

Lesson Activity Bank

Lesson Title: It's Easy Being Green!

Rationale:

One of the main goals of these programs is to encourage students to participate in peer-teaching activities. It is important that they take what they have learned from their experience and use that to foster educational growth within their classrooms and communities. A study of education and activism is one of the most important ways to encourage this behavior.

Goals:

- Environmental Literacy Scope & Sequence benchmark: Social and natural systems may not function as well if parts are missing, damaged, mismatched, or misconnected.
- Key systems concepts and supporting concepts: parts and objects (biotic factors, group, individual), interactions and relationships (cause and effect, communication, ecosystem, reciprocity, structure), subsystems (community), inputs and outputs (communication, instruction, resources, waste), change over time (diversity, knowledge, threshold)

Teacher Resources:

Community POWER – www.rethinkrecycling.com

Minnesota Pollution Control Agency – www.pca.state.mn.us

Minnesota Office of Environmental Assistance – www.pca.state.mn.us/oea/index.html

Minnesota Department of Natural Resources - www.dnr.state.mn.u

Carver County Environmental Center – www.co.carver.mn.us/departments/LWS/env-svc/envirocenter.asp

Carver County Environmental Services – www.co.carver.mn.us/departments/LWS/env-svc

Pollution reports

Just a Dream by Chris Van Allsburg

The Lorax by Dr. Seuss

The Wartville Wizard by Don Madden

Winston of Churchill: One Bear's Battle Against Global Warming by Jean Davies

Okimoto

How Spider Stopped the Litterbugs by Robert Kraus

Shelburne Farms Project Seasons by Deborah Parrella

50 Simple Things Kids Can Do to Save the Earth by The EarthWorks Group

Earth Book for Kids by Linda Schwartz

Accommodations for Learners:

Buddies

Books in native languages about activism

Read along tapes

Group work
Parent supervisors/volunteers
Allow more time
Shorter lengths of assignments

Field Trip/Guests:

Invite an environmental activist to visit your classroom and share some of the things you can do to help others learn about the environment (contact Do It Green! Minnesota or your local food coop to find someone who would be willing to speak)

Visit the state senate or house on a day when there is an environmental bill on the docket

Complete a community trash pick up (vests and bags can be obtained from Carver

County Public Works by calling (952) 466-5200 or visiting

www.co.carver.mn.us/departments/PW/)

Student Reading/Literature:

Textbooks (Social Studies/Science)

National Geographic

Websites

Storybooks on pollution:

- *Just a Dream* by Chris Van Allsburg
- *The Lorax* by Dr. Seuss
- *The Wartville Wizard* by Don Madden
- *Winston of Churchill: One Bear's Battle Against Global Warming* by Jean Davies Okimoto
- *How Spider Stopped the Litterbugs* by Robert Kraus

Oral Language:

Students tell stories and experiences

Sing

Poetry

Daily P.A. announcements

Written Language:

Letters to the principal or school board

Letters to the editor

Poems

Songs

Campaigns

Stories

Journal Entries

Social Skills:

Group work

Pair share

Presentations

Debates

Social Studies:

What is activism?

How does it affect our environment?

How has technology changed the ways people share their opinions?

How does activism reduce pollution and other harmful environmental effects?

How can we increase activism?

What are different kinds of things an activist can do to get their message out?

Art:

Posters

Collages

Brochures

Book illustrations

Music:

Put on Your Green Shoes CD by Various Artists

Mother Earth CD by Tom Chapin

Songs about our world/the United States/communities

Songs about nature

Songs from the 1960s are great for this unit

Math:

Statistics

Computing averages

Reading charts/graphs

Technology:

Go to websites on activism

Watch videos

Assessment:

Peer assessment review

Read journals

Reflect on lesson plans and make modifications

Use a rubric

Observe students and record actions

Tests

KWL chart understanding

Have students explain and respond

Follow-up activity #1

Activist T-shirts

Tell students they've been chosen to create a t-shirt to tell people how you feel about the environment. The theme will be something they care about – or an environmental issue they have learned about or researched. Most t-shirts must be read quickly, so the

messages and pictures on them should be short and to the point. Make the letters and words large and keep the message short. Ask students to first draw their design on a white piece of paper. If there is room, add a border, pictures, or other decorations. Color in the design. Remind students that they must work very carefully because they only have one chance to decorate their t-shirt. If they make a mistake, they will have to figure out a way to either cover it up or run with it. Approve their designs and then give each a t-shirt and a piece of cardboard. Place the cardboard inside the shirt (so the paint and markers won't seep through onto the other side). Use pencil to draw the words and pictures on the t-shirt, and then outline them in black permanent marker. Then, use the paints, markers, and other decorations on the table to decorate the t-shirt. I used permanent and fabric markers, which didn't seem to leak and took no time to dry.

Follow up activity #2

Family Day

Invite families to your classroom to learn more about what the students have been working on. Students can perform their skits, serve waste-free snacks, and wear their t-shirts. This would also be an excellent time for a knighting ceremony.