

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

Title: Relationships, rules and responsibilities

Grade Level(s): 1

Time/Date:

School:

Teacher:

Directions to school, class:

Contact Info:

Ontario Curriculum Connection: Heritage and citizenship – Relationships, rules and responsibilities

Vocabulary: Words & Concepts your class may be learning, look these up yourself too!

Environment - All the things around us that help us live

Responsible – The person (yourself) who is in charge to make important decisions

Materials and Equipment: List these before and while you plan and revise so you're prepared.

Paper and colors for the students

What is your class accomplishing?: Learning & Activity Goals, Objectives

- **Understand the changes in our environment in time (increase pollution, increase in over use)**
- **Understand why rules are important to protect the environment**
- **Describe their own responsibility for the environment**
- **Identify rules to protect the environment (no littering)**
- **Describe simple solutions for environmental problems**
- **Identify and describe contributions made by individuals and groups to the local community**
- **Identify jobs in the environment and the relationships between the jobs**

PROCEDURE

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

Introduce yourself and ask the students to introduce themselves and name one rule they have to follow (at school, at home or elsewhere)

Hi everyone! Today we talk about rules and responsibilities. Why would we need any rules? What would happen if there were no rules at all?

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

What does the word 'environment' mean? Can you name some things that are part of our environment? Draw a picture on the blackboard with a tree, sun, water, house, animals, food, ... Everything the students come up with. Stop when you feel like it. Point out to the student that the environment contains everything that we need to live.

Can anyone think of any rules that people have made to protect the environment (plants/ animals)? Let the class brainstorm about existing rules. Ask them for example if it is allowed to throw your trash everywhere you want, and if it is allowed to cut down trees in the park. What are the rules in the forest? What are the rules in a garden? What are the rules near the ocean?

What would happen if there were no rules to protect the environment? If the students name some things like litter, pollution, cutting down forests etc, add that to the picture on the black board! Be careful not to make it to depressing!

Does anyone know what the word pollution means? Do you think that in the past there was a lot of pollution?

1. Draw a simple timeline on the blackboard.
2. Start with the past: Ask students: *Was there pollution in the past, when there were no cities or factories? Where did live people long ago? Did they live in apartments? Draw a little hut at the beginning of the time line. Does living in a hut, without electricity and without cars cause much pollution?*
3. Then draw some houses and factories in the middle of the time line. Ask the class: *What happened with the pollution when people started living in bigger houses and building factories?*
4. Draw a big city, cars and lots of factories at the end of the time line and ask the class: *How much pollution is there now; with all the cities, factories, cars and electricity and plastic that we use?*
5. Summarize by drawing a line above the timeline representing the amount of pollution. Start with little, and make the line rise over time. Ask the students: *If we keep living like this and build more and more*

factories, and drive more and more cars; what will happen with the pollution?

6. *What does the pollution do to our environment?*

7. *What will happen to our environment if we keep polluting it?*

Does anyone know what the word 'responsible' means? Whose responsibility is it to protect the environment and stop pollution? Ours! Why? (everyone depends on a healthy environment!)

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

The web of the environment

This exercise will have students creating a web with environmental jobs.

What are some jobs that have people working with and protecting the environment? Refer back to the words brainstormed for the 'environment', see if students can find a job for each aspect of the environment. Write down each job title on the blackboard, or draw a picture of every job. Stop when you've covered as many aspects of the environment as possible.

What jobs do people have working in the forest?

What jobs do people have working with the ocean?

What jobs do people have working with the air?

What jobs do people have working with animals?

Ask students: What job would you like to have? Why? What would you have to do?

If there is time; play Charades! Let the student act out an environmental job. The other students have to guess!

Activity, Game, Exercise, Debate, Puzzles, Problem Solving, Role Play(Pt. II or Cont...) ~10-30mins

Environmental Rules

Students will use a voting process to make a list of environmental rules.

1. Have students come up with 8 environmental rules for a new town that they are building. Tell them they are the town's government and they must make rules to protect the environment! Write down these rules on the board (or draw pictures).

2. Tell each student that they have 1 vote and they can vote for the rule they think is most important! Write down a mark for every vote that each rule gets besides the description/picture of the rule.

Ask a student to come up, count the number of marks next to every rule and tell the class which rules received the most votes.

Why is that rule most important?

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

Let the students draw a picture of their favorite job to protect the environment.

Let them explain why they would like to do that job and how it would help the environment

Presentation of Findings ~5-15mins

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

Ask the students to give an example of how you can protect the environment. *What do they do at home?*

References

Great work ecoMentor! After use of Lesson Plan revise, add ideas and repeat!