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| ***Stories of Climate Change Education***  *Toronto District School Board - Climate Literacy & Leadership Program* | |
| **Students Make Their Own Lunches & Snacks in Reusable Containers** | |
| Wendy Ho, 27 Grade 5/6 Students, Dorset Park Public School | |
| *Inquiry Question: How can I help my students reflect on consumer products by learning about the life cycle of commonly used products and their environmental impacts?*  My Grade 5/6 Students did an inquiry project on the life-cycle of commonly used products by mimicking forces on the structures and matter of various packaging. In this STEM project, the students were able to research the life-span of certain products and hypothesize the events in between when connecting with natural forces and physical changes in various products. | |
| **Learning Outcomes:** *(1-2 for students)*   * Students reflect on their own consumption habits and ways to reduce environmental footprint as most garbage takes a very long time to decay into the environment (sometimes generations!) * Students learn about the effects of littering and that creating less garbage is a better alternative than disposing their garbage in proper channels (garbage bin, blue bin, etc) | **Climate Concepts & Actions:**  **Climate Concepts:**   * + Biodiversity   + Carbon Footprint   + Weather Events   + Littering and Waste (consumer products and packaging)   **Climate Actions:**   * + Purchasing less packaging waste   + Reusing materials   + Focus on \*REDUCE\* instead of Recycling   + Ensure product is completely used up before disposing |
| **Learning Activities:** *(brief description of main activities)*   1. Minds On:    * [Story of Plastic: Where Your Plastic Ends Up](https://youtu.be/urFZ5o0az_4?si=QXS8ufteCmL67DAO))    * [The Story of Plastics Animated Short](https://youtu.be/iO3SA4YyEYU?si=wYf9EufOVhVWyh4n)    * [Story of Bottled Water](https://youtu.be/Se12y9hSOM0?si=ABtYghZ224qcsaS-) 2. Causal Model Mind Map - Pollution in the middle; Think about why people or society choose to litter; Think about different roles (e.g. Factories, Businesses, Families in different   Socio-Economic Statuses, kids, adults, immigrants, etc.)   1. Action: Think, Pair, Share:    * Brainstorm a list of daily use products that ends up in the garbage in their households,    * then choose one product to focus on creating a life-cycle of… after littering    * Brainstorm a list of forces that garbage (after littering) would encounter (e.g. wind, thermal, radiant (sun), rain, animals chewing on it, against rocks, bricks (hard surfaces), acidic (dog/bird poop)    * Brainstorm how to mimic those forces to accelerate rate of biodegrading (to decay and be absorbed by environment)    * Create Bristol Board Infographic of the timeline/life cycle of their chosen product    * Perform Research on the product they have chosen on consumer use, environmental impacts, interesting facts 2. Consolidation: Student Individual Reflections (Think about the effects of littering on the environment including human and animal life) 3. Group Presentations and Gallery Walk; Individual Sticky Notes - Give Feedback | |
| **Lessons Learned:** *(1-2 about CCE teaching practice)*   * Transformative Teaching * Enabling students to engage in critical & creative thinking; active, self-directed; creator/constructor of new knowledge * discover the curriculum through inquiry & learning projects * As a facilitator, coach, mentor, co-learner * Being present in the student learning, allowing students to explore and deepen their understanding on their own * photographic documentations importance of reflection & sharing | **Key Resources:** *(1-2 useful for CCE)*   * [Resources for Educators on Climate Change](https://www.canada.ca/en/services/environm%20ent/weather/climatechange/get-involved/ress%20ources-educators.html) (federal government) |



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