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| ***Stories of Climate Change Education***  *Toronto District School Board - Climate Literacy & Leadership Program* | |
| **Kindergarten students become agents of change by strengthening their love of nature** | |
| Jennifer Morden, Kindergarten, North Bridlewood Junior Public School | |
| *20240417_101045.jpg20240507_130605.jpg20240423_081825.jpg*  Properties of Soil I “Wonder” Bags “What lives in the water?” Art “How Can You be Kind to the Earth? | |
| **Learning Outcomes:** *(1-2 for students)*   * Strengthening students' understanding that they are entering a space that belongs to the Earth. * Demonstrating respect and consideration for our local environment and living things around our school community. * Strengthening our Indigenous learning and understanding. To produce our own Land Acknowledgement as a class. | **Climate Concepts & Actions:**   * Climate concept (2):   + Developing an appreciation for Earth   + Understanding how we can give back to the Land through different initiatives/actions * Climate action(s): Learning centre activities and land-based activities focused on environmental learning and understanding |
| **Learning Activities:** *(brief description of main activities)*   * Our Kindergarten group participated in a variety of whole-group discussions and learning centre activities that focused on environmental learning (how we can show appreciation to the Land we live on). We provided a wide range of activities for students in order to strengthen interest and engagement and, thus, determine what interests’ our class had so that we could engage in a deeper inquiry. * A list of the activities that students engaged in:   + Planting tomato seeds from Tomato Sphere and conducting investigations about seed growth   + Incorporating a wonder table to initiate deeper “I wonder” inquiry questions   + Literacy and math activities using soil (e.g., finding letters, measuring, real-world play with bugs, exploring properties of soil)   + Butterfly raising kit - learning about the life cycle of a butterfly   + Engaging in purposeful outdoor activities (e.g., gratitude journal, Look, See, Feel walks, read-alouds outside, explorations within our Kindergarten area)   + Water inquiry (understanding how water is used, access to clean water, pollution)   + Repurposing recyclables to create new things (e.g., joint activity with our Grade 5 buddies) | |
| **Lessons Learned:** *(1-2 about CCE teaching practice)*   * Student engagement increased when activities incorporated nature (e.g., real-world play, soil, water, planting etc.). Incorporating learning outside required some planning, but was very beneficial and impactful for both students and educators * Having fellow colleagues to support learning and gaining access to resources was very helpful through the planning and implementation process. * Reading a variety of read-alouds helped support our understanding of why and how we can give back to the Land we live on. | **Key Resources:** *(1-2 useful for CCE)*   * Book: *Little Land* (Diana Sudyka) * Book: *Walking Together* (Albert D. Marshall & Louise Zimanyi) * Book: *Our Planet! There’s No Place Like Earth* (Stacy McAnulty) |



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