**Charts to Prepare for Lessons**

[Instructor creates the charts below for activities indicated.]

**Lesson #1**

**Warm Up**

|  |  |  |
| --- | --- | --- |
| **Problem** | **Actions to Solve Problem** | **Results** |
|  |  |  |

**Presentation/Demonstration/Modeling**

1. What is corrosion and how can it affect water pipes?
2. How is the corrosion of water pipes usually prevented?
3. The year a house, school, or apartment building was built can make the quality of the drinking water better or worse.  Why is this the case?

**Guided Practice**

[Create a chart for each question so that groups can record their answers on them, in large print so the class can read them]

* Young Children
* Pregnant Women and Unborn Babies
* Adults

**Evaluation**

[Write the following questions on a chart, or project it so that students have the in front of them as they answer them.]

1. Why do you think we discussed these topics today?
2. List 3 things that you learned today from the video, reading, and discussion with the group.
3. What is one question that you have? Or is there something that you have found confusing about the information we worked on today?

**Lesson #2**

**Presentation/Demonstration/Modeling**

1. What decisions and mistakes were made by officials in the city of Flint, Michigan that made the water unsafe to drink and use for washing and cooking?
2. Why did the city officials make these decisions about the water supply?
3. How did the water supply get contaminated with lead and other poisons?
4. What were the main causes of the water crisis in Flint, MI? (Identify at least 3)
5. How did the water problem get identified?

**Charts for this question:**

[Create charts for each group – Group. **Group 1**:  Qs 1a and 1b ; **Group 2**: Qs 1c and 1d ; **Group 3:** Q 2 ]

1a. Water quality

1b. Health of the residents

1c. Economic issues in the city

1d. The way the residents view their local and state government

2. What strategies were used to address the water issues in Flint, MI? Which were helpful and which were not?

**Lesson #3**

**Presentation/Demonstration/Modeling**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **What is the Community Problem?** | **Who is Most Affected by this Problem and How?** | **What Caused the Problem?** | **What Has Been Done to Solve the Problem?****(effective/not effective)** | **Who Should Be Involved in Solving the Problem?** | **Ideas to Solve this Problem and explain why they can work.** |
|  |  |  |  |  |  |

**Evaluation**

[List can be on one chart]

* Scientist
* Parents of small children
* Community activist
* School teacher
* Medical doctor
* City official in charge of finances
* Water plant employee

**Application**

[Provide chart for a brainstorm of good approaches to fix the problem. Record responses on chart so students can select 2 out of the list that they will expand on and provide their rationales for. They will record their final answers on their Class Notes Sheets.]