**Lesson Name: See-Think-Wonder and “We Are America--Featuring John Cena”**

(the video is part of the “Love Has No Labels” campaign by the Ad Council)

**Grades:** 7-12

**Subject area:** Language Arts and Social Studies

**Submitted by:** Sandra J. Knight

**Background:** I’m working on an on-going thinking strategy called See-Think-Wonder with a group of disengaged freshmen and sophomores. We practiced See-Think-Wonder two or three times together on the Promethean board with me taking notes or them adding to a graphic organizer in a shared Google doc interactively prior to doing this activity.

**The larger purpose:** to engage students with low-risk activities, to get them to notice ideas or information independently, to get them to wonder, and to to get them to share their thinking.

**Preparation:** Ask students to create a three-column graphic organizer on their notebook paper, or create a simple handout for them, to take notes or record their thoughts on what they actually **See**, hear, or notice in column one, write some follow up notes about what they **Think** or figured out in the second column, and add some other notes or questions in the **Wonder** column. They can add notes or comments to any of the columns as you choose or whenever they want. We periodically go back and review, do a share aloud with partners, and ask them to add to their graphic organizer and record something else they realized or recognized and color-code any additions for their reference--and mine--to see how discussing and reviewing a topic can be helpful. You can obviously create a formatted handout you prefer and distribute that instead.

**Lesson plan:**

1. View the video “Love Has No Labels” from the Ad Council with wrestler and entertainer John Cena--it’s also called “We Are America--feat. John Cena”. It’s about 3.35 minutes long and it’s easy to find online in various sites, including YouTube. Allow 2-3 minutes for students to write some notes related to any or all of the three columns in relative silence. Take 2 minutes for them to share with a neighbor (think-pair part of the think-pair-share). Ask them to review their notes. Ask them to add some of their thoughts on their papers that may occurred to them after talking about the video with their partner. They may have and share notes from any of the three columns, but I generally have them focus on what they have for the See and Think columns to start.

2. View the video again. Follow that up with time to add to their graphic organizer and share again with a different classmate, about 3-5 minutes. Move through the class and observe their written and spoken comments so you know what kind of coaching or some commentary to add to their thinking.

3. Guide them to (or have these on a handout you have prepared) to ask and list a variety of questions such as I Wonder...

-why did we watch this video?

-what (does) our teacher wants us to notice, learn, think about?

-why did our teacher select this video?

-who is John Cena? (many of them have a good idea, some of them have a vague idea)

-why was John Cena the speaker/narrator?

-what the Ad Council is, and why would they make this video?

-what kinds of people are featured in this video?

-why there were so many different people referenced in this video

-where was this filmed, and when was this video made?

-etc.

4. Allow the students time, around 3-5 minutes, to share their questions with others in a gallery walk or by carrying their papers and speaking with 2-3 others. Follow up, as it makes sense, by either asking them to share those out loud or post them on the board or wall.

5. Take some reflective, quiet time to get the kids to respond with some initial thinking--notes and responses or possible answers to their I wonder questions and statements. I usually have them put an asterisk next to these to show we have added from some initial steps of the process.

6. On the following day--if the students are ready to take a deeper look and this is where you want to go--ask half of the students to locate some biographical information about John Cena and ask the other students to locate some information about the Ad Council online. (Or have a ready-made list of information or some excerpts of text to refer to)

7. Ask students to list some further questions and/or write some notes and inferential statements to answer some of the previous day’s I Wonder statements and questions

-Why is it the John Cena was asked to be part of this (i.e., is it because he is an inspirational figure? Because of his Make a Wish involvement? Because he is so well-known and popular right now?)

*And*

-What is the Ad Council? (“They” create public service announcements, Why do they create public service announcements, how long have they been making commercials, etc.).

I have them color-code or put a date next to these new notes and questions for simple tracking and participation purposes.

**Notes:** Steps six and seven can be condensed and guided by you to feature the outcomes of thinking and wondering you might be or were hoping for. I actually waited two days to come back to do six and seven on purpose. I wasn’t sure what some of their larger, developed thoughts and inferences were going to be and that was okay--I just wanted real engagement, thinking beyond one level or step of thinking, and some active sharing.

8. Provide feedback as you deem valuable--identify the strengths of their thinking, notes, inferencing, sharing, etc., orally and/or on paper. I used this as a participation kind of assignment since we are developing skills, and avoiding "right" and "wrong" answers.

**Student sharing:** They shared all kinds of thinking such as--it’s important to be welcoming to others, don’t judge people by their appearances, John Cena is an idiot, John Cena is pretty inspiring, John Cena memes are annoying and ridiculous, is this about immigrants?, how can people of so many various cultures get along?, does the Ad Council represent President Obama’s views?, I just want to live in peace, there were some weird looking people in this, I saw someone who looked like me, there were people I’ve never even thought about before in this video, I wonder why this was filmed in a city--what about us in “the country”? and so on.  We came away with so many threads of thinking that I hope to pick up in some way later this year and next as appropriate.

**Student feedback and teacher feedback:** They liked this assignment and the fact that it was “not too hard” and “different” and they said they appreciated the short pieces of thinking and writing. I’ve been talking with them about the need to take short breaks, to get up and move, to learn to voice their thinking in the past few months (rather than me doing all the talking), and to be actively engaged, so this lesson was not scary for them to do, even though I still had 2 or 3 reluctant participants. I believe this was a good starter assignment to get the students’ involvement and develop their thinking skills. I would use this lesson again--selecting from a variety of videos depending on upcoming content, class make-up, etc.