

ecoMentors Lesson Plan Template: Helping kids explore the planet! www.ecomentors.ca

Title: Our health and the Environment: It's time for a check-up!	Grade Level(s): Grade 5	Time/Date:
School:	Teacher:	
Directions to school, class:		
Contact Info:		
Ontario Curriculum Connection: Life Systems – Human Organ Systems		
Vocabulary: Words & Concepts your class may be learning, look these up yourself too!		
Health – free from sickness and injuries		
Smog - Fog that has become mixed and polluted with smoke. A form of air pollution produced by the reaction of sunlight with gasses that have been released into the atmosphere, especially by cars.		
Pollution – contaminating or polluting the air, water and/or soil with unwanted and usually unhealthy substances		
Materials and Equipment: List these before and while you plan and revise so you're prepared.		
Chalk board Space for students to prepare their flyers, posters or brochures Paper, magazines, pencils, scissors, glue, ...		
What is your class accomplishing?: Learning & Activity Goals, Objectives		
<ul style="list-style-type: none"> • Understand ways to be healthy (e.g. physical activity, eating right, staying active) • Understand how the environment affects our health (e.g. smog, pollution). • Identify the connections between our health and the environment's health. • By being healthy people, we are contributing to a healthy environment. 		

PROCEDURE

The Spark: Introductions, Demonstrations, Show and Tell, Topic Intro (Break the ice!) ~5-10min

Hello everybody. Your teacher told me that you are studying the human body. Can you introduce yourself and name 1 thing that makes you healthy?

What do people mean when they are say they feel 'healthy'? (e.g. feel good, have energy and strength). How can you tell if some one is healthy? (blood pressure, temperature, ..) These are things you can actually measure. Can you name some things that determine health that you can not measure? (energy, feelings, headache)

What makes us healthy?? (e.g. eating right, being active) What makes us unhealthy (e.g. eating too much junk food, playing too many video games and not enough physical activity)?

What does it mean for the environment to be healthy (e.g. not too much pollution in the air)?

What makes a healthy environment (e.g. tree planting, recycling)? An unhealthy environment (e.g. littering, smoking)? Put up your hand if you think it's important to be healthy? Why?

Put up your hand if you think it's important for the environment to be healthy? Why?

Brainstorming, Getting ideas, Connecting ideas (assess their knowledge!) ~10-20min

How many of you think that the environment affects our health? How? (e.g. pollution and smog in the air can make it hard for us to breathe, especially those who have asthma and breathing problems; elaborate).

How many of you think that WE affect the health of the environment? (e.g. we destroy natural environments when we litter, when we smoke we put pollution into the air; elaborate).

Using the blackboard, make 3 columns and brainstorm with the class things that make BOTH ourselves and the environment healthy.

Activity	How is it good for our health?	How is it good for the environment's health?
biking, walking, skateboarding instead of taking a car	We get our exercise	Less pollution from gasoline from cars
Don't smoke	It is better for our lungs and circulatory system	Less pollution in the air.
More physical activity, less videogame playing, tv watching	Exercise is important and fun!	Less electricity produced.
Eat fresh fruits and vegetables,	We obtain healthy nutrients instead	Fresh fruits and vegetables have

instead of processed and canned foods	of unhealthy chemicals in processed foods that make them last long (e.g. salt, additives, preservatives)	less packaging (e.g. plastic, paper) and chemicals.
Help mom/dad in the garden	Exercise and being outdoors with fresh air.	Creating a natural environment, that will attract insects and animals.

Some activities may not contribute to BOTH the health of ourselves AND the environment. You can still leave those boxes blank and discuss it as a class. An example is provided below.

Activity	How is it good for our health?	How is it good for the environment's health?
Playing soccer	Physical exercise	X
Flowers releasing pollen	X	It's help flowers spread their pollen to make new seeds.

Does playing soccer on a field damage the grass? What are some things we can do to ensure we are not causing too much damage to the environment, while still enjoying outdoor soccer? (e.g. play in an area that does not disturb too many animals, do not trample on bushes or plants on the edges, do not leave any litter on the grass). *Can pollen be bad for us? Has anyone ever heard of the word 'allergy'?* Pollen can make us sneeze, and for people with bad allergies make breathing very difficult. Although some activities may not benefit both humans and the environment, hopefully the class will realize that **our health and the environment's health are very much dependent on similar things.**

By being healthy people, we are also contributing to a healthy Earth!

Let the class brainstorm about things in the environment that are NOT healthy for us (snake bites, poison Ivy, bee stings, ...)

Activity, Game, Exercise, Debate, Puzzles, Problem Solving, Role Play ~10-30mins

In small groups, ask the kids to come up with a campaign that promotes the health of both humans and the environment. The students should incorporate some of the things brainstormed above and will have about 10 – 20 minutes to work on their products. Make a flyer, brochure or poster that supports your campaign about keeping us and the environment healthy. Put them around the school and share!

Sample campaigns: Non-smoking campaign, a gardening centre, a sport camp, physical activity campaign, a walk-a-thon, a tree planting campaign, exercise promotion commercial, etc.

If time does not permit, let them finish brochures/poster in their own time.

Contingency, Plan B, extra game or activity (Back up plan) ~5-10mins

Match:

Ask students to name a body part or a human organ. What function does this part/organ provide? Ask the class if there is something in the environment that provides a similar function.

Beware: This might get really funny and the class might become a bit rowdy!

Presentation of Findings ~5-15mins

Review, Conclusion and steps towards continued action ~5-10mins

Discuss with students which things they will do to keep themselves and the environment healthy.

Is it difficult to do so? Why or why not?

References