



The Solution to Water Pollution

Lesson 3: Rant All About It

Background

By now, we know that wastewater issues are important. Wastewater is connected to our environment and we all need to be educated and informed about how it is managed and treated. By creating a Rick Mercer-style “rant,” students will be able to give creative and humorous flare to serious wastewater topics.

Key Concepts

- Students will learn the basics of conveying a message to a specific audience and connecting their thoughts into a unified whole
- Students will be able to demonstrate what they’ve learned about wastewater in a creative fashion
- Students will learn from each other during class presentations

Curriculum Objectives

- **Grade 10 English**
SCO 6.1: Students will be expected to respond to texts regarding issues, themes, and situations, while citing appropriate evidence
- **Grade 10 Science**
KCO 439: By the end of grade 12, students will be expected to show a continuing and more informed curiosity and interest in science and science-related issues
- **Grade 11 English**
SCO 1.3: Students will be expected to address complex issues, present points of view backed by evidence, and modify, defend, or argue ideas in terms of their own understanding and experiences
- **Grade 11 Technical Reading and Writing**
SCO 2.1: Students will be expected to use planning tools, such as graphic organizers, in carrying out technical communication projects
- **Grade 12 English**
SCO 1.2: Students will be expected to ask discriminating questions to analyze and evaluate ideas and information

Supplies

- Copies of *Planning Your Rant Worksheet* (one per student)
- Wastewater information brochures
- Access to computers or computer lab
- Flipchart paper and markers or whiteboard to jot down student suggestions

Overview

Time Line: This activity will occur over several classes.

Students will learn about rants and what goes into making a good and interesting rant. They will reflect upon wastewater issues and topics that have been learned in the previous lessons and choose a topic that they think would make for a good 1-2 minute rant. Students will then complete the *Planning Your Rant* worksheet to brainstorm additional aspects and to come up with some facts/support for the points in their rants. Students will develop their rants over several classes and then present (either orally or via film) to the class.

References

Information and Privacy Commissioner of Ontario, Canada. Resource for Grade 11-12 Teachers (September 2011). www.ipc.on.ca/site_documents/Gr11_12_Appendix4-14.pdf

Rant Like Rick Mercer. http://www.mun.ca/rant/what_is_a_rant.php

Lesson Plan

5-10 min	<p>What is a “rant”?</p> <p>Made popular by Canadian comedian Rick Mercer, a “rant” is similar to both a monologue and a debate; it is an individual self-expression piece, or more simply put, an opinion. A rant is usually done with humour while expressing a specific position, stance, or issue that the ranter thinks is important.</p> <p>Rick Mercer ranting about Canadian weather: (http://www.youtube.com/watch?v=0EQdXyKiFY4)</p> <p>Ask: What makes a good rant? (clear and concise message, effectively convinces the audience of your opinion, clear structure (intro, middle, end))</p>
10 min	<p>Reflect: What are some of the wastewater issues we’ve learned about?</p> <p>Ask students to think about the most important aspects of wastewater that they’ve learned so far. Write their responses on the board or flipchart paper.</p> <p>Inform them they that will be creating a rant about a wastewater issue of their choosing. It could be regarding the improper disposal of medication, FOG, consequences of flushing “no-drainers,” the treatment process (i.e., how the Dominion/Bridgeport treatment is different than Sydney), what we can do to reduce the amount of wastewater produced, etc.</p>
	<p>Worksheet: Planning Your Rant</p> <p>Pass out copies of the Planning Your Rant worksheet and wastewater information cards to students. Time in a computer lab is recommended so they can do further research on their topic. This may take several classes to complete.</p> <p>Depending on resources, students may film themselves using phone/iPad/etc. and share it with the class. Students may also present orally to the class or, if they’re uncomfortable, write their rant.</p>

Planning Your Rant: Student Worksheet

Name: _____

Planning Your Rant

Use the following guidelines and questions to help you plan and develop your “rant.”

1. My wastewater topic is: _____
2. My purpose is: _____
3. My audience is: _____
4. My research collection (facts that I have learned to give my rant credibility):

	Source

5. For each point, you may provide encouragement, hints and/or cautions. For example, use the following starter statements at various times in your rant.
 - Don't worry if...
 - Make sure you...
 - If you feel...

6. Check off the stylistic devices you plan to use:

allusion alliteration anecdote effective repetition facts humour
 hypothetical scenario illustrative example metaphor personification
 quotation rhetorical question satire simile statistics
 word invention other

7. What visuals/props will you use?

8. Decide on the following:

- Tone
- Volume
- Emphasis
- Variation in speed
- Repetition

9. Decide on the mannerisms and/or actions that might accompany your “rant.” Use facial expressions and body language to convey your message effectively.

10. Practice, practice, practice!