

Wrap-Up Scenarios

Food for Thought

Unit Summary

Students study their own health, activity, and nutrition needs as they develop menus of healthy and appealing foods for their own restaurants. Students develop consumer awareness by evaluating the persuasive elements of television and print advertising, and write and present their own convincing commercials to encourage people to visit their restaurants.

Essential Question

How can I stay healthy?

Wrap-Up

"Open" one or two restaurants each day, with restaurant groups serving their classmate customers. Have restaurateurs explain their healthy offerings, pretend to take orders, figure a bill, compute a 15 percent tip, and count back change. Buddy classes, specialists, parents, and the principal might enjoy "dining" at the "restaurants," too. Visitors can provide feedback to students in recognition of their work.

My Family: Past, Present, and Future

Unit Summary

Students explore the lives of people who make a difference in their everyday lives. They differentiate between events that happened long ago and events that happened yesterday by studying their family histories. A number of projects are completed, including analyzing information and drawing conclusions about how and why the world has changed. Students create family history time capsules that preserve the past and present for the future.

Essential Question

How can I make a difference?

Wrap-Up

To wrap up the unit, hold a “Celebrating Our Families” night, and invite families to see the completed unit projects and sample the various family recipes. Give students the option to share their biography presentations. Also, provide opportunities for visitors to give feedback to students in recognition of their work.

What Happened to Robin?

Unit Summary

Using actual wildlife injury data from a local wildlife rescue center, students learn what animal species have been injured and the causes of injury.

Essential Question

How can I help protect urban wildlife?

Wrap-Up

1. As a class, select audiences for small groups to present the data, educate others about injury to wildlife, and discuss ways to prevent injuries. This might include other students, The Humane Society, neighborhood associations, and other interested groups.
2. Have students create a newsletter which can be handed out at public meetings and left at reception areas of local veterinary offices.
3. After presenting the data to different groups, have students collect public reaction to the data through a survey and ask for input on how to reduce wildlife injuries. Set up a social networking site to gather community input.
4. Have students write a report informing the Wildlife Care Center about the major causes of injuries to urban wildlife as well as the public's reaction and suggestions.
5. Finally, have students use their social networking site to post recommendations for community action. They can also write press releases for the local newspaper.

River City Water

Unit Summary

Students conduct in-depth research about specific environmental factors that affect the quality of rivers, and they learn how to measure water quality indicators.

Essential Question

How do we affect our natural environment?

Wrap-Up

Have teams participate in a simulation. One team takes on the role of the city council and conducts a hearing to evaluate proposed development projects. Other teams come before the council to present the viewpoints of special interest groups, such as project investors, recreational fishermen, wastewater treatment plant managers, or hydropower plant owners. The city council team evaluates each proposal according to which project has the least negative effect on the river and provides the most benefit to the community.

Based on the rulings, students then modify their presentations and post them on the class wiki. The class creates a survey to gather input from the community and offers for further proposals.