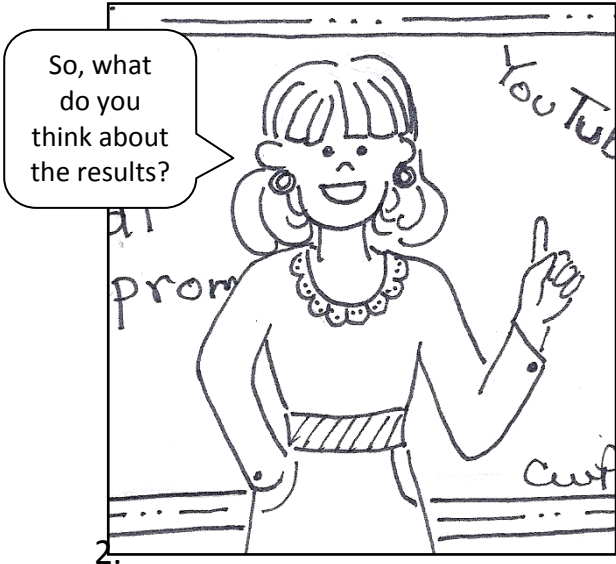


## Research Notes

Select 2 interest groups to compare. Compile information about the groups and use the graphic organizer to show ways in which they are similar and dissimilar.

Interest Group 1	Interest Group 2





# Reflecting on Learning

Name: \_\_\_\_\_

1. Was the questionnaire a good way to gather information about the population surveyed? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What conclusions can you draw about the people you surveyed based on the information gathered? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Identify other ways information is gathered about people's characteristics, interests, and opinions. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Why is this information important? How might it be used? By whom? \_\_\_\_\_

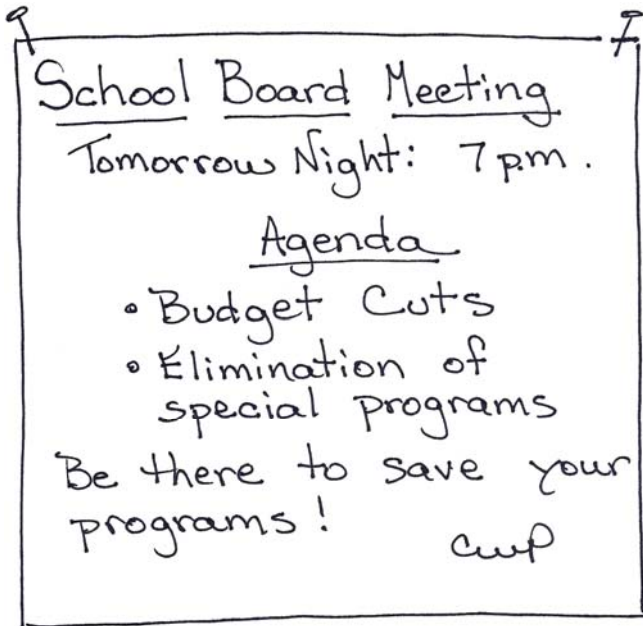
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Respond to this statement: Information gathered about people is not always reliable. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. In what way might use of information be unethical? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## “Meeting of the Board...”

### Scenario

At tomorrow night’s school board meeting, budget cuts will be discussed. Many of your favorite programs are being considered for deep cuts or elimination. A spokesperson for each group will be allowed five minutes to address the board.

1. Draw a card for an identity.
2. Meet with your group to research the benefits and actual cost of your program to the school district.
3. Prepare a 5 minute statement to present to the board.
4. Select a spokesperson and practice as a group. Be prepared to respond to questions from the board. Good luck!

### Planning Notes



# Simulation Identity Cards

## Special Assignments



School District Superintendent	School Board President
School Board Member	School Board Member
School Board Member	School Board Member

## Interest Group Representatives

Parent of Soccer Player	Soccer Player	Soccer Coach
Parent of Track Team Member	Track Team Member	Track Coach
Parent of Tennis Player	Tennis Player	Tennis Coach

Parent of Vocational Education Student	Student in Vocational Education Program	Teacher of Vocational Program
Parent of Gifted Student	Gifted Student	Teacher of the Gifted Program
Parent of Middle School Band Student	Band Student	Middle School Band Director
Parent of Art Student	Art Class Student	Art Teacher
Parent of Drama Student	Drama Class Student	Drama Teacher





# Reflecting on Learning

## School Board and Superintendent

Name: \_\_\_\_\_

1. Were the decisions difficult to make?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Had you made up your mind prior to the

statements? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Did you change your mind as a result of the statements? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Did you feel as though it was real? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What would you do if your favorite programs were slated for cuts? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. In what ways was this activity worthwhile? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Would you like to attend a school board meeting? Why? \_\_\_\_\_

\_\_\_\_\_



# Reflecting on Learning

Parents/Students/Teachers

Name: \_\_\_\_\_

1. How did you feel when the cuts were announced? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Did you feel as though it was real?

Elaborate. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What would you have done after the announcement of cuts to get the board to change its mind? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Could this really happen? What would you do if your favorite programs were slated for cuts? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


5. In what ways was this activity worthwhile? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Would you like to attend a school board meeting? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Activity: \_\_\_\_\_

## Reflecting on Learning

Use this organizer to compose a reflection of what you learned in the identified activity.

<p>2<sup>nd</sup> Paragraph:</p> <ol style="list-style-type: none"><li>1. Description of the activity</li><li>2. Supporting details</li><li>3. Transition sentence</li></ol>	<p>3<sup>rd</sup> Paragraph:</p> <ol style="list-style-type: none"><li>1. Specifics of things you learned</li><li>2. Supporting details</li><li>3. Transition to the next paragraph</li></ol>	
<p>4<sup>th</sup> Paragraph:</p> <ol style="list-style-type: none"><li>1. What did you do well?</li><li>2. In what way could you improve on your project/activity?</li><li>3. Transition to the closing paragraph</li></ol>	<p>1<sup>st</sup> Paragraph:</p> <ol style="list-style-type: none"><li>1. "Onamopia" (sound with explanation) "?" "!"</li><li>2. W,W,W,W,W (In no more than 2 sentences)</li><li>3. Tell them what you're going to tell them. Ex: "First..., Then,...Finally"</li><li>4. Transition to next paragraph</li></ol>	<p>5<sup>th</sup> Paragraph</p> <ol style="list-style-type: none"><li>1. Wrap-Up</li><li>2. Tell them what you told them.</li><li>3. Why was this an important activity/lesson/project?</li><li>4. Closing Sentence</li></ol> 

Am I missing something?



# “Am I Missing Something?” Presentation Planner

Topic: \_\_\_\_\_

Student: \_\_\_\_\_

Members of the Group

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

View the *Special Interest Groups* video and identify the elements you would like to include in your presentation. Use this space for your notes.

The goal of this presentation is \_\_\_\_\_

\_\_\_\_\_

Objectives: (What do you want your participants to be able to do?)

The students will...

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

What do we want our participants to learn? What is our message?  
Organize your ideas in this space.



Organize your script/Power Point/video with this storyboard.

1	2	3
Title/Picture/Created by	Dedication	1 <sup>st</sup> Talking Point/Question
4	5	6
2 <sup>nd</sup> Talking Point/Question	3 <sup>rd</sup> Talking Point/Question	4 <sup>th</sup> Talking Point/Question
7	8	9
5 <sup>th</sup> Talking Point/Question	6 <sup>th</sup> Talking Point/Question	7 <sup>th</sup> Talking Point/Question
8 <sup>th</sup> Talking Point/Question	Closing	"Am I Missing Something?"

Materials/equipment needed: \_\_\_\_\_

\_\_\_\_\_



# Things to Do

Make a list of things that you need to do to complete your project

	1. Review the <i>Special Interest Groups</i> video
	2. Form teams
	3. Identify elements to include
	4. As a class, establish the criteria for the evaluation rubric.
	5. Establish your goal and objectives
	6. Identify the message of your presentation
	7. Compile the storyboard
	8. Gather materials and equipment
	9.
	10.
	11.
	12.
	13.
	14.
	15.
	16.
	17.
	18.
	19.
	20. Peer review of the presentation
	21. Analyze suggestions and make revisions
	22. Practice as a team
	23. Present to the group
	24. Present to an authentic audience
	25. Evaluate presentation using rubric

