

Town Hall Meeting for a Local Urban Stream

Thank you for attending today's initial meeting regarding the future of our local urban stream. We appreciate you taking the time to attend and share your thoughts. At the next meeting we will ask that you prepare a brief presentation following the guidelines set out below. We look forward to hearing from you.

In a desire to protect our local stream, and any river system in our wonderful province of British Columbia we would like all interested parties to be aware of each others' cultural, business and personal interests in order to work collaboratively when looking towards the future.

There are many interested parties or stakeholders (a person with an interest or concern in something, especially a business) with an interest in the stream. As a class we have identified the following interested parties or professionals: fishing, hydro power, tourism, water testing and management, farming, logging, urban development, contractors, river health, historical settlements, First Nations, biodiversity, wildlife, erosion, hatcheries, plants, transportation, outdoor pursuits (like paddling or camping), etc.

This will be a cross-curricular assignment, and you will be able to combine Humanities, Science, Art, Design, Skills, and Technology as you gather information and organize materials to present at the next town meeting. We look forward to hearing your perspectives.

Student Learning Targets:

- I can observe the First Nations' concepts of interconnectedness in the environment.
- I can examine the nature of sustainable practices and human impacts around British Columbia's living and non-living resources.
- I can explore stories and a variety of texts to help build my understanding of an interested party and its relation to an urban stream.
- I can recognize different perspectives and extend my own thinking as evidenced by listening, presenting, and answering questions at a town meeting.
- I can represent and share information and perspective in an engaging and informative way.



This resource is part of the BC Urban Streams & Watersheds lesson plans, assembled in 2025. Learn more and download additional resources at www.engagewithnbs.ca/for-schools

This material is available to reuse and adapt in your classroom.



Job Description:

- Interested parties (stakeholders) should be open-minded and willing to take on new perspectives.
- Interested parties should be open to inquiry, and follow the process to develop work they are proud of and excited to share.
- Through reflection, interested parties will be expected to extend their own thinking and ideas, and communicate their findings with others.
- Interested parties should understand how governments (federal, provincial, municipal) may need to be informed or consulted during an urban stream project.

Task:

For this assignment, you will need to explore and find creative ways to explain your position to others who also have an interest in a local urban stream at the Town Hall Meeting. You will need to research the environmental, social, and economic (business) impact your involvement will have on this stream and its future. Identify your claims, use evidence, and provide examples to engage your audience.

When completing your project you should consider and include the following:

- Who are you as an interested party or stakeholder? (For example, are you an environmentalist, a neighbour, or someone who enjoys using the urban stream for recreational purposes?) What is your position / career / business / role?
- What is your interest? How does this interest affect the stream?
- What positive and potentially negative impacts do your actions or business have on this stream?
- Why is this business or organization important to this area?
- What First Nations communities are connected to the land in which the stream flows? Have you considered building relationships and involving these communities in your planning?
- Do you have to involve a level of government (municipal, provincial, or federal)?
- If you are a business owner or entrepreneur, how did this business come to be? How long have you been in business?
- What visions do you have for the future?
- What other interested parties are important to your success?

Once your planning and research is complete, find a creative way to share your interested party and intentions with your peers. Some examples include a podcast or radio show, poster, brochure, video, art installation, or another idea (talk to your teacher).

To prepare for the Town Hall Meeting:

Your presentation should be similar to an elevator pitch. Think of it as a quick conversation used to ‘sell’ a product or a service to potential investors. You will use this method to convince your position at the Town Hall Meeting that it is responsible for the continuing health and viability of the local urban stream.

Your task is to *persuade* us to support your business plan, idea, or vision in **1–2 minutes**. You may use a prop or visual to aid in your presentation. Plan key points, write a draft using *persuasive* language, edit, practice your speech, and consider making or printing speech cards for your presentation.



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Things to think about before you start planning your elevator pitch/presentation:

- What is it you want to do and why is your plan good for the urban stream and community?
- What makes your plan unique?
- What obstacles will you have to overcome?
- Will your plan be a lasting legacy for this urban stream?
- Where would this stream be without your contribution?

Part of your assessment will be based on how convincing you are and on the quality of relevant information you include about your proposal.

Reflection – Follow-up Activity:

Write a short paragraph reflection on what interested party (other than your own) would you now support and why:

- Do you think this interested party could improve your relationships with others in this watershed?
- How have your ideas/beliefs changed since the beginning of this project?
- How has this project changed the way you think about urban streams and watersheds?

Urban Stream Town Hall Rubric

Name: _____

	Extending	Proficient	Development	Beginning
Delivery	<p>Holds the attention of the entire audience with the use of direct eye and limits looking at notes.</p> <p>Demonstrates strong enthusiasm about the topic during the entire presentation.</p> <p>Speaks with fluctuation in volume to maintain audience interest and emphasizes key points.</p>	<p>Consistent use of direct eye contact with the audience, but still returns to notes.</p> <p>Shows some enthusiastic feelings about the topic.</p> <p>Speaks with satisfactory variation of volume and inflection.</p>	<p>Displays minimal eye contact with the audience, while reading mostly from the notes.</p> <p>Shows little or mixed feelings about the topic being presented.</p> <p>Speaks in uneven volume with little or no inflection.</p>	<p>Holds no eye contact with the audience and reads notes.</p> <p>Speaks in low volume and/ or monotonous tone, which causes the audience to disengage.</p> <p>Shows no interest in the topic presented.</p>
Content / Organization	<p>Demonstrates full knowledge of topic and role, answering the audience's questions with explanations and elaboration.</p> <p>Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence.</p> <p>Makes connections with points from other students, and contributes to the meeting with persuasive points.</p>	<p>Is at ease with expected answers to all questions, without elaboration.</p> <p>Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions.</p> <p>Makes a connection with points from other students, and contributes to the meeting with some persuasive points.</p>	<p>Demonstrates discomfort with information and is able to answer only basic questions.</p> <p>Attempts to define purpose and subject; provides some examples, facts, and/ or statistics, which do not adequately support the subject; includes very thin data or evidence.</p> <p>Does not make connections with points from other students, and lacks persuasive points.</p>	<p>Does not have a grasp of information and is unable to answer questions about the subject.</p> <p>Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support.</p>

Adapted from: <https://www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric>