EDCP 331: Project Plan

"How Can We Better Protect Our Forests and Animals?"

Class Description

The class is a Grade 1/2 split composed of 24 diverse learners. There is an even gender distribution, and students sit at table groups of mixed age and gender. The class is culturally diverse, with a few English Language Learners. Most students can speak another language. There is a range of writing abilities in the class. Therefore, we should incorporate a variety of teaching modes and assessments, using visuals, videos, and oral presentation formats for example. This is a social class. Therefore, incorporating partner or small group work would be beneficial to student learning. Lessons should also incorporate movement, sensory exploration, and activities. In addition, the students enjoy participating in artistic endeavors. Therefore, we should integrate drama and art into our learning activities.

Rationale

The students chose this topic as part of an inquiry-based unit. The purpose of this unit is to educate students about the environment that surrounds us and to facilitate their learning of how to care for and protect our natural resources. This unit is both relevant and meaningful because it will teach students why we should protect the environment and living things, as well as how we can protect the environment and life on Earth. It is contextualized because the focus is on the immediate local environment and practical ways in which students can impact the natural world. The unit touches on learning outcomes for Social Studies prescribed in both the BC IRPs for Grade 1 and Grade 2, as well as the big ideas, competencies, and content outlined in the new curriculum. The unit also cross-curricular and integrates visual arts, drama, and language arts.

Learning Outcomes

Big Idea:

- Local actions have global consequences, and global actions have local consequences

Prescribed Learning Outcomes:

- E1 – identify characteristics of different local environments
- E2 – demonstrate responsible behavior in caring for their immediate environment
- E2 – describe their responsibility to the local environment
- E3 – describe how the physical environment influences human activities
- E3 – demonstrate responsible behavior in caring for their immediate and school environments

Lesson 1 Topic: The Importance of Trees & Forests

Subject(s): Social Studies, Science, Social Responsibility **Grade: 1/2** **Time: 40 min**

Stage 1- Desired Results

Established Goals(s):

E3: describe how the physical environment influences human activities

Use their senses to interpret observations

E1: identify characteristics of different local environments

Understanding (s) Ⓤ

Students will understand that…

-We shape the local environment, and the local environment shapes who we are/how we live

Essential Question(s):

Why are trees important?

How do we benefit from trees?

Students will know … Ⓚ

-Relationships between a community and its environment

-Natural and human-made features of the local environment

Students will be able to…

-Observe, record, and make sensory comparisons

-Describe how living things depend on air, & soil

-Express feelings, ideas, stories, observations, and experiences through creative works

-Provide specific examples from the local community to describe how the physical environment influences human activities

-Draw specific conclusions based on observations (e.g. trees are important – protect our trees)

Enactivism

-Interactive & social (discussions, group work)

-Active (outdoors, drama, creativity)

-Relevant (how trees affect them)

-Cross curricular: science, socials, responsibility

Stage 2- Assessment Evidence

Performance Task(s) Ⓣ

Assessment *of* learning:

-Drama tableaus – students embody different actions of 'trees' – "what are you doing?"

Other Evidence:

Assessment *as* learning:

-Participation in pair/group discussions of observations and prior knowledge

Stage 3- Learning Plan

Learning Activities:

- Read "The Giving Tree" (10min)
- Take a walk outside & brainstorm the importance of trees (15min)
  - -What would it be like if we didn't have any trees?
  - -What do trees give us? How do we benefit from trees?
  - -Oxygen/CO2, soil stabilization, shelter for animals, shade, food, medicine
  - -Bug hunt: shine a flashlight & examine holes for lady bugs, spiders, cocoons
- Watch video: https://www.youtube.com/watch?v=8h_X-60TYFU (5)
- Play "what are you doing" drama game - students embody characteristics of trees (10)

Lesson 2 Topic: Deforestation **Subject(s): Social Studies, Science, Social Responsibility** **Grade: 1/2** **Time: 40 min**	
Stage 1- Desired Results	
Established Goals(s): E3: describe how human activities influence the physical environment Describe the characteristics and consequences of deforestation	
Understanding (s) Ⓤ *Students will understand that…* -Local actions have global consequences, and global actions have local consequences -We shape the local environment, and the local environment shapes who we are/how we live	**Essential Question(s):** What is deforestation? Where is it occurring? What are the effects of deforestation?
Students will know … Ⓚ -Natural and human-made features of the local environment -Key events and developments **Enactivism** -Interactive & social: discussions, group work -Active: drama, creativity -Relevant: how trees affect them -Cross curricular: science, socials, responsibility	*Students will be able to…* -Contribute to class discussions about environmental issues -Recognize the causes and consequences of events, decisions, and developments
Stage 2- Assessment Evidence	
Performance Task(s) Ⓣ Assessment *of* learning: -Drama- role play	**Other Evidence:** Assessment *as* learning: -Participation in pair/group discussions
Stage 3- Learning Plan	
Learning Activities: ➢ Building blocks activity (10 min) → using the blocks to build the tallest tower possible -Discussion: What happens when you remove one block? Why is that? ➢ Class discussion: Deforestation (6 min) -Discussion: - What is deforestation? Where is it occurring? ➢ Watch video: https://www.youtube.com/watch?v=Nc7f5563azs (4 min) ➢ Role play & discussion (14 min) -Divide class into 4 groups – each group receives a different role-play card -Each group discusses what effects deforestation would have on them ➢ Class discussion: recap and share points that were discussed in the groups (6 min)	

Lesson 3 Topic: What We Can Do to Protect Our Forests

Subject(s): Social Studies, Science, Social Responsibility **Grade: 1/2** **Time: 40 min**

Stage 1- Desired Results

Established Goals(s):

E2: describe their responsibility to the local environment

E3: demonstrate responsible behavior in caring for their immediate and school environments

Understanding (s) Ⓤ *Students will understand that…* -Individuals have rights and responsibilities as global citizens -Healthy communities care for the local environment	**Essential Question(s):** What responsibilities do we have to the environment? What are some practical ways we can better protect our forests?
Students will know … Ⓚ -Rights and responsibilities of individuals -Relationships between a community and its environment **Enactivism:** -Interactive & social: discussions, group work -Active: Creativity -Relevant: practical ways to contribute -Cross curricular: science, socials, responsibility	*Students will be able to…* -Create a list of things they can do to positively affect their local environment -Participate in tasks that contribute positively to the environment

Stage 2- Assessment Evidence

Performance Task(s) Ⓣ Assessment *of* learning: -Creation of recycled paper pot -Creation of awareness poster	**Other Evidence:** Assessment *as* learning: -Participation in group discussions of observations and prior knowledge

Stage 3- Learning Plan

Learning Activities:

➢ **Station One: Planting pots** (20 min)

-Materials: Newspaper, bottles, scissors, 1 bag of soil, popsicle sticks , and seeds

What to do:

1. Basic cutting: Use your bottle as a guide to see where you should cut the newspaper. I like to cut several pages each time.
2. Wrap the paper around the bottle
3. Folding the bottom of the pot: Using finger of your choice, fold excess paper towards bottom of bottle. It is useful in this step if bottom of bottle is slightly concave.
4. Flatten the bottom: Remove pot from bottle. If you look inside the pot the bottom will be

raised. Use fingers or knuckles to press bottom flat.

5. Fill with soil/ makes the pot steady
6. Final planting: plant your seed
7. Write your name on your popsicle stick
8. Put it into your planting pot

Reference: *www.instructables.com/id/How-to -make-organic-planting-pots-using-old-newspa/*

➢ **Station Two: Awareness poster** (20 min)

-Brainstorm & discussion (10 min)

-What responsibilities do we have to the environment?

- What are some practical ways we can better protect our forests?

Students will be giving out a piece of paper and write done of their thoughts on their paper

Adaption: students with difficulties may represent their ideas in drawings on their paper

-Decide on the most important points to include on the poster

-Teacher will have the tree trunk painted on the poster ready

-Materials: 1 poster, green acyclic paint, 6 paintbrushes, 1 water container and paper towels, pencils, string, scissor

What to do: (10 min)

1. Each student will paint both hands completely green
2. Ask the student to press his or her hands onto the poster. Write each student's name on the poster. Wash hands.
3. Write or draw the ideas brainstormed earlier during the discussion.

Resources

1. Book: Silverstein, S. (1964). The giving tree. New York: Harper & Row.

This is a classic children's picture book that tells the story of a boy and a tree. It can be found in most school and public libraries. The story provides a great hook for the first lesson because it highlights everything that trees do for us in such a way that readers begin to develop a sense of empathy for the environment.

2. Video: https://www.youtube.com/watch?v=8h_X-60TYFU (2 min)

This video is titled "Hear Why Kids Think Trees Are Important" and describes the different benefits of trees from the perspective of young children. It is available publicly on YouTube (link provided above). This video is useful because it provides students information from a relatable perspective.

3. Video: https://www.youtube.com/watch?v=Nc7f5563azsn (4 min)

This video is titled "Deforestation Effects on Climate" and uses cartoon animation to describe what deforestation is and its effects on the environment. It is available publicly on YouTube (link provided above). This video is strong because it provides great animations and covers a range of information from describing what it is to what it does to possible solutions. However, some of the language used in the video may prove difficult at the Grade 1/2 level, especially with ELL students.

4. Website: *How to make organic planting pots using old newspapers. (2015).* Retrieved March 16, 2016, from http://www.instructables.com/id/How-to-make-organic-planting-pots-using-old-newspa/

This website provides step-by-step instructions on how to make organic planting pots using old newspapers. It is available publicly on the website (link provided above). This resource is great because it teaches students about recycling, as well as allowing them to make a tangible difference and positive impact on the environment. The steps are also listed chronologically, and pictures are provided to enhance understanding. One caution is the difficulty level for students. Many students in the Grade 1/2 class needed help to create their pots.

5. Website: http://www.fsc-uk.org/preview.activity-ideas-a-role-play-game-a-treasure-trail-a-running-game.a-48.pdf

This website provides role-play activity cards that allow students to discuss the effects of deforestation on different groups of people. It is available publicly on the website (link provided above). This resource is great because it gives students the opportunity to think about deforestation and the environment from multiple perspectives. One caution is that the reading level on the cards should be adapted for the appropriate grade level.