

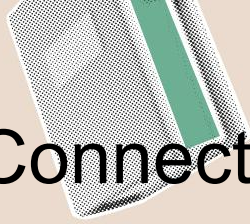
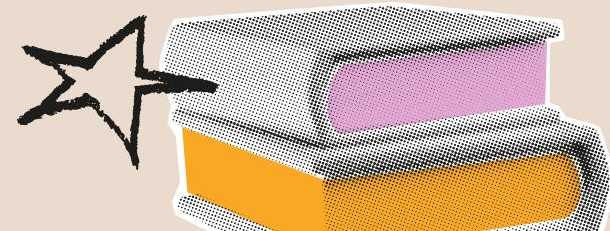
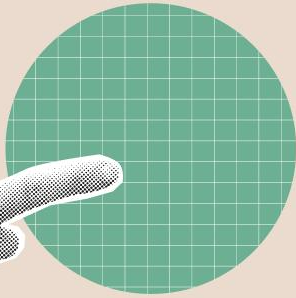
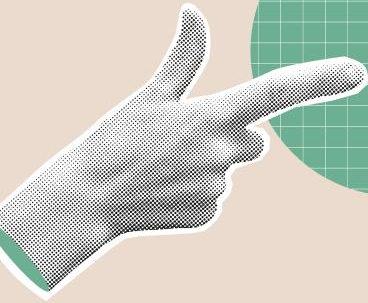
Climate Change, Worker
Health, and Community
Action
Exit Ticket Set



Science + Climate Connection: Evidence of Impact

Exit Ticket Question: What evidence from today's lesson shows that climate change affects worker health?

Sentence Starter: Evidence that climate change affects worker health can be seen when I noticed...

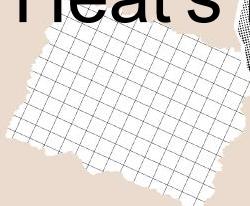
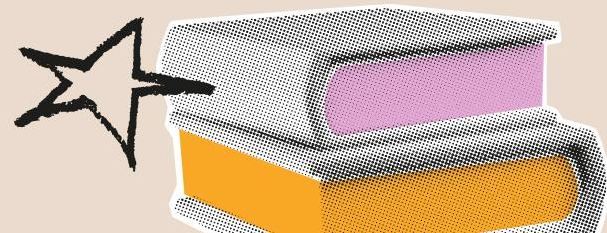
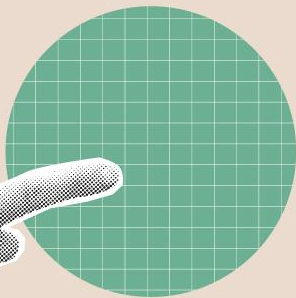
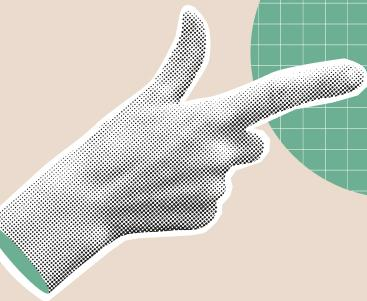




Science + Climate Connection: Heat's Effect on the Body

Exit Ticket Question: How does extreme heat affect the human body based on what you learned today?

Sentence Starter: One way extreme heat affects the human body is by causing...

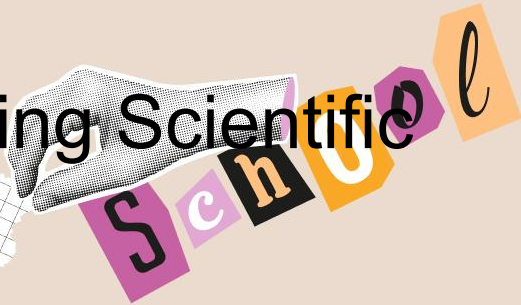
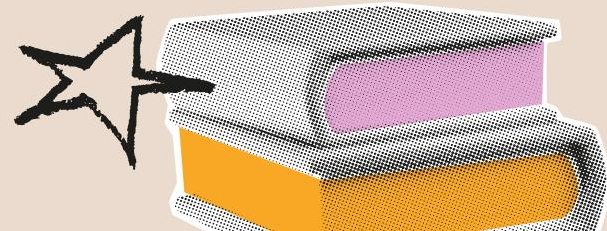
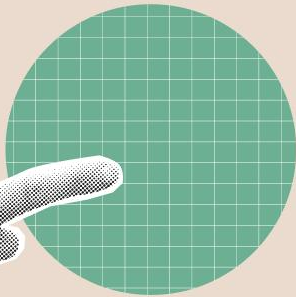
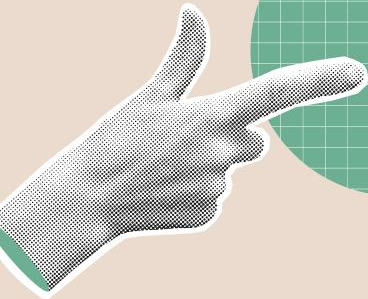




Science + Climate Connection: Clarifying Scientific Terminology

Exit Ticket Question: What scientific term from today (ex: heat stress, exposure) is still unclear to you?

Sentence Starter: A scientific term I still find unclear is _____ because...

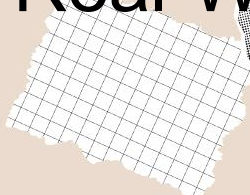
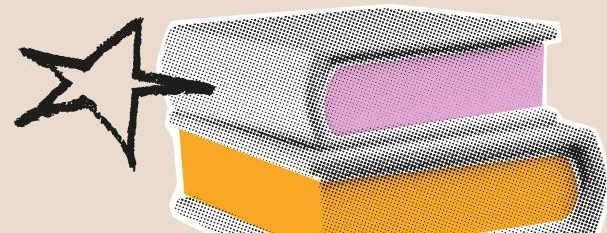
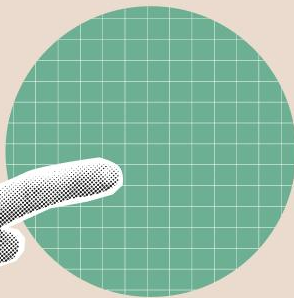
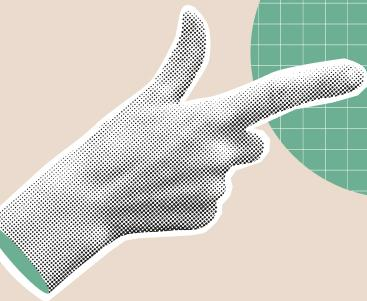




Science + Climate Connection: Real-World Connections

Exit Ticket Question: Which part of the article or video best connected science to real-world experiences?

Sentence Starter: The part of the article or video that best connected science to real-world experiences was the segment about...

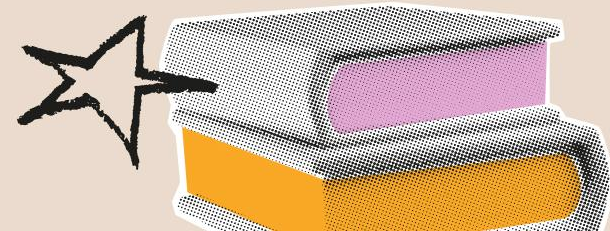
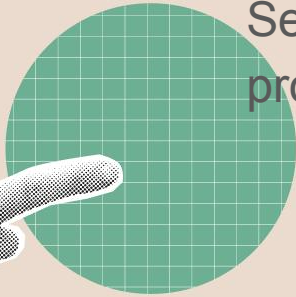
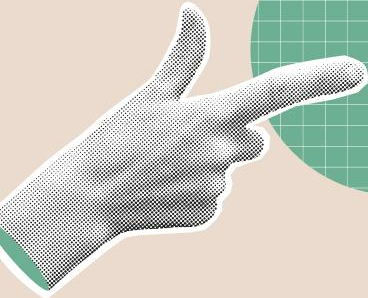




Gig Economy + Worker Vulnerability: Protection Gaps

Exit Ticket Question: What is one reason gig workers have fewer protections in extreme heat?

Sentence Starter: One reason gig workers have fewer protections in extreme heat is that...

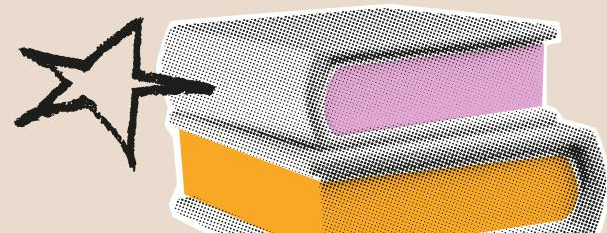
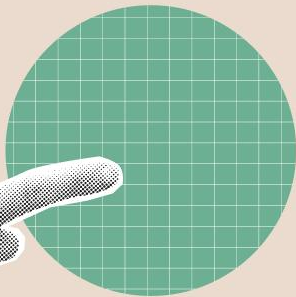
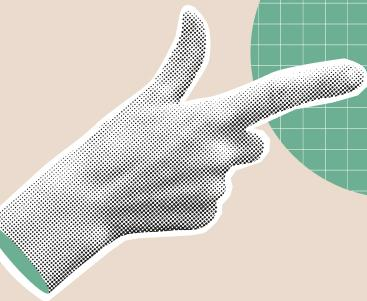




Gig Economy + Worker Vulnerability: Remaining Questions

Exit Ticket Question: What question do you still have about the gig economy or workers' rights?

Sentence Starter: A question I still have about the gig economy or workers' rights is...

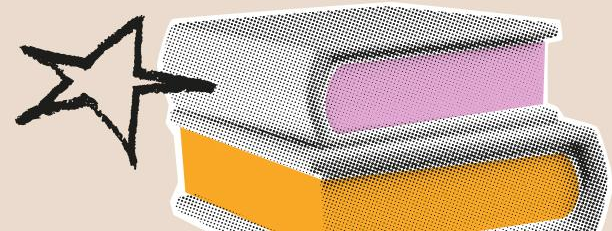
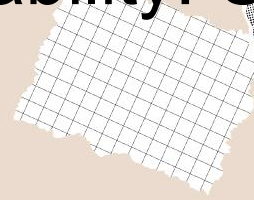
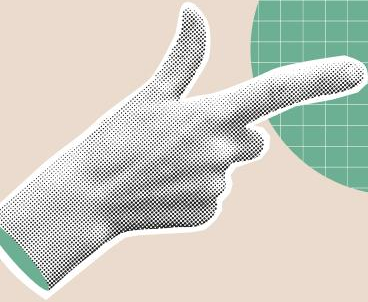
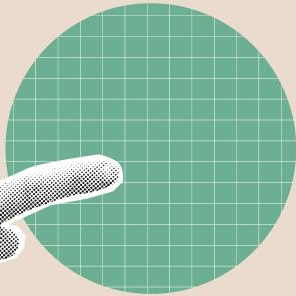




Gig Economy + Worker Vulnerability: Unsafe Conditions

Exit Ticket Question: Describe one unsafe or unfair condition highlighted today.

Sentence Starter: An unsafe or unfair condition highlighted today was when...





✓ Gig Economy + Worker Vulnerability: Accountability

Exit Ticket Question: Who is responsible for protecting gig delivery workers?

Sentence Starter: The person or group responsible for protecting gig delivery workers is...

This exit ticket prompts students to think critically about accountability and systemic responsibility. Answers might include gig companies, government regulators, local municipalities, workers themselves, or consumers—each response reveals different levels of understanding about power and responsibility.

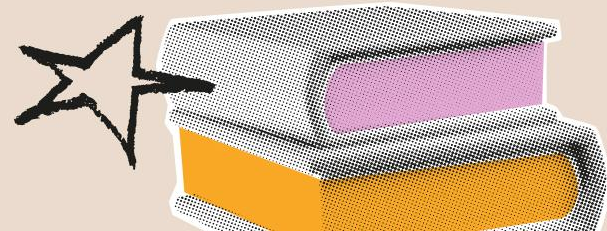


Local Relevance (Merrimack Valley): Geographic Heat Risk

Exit Ticket Question: Where in the Merrimack Valley do delivery workers face the most heat risk?

Sentence Starter: In the Merrimack Valley delivery workers face the most heat risk at...

This place-based question connects abstract climate science to students' own communities. Responses might reference specific locations like outdoor areas, industrial zones, or neighborhoods with limited shade and cooling resources. This personalizes the issue and builds community awareness.



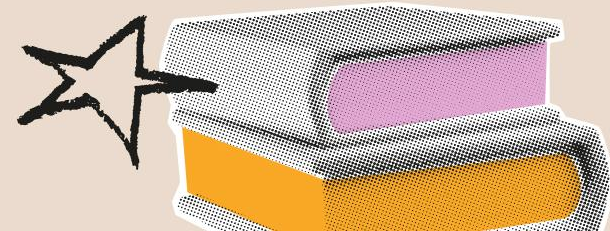
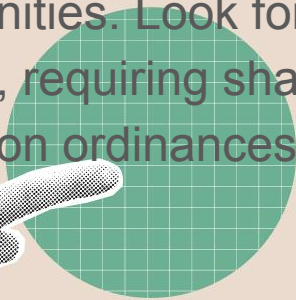


Local Relevance (Merrimack Valley): Community Solutions

Exit Ticket Question: What change could our town make to protect workers?

Sentence Starter: One change our town could make to protect workers is...

This empowering question positions students as agents of change in their own communities. Look for creative, feasible solutions such as establishing cooling centers, requiring shade structures, enforcing heat breaks, or creating worker protection ordinances.



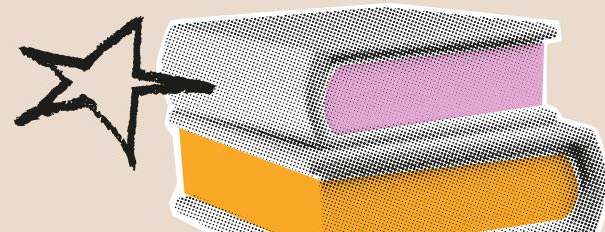


Local Relevance (Merrimack Valley): Personal Connection

Exit Ticket Question: What did you learn that connects to your own experience?

Sentence Starter: Something I learned that connects to my own experience is...

This reflective prompt helps students make personal meaning from the lesson. Responses might connect to their own experiences with heat, family members who work in vulnerable conditions, or observations they've made in their community.



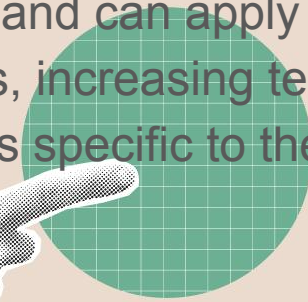
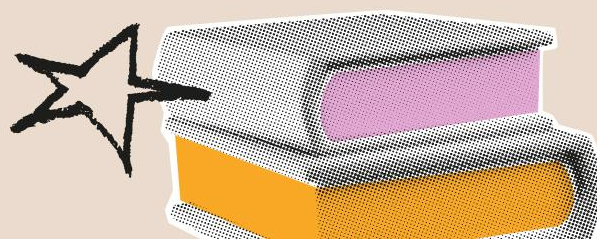


Local Relevance (Merrimack Valley): Future Projections

Exit Ticket Question: How might extreme heat get worse locally?

Sentence Starter: Extreme heat might get worse locally because...

This forward-looking question assesses whether students understand climate trends and can apply them to their region. Students should reference climate models, increasing temperatures, reduced precipitation, or other projected climate impacts specific to their area.



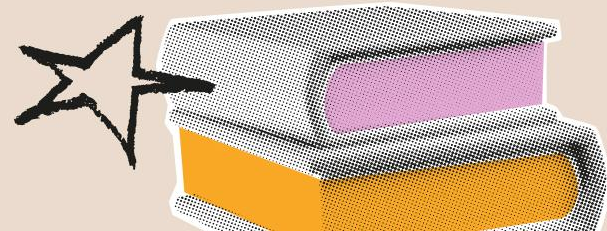


Journalism + Evidence Use: Powerful Evidence

Exit Ticket Question: What piece of evidence from the Pulitzer Center story was most powerful?

Sentence Starter: The piece of evidence from the Pulitzer Center story that felt most powerful was...

This question develops media literacy and critical analysis skills. Students should identify specific data, quotes, images, or stories and explain why they found it compelling or convincing. This reveals their understanding of how evidence functions in persuasive storytelling.



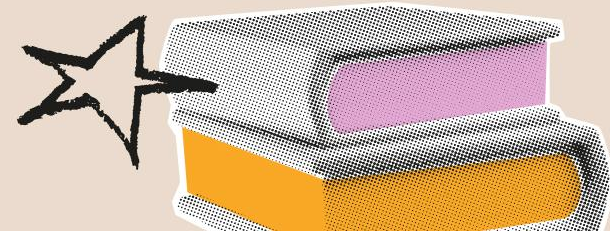
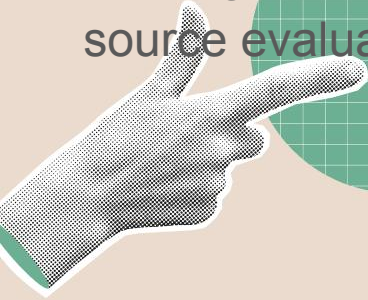


Journalism + Evidence Use: Questioning the Source

Exit Ticket Question: What question would you ask the journalist?

Sentence Starter: A question I would ask the journalist is...

This metacognitive prompt encourages students to engage critically with journalism. Strong responses demonstrate curiosity about methodology, sources, missing perspectives, or the story's broader implications. This builds skills in source evaluation and critical media consumption.





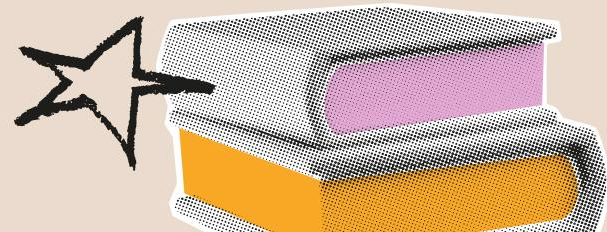
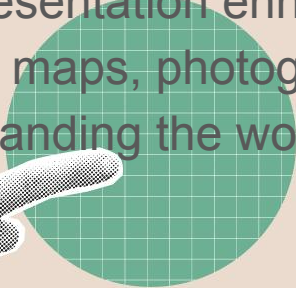
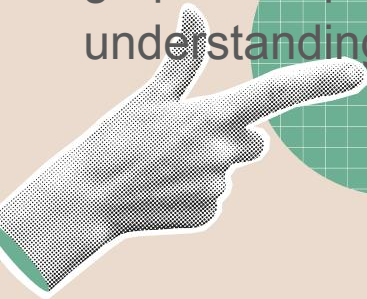
Journalism + Evidence Use: Visual and Data

Literacy

Exit Ticket Question: How did visuals/data help you understand the issue?

Sentence Starter: Visuals or data helped me understand the issue by showing...

This question assesses students' understanding of how visual communication and data presentation enhance comprehension. Responses should reference specific graphs, maps, photographs, or statistics and explain their impact on understanding the worker health crisis.



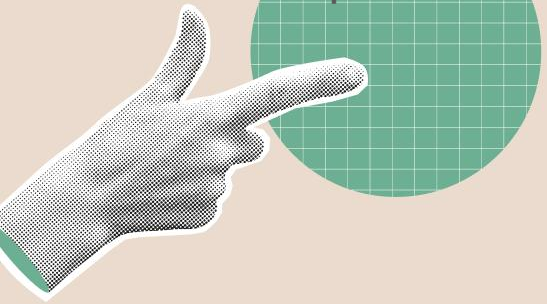
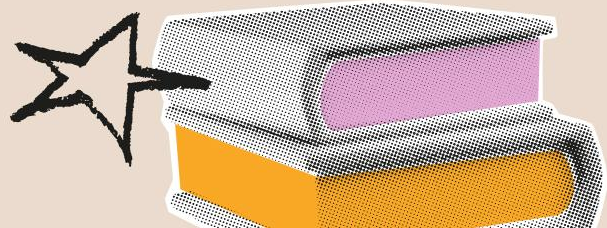


Journalism + Evidence Use: Evidence for Advocacy

Exit Ticket Question: What evidence would you use in an op-ed?

Sentence Starter: I would use the following evidence in an op-ed:...

This question bridges journalism and persuasive writing. Students should identify specific, credible evidence they believe would be most convincing to an audience. This develops their ability to select and prioritize evidence for their own writing.



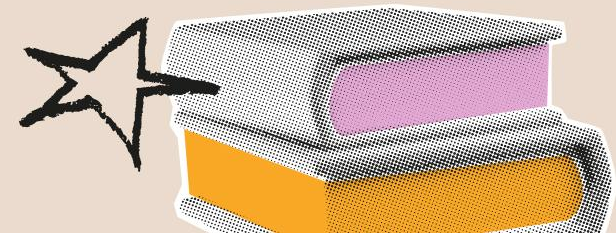


Op-Ed Writing Prep: Developing Your Claim

Exit Ticket Question: What claim are you thinking about for your op-ed?

Sentence Starter: The claim I am thinking about for my op-ed is...

This exit ticket begins the op-ed writing process by asking students to articulate their main argument. Strong claims should be specific, debatable, and connected to the themes explored throughout the unit. This serves as a planning tool for the writing assignment ahead.



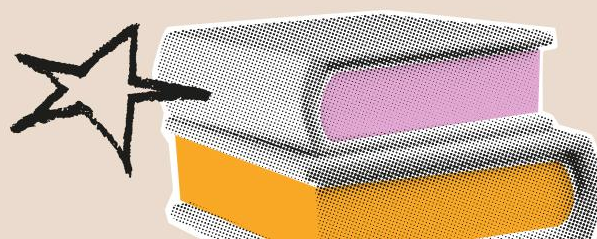


Op-Ed Writing Prep: Identifying Your Audience

Exit Ticket Question: Who needs to hear your message most?


Sentence Starter: The people who need to hear my message most are...

This question develops audience awareness—a critical component of effective persuasive writing. Students might identify policymakers, business leaders, community members, or fellow students. Understanding their audience will help them tailor their tone, evidence, and language in their op-ed.



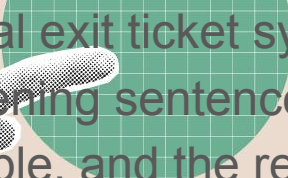
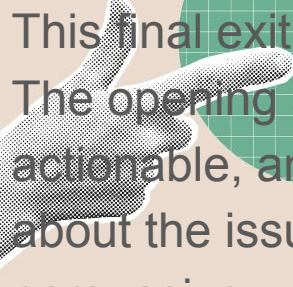



Op-Ed Writing Prep: Crafting Your Opening and Solutions



Exit Ticket Question: Write one possible opening sentence and list one solution and one remaining question.

Sentence Starters: A possible opening sentence for my op-ed is:
"_____." One solution I would propose is... and one remaining question I have is...



This final exit ticket synthesizes learning and prepares students for op-ed drafting. The opening sentence should hook readers, the solution should be concrete and actionable, and the remaining question should reflect ongoing critical thinking about the issue. This exit ticket serves as a planning document for their persuasive writing task.

