

# CLIMATE CHANGE: EVERY ACTION COUNTS

*This curriculum insert accompanies the ETFO webcast An Overview of Climate Change for K-8 Educators with a Focus on Assessment. It was developed by members for members. The webcast is accompanied by 4 lesson plans, which are available to download. Reproducibles are available in French or English at members.etfo.ca.*

## SUGGESTED GRADE LEVELS:

Full-Day Kindergarten/Grade 1

## KEY CONCEPTS/BIG IDEAS:

Climate change and climate action, what each individual person can do to make a difference, and what we can do together.

## FULL-DAY KINDERGARTEN CURRICULUM (2016)

### Demonstrating Literacy Behaviours

- Communicating thoughts and feelings, through gestures, physical movements, words, symbols, and representations, as well as through the use of a variety of materials.
- Literacy behaviours, evident in the various ways they use language, images, and materials to express and think critically about ideas and emotions, as they listen and speak, view and represent, and begin to read and write.

**Environmental Education (In Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009)**

- Promote learning about environmental issues and solutions.
- Engage children in practising and promoting environmental stewardship, both at school, and in the community.



## GRADE 1 LANGUAGE CURRICULUM (2023)

### Listening Strategies for Comprehension

**B1.2** identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally

### Speaking Purposes and Strategies

**B1.3** identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently

### Vocabulary

**B2.7** demonstrate an understanding of commonly used words, acquire and use explicitly taught vocabulary in various

contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context

**D1. Developing Ideas and Organizing Content** plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

## GRADE 1 SCIENCE AND TECHNOLOGY CURRICULUM (2022)

### B. Life Systems

#### Needs and Characteristics of Living Things

**B1.1** Describe changes or problems that could result from the loss of living and nonliving things that are part of everyday life, while taking different perspectives into consideration.

**B1.2** Identify actions that can be taken to contribute to a healthy environment.

**B2.5** Describe the characteristics of a healthy environment, including clean air and water, and nutritious food, and how a healthy environment enables living things to meet their needs.

**B2.6** Describe ways in which living things provide for the needs of other living things.

### LESSON EXAMPLE #1

**Materials:** *The Thing About Bees: A Love Letter*, chart paper, markers, blank paper, crayons/pencil crayons, computer with Wi-Fi



*The Thing About Bees: A Love Letter*  
by Shabazz Larkin

### Minds On: Scaffolding - Whole Class Discussion (10-15 minutes)

- Ask the students: “Tell us what you know about bees.” Capture their thinking on chart paper.
- Ask the students: “Do you have any questions about bees?” Capture their thinking on chart paper.
- Ask the students: “Draw a picture or pictures of your favourite fruits or vegetables.” Add these drawings to the chart paper.
- Remind students that: “When we put all of our ideas together, it helps us understand topics better.”

### Action: Classroom Read Aloud (20 minutes)

- Read aloud *The Thing About Bees: A Love Letter*.
- Discuss the story as a whole group.

#### Some suggested discussion questions:

1. What are some of the reasons that “bees can be a bit rude?”
2. What fruits and vegetables need bees to help them grow?

3. Why are bees important?
4. Did anything in the story surprise you?
5. Why is every individual person important?

### Action: Consolidation and Reflection (60-75 minutes)

- As a class, walk around the school yard observing the various insects. Record which insects, and how many of each, are seen by students.
- Watch the video about bees without sound <https://www.youtube.com/watch?v=dA05LOfPbLY>. After watching, record what the students observed about the bees.
- Re-watch the video <https://www.youtube.com/watch?v=dA05LOfPbLY> with sound. Record what the students learned about bees.
- Review how important bees are to helping fruits and vegetables grow so that we can eat them.

### LESSON EXAMPLE #2

**Materials:** *We Are Water Protectors*, chart paper, markers, blank paper, crayons/pencil crayons



*We Are Water Protectors* by Carole Lindstrom

### Minds On: Scaffolding - Whole Class Discussion (10-15 minutes)

- Ask the students: “Tell us all the ways that we use water at school, at home, and in the community.” Capture their thinking on chart paper.

### Action: Classroom Read Aloud (20 minutes)

- Read aloud *We Are Water Protectors*.
- Discuss the story as a whole group.

#### Some suggested discussion questions:

1. Who is telling this story?
2. What are some of the ways that we use water in the story?
3. What does the Black Snake represent?
4. What kinds of things poison water?
5. What can we do to protect water?
6. What is the message in this story?

### Action: Consolidation and Reflection (45-60 minutes)

- As a class, discuss all the ways we can conserve water at school and at home.
- Develop a class “pledge” listing the actions that we can take to reduce water consumption. Refer back to the chart paper during the “Minds On” activity. The students can participate in the writing of the pledge and then they can add their names to the pledge. Examples include turning off the water while brushing your teeth, reusing your bath water to water plants, taking quicker showers, re-wearing clothes that are still clean (not washing clothes every day), reusing your towel to dry off until it is dirty, using a special reusable water cup or water bottle at home for water so, you don’t have to wash all the time, drinking cold water from the fridge instead of running the tap until the water turns cold, eating more local fruits and vegetables, bringing a reusable water bottle to school, etc.
- Engage in regular conversations about the pledge and the actions that you are taking and actions that you might consider adding to the pledge.
- Discuss the challenges and successes that you are experiencing.
- Share the learning with another class or classes to inspire them to take action.